



Annual Portfolio Reports 2019

Hagley College

ANNUAL PORTFOLIO REPORTS

HAGLEY COLLEGE 2019

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INTRODUCTION

TEAM AND PORTFOLIO STRUCTURE

Three major teams are at the forefront of leading our unique school, each headed by a deputy principal: student wellbeing, student learning and staff wellbeing. These three teams are supported by the principal's team. All four teams work closely together and their work continually overlaps. The four teams keep in close touch with the Board of Trustees through monthly meetings, reporting and discussions. Our team structure is designed to help Hagley grow and develop to meet new opportunities and challenges, and in particular to work flexibly and adaptably to meet the varying needs of the school during its redevelopment. It is through the team structure that we work to meet our strategic goals, report to our Board and to external agencies.

The **student wellbeing team** plays a major role in shaping the experience a student has at Hagley, developing and leading a coherent vision of student wellbeing based on the belief that engagement is centred on students' wellbeing and involvement in their learning. The wellbeing team is closely linked to the **student learning team**, which plays a major role in leading curriculum design, development and delivery across the College. It includes our heads of learning areas and subject leaders, and is closely integrated with the learning support team. Our **staff wellbeing team** fosters an environment where staff are happy, safe and valued. Hagley is responsive to its staff. Professional learning and reflective practice are prioritised as key ways of improving outcomes for our students.

School wide self review is central to Hagley's improvement processes and operates at multiple levels within Hagley. Each team consists of a number of portfolios each with its own director. Each portfolio has several key outcomes listed below which are closely related to our charter and annual plan. Their work is reviewed within annual portfolio reports. As is appropriate for each portfolio's outcomes, the reports include how the portfolio brings our mission statement to life, "lifelong learning, accessible to all". The reports define what developments and success looks like for key outcomes and progress towards achieving these. The reports also act as portfolio development plans, setting out achievement targets for the coming year.

This annual portfolio report document should also be read in conjunction with two other key strategic documents: the charter and annual plan, and the annual subject review document completed by subject leaders reviewing best practice in teaching, learning and assessment.



HAGLEY COLLEGE – TEAM STRUCTURE 2019

STUDENT WELLBEING TEAM

Rowan Milburn:
Deputy Principal, Student Wellbeing

Student wellbeing across the College

- Emma Lumb, Student Wellbeing Leader

Year 13 College students

Year 9 - 12 College students

- Suzanne Waters, Director of Students

Year 11 Hauora programme

Wellbeing team

- Year Advisers
- Wellbeing support team

Counselling team

- Mike Gilchrist, Counselling Leader

Careers team

- Kim Swann, Careers Leader

Student leaders

Sport

- Clint Pilkington, Head of Sport

Appraisal

- Student wellbeing team

Teacher PLD programme

- Student wellbeing

Education outside the classroom

Health and Safety

STUDENT LEARNING TEAM

Marie Stribling:
Deputy Principal, Student Learning

Year 9 - 11 College student learning

- Suzanne Waters, Director of Students

Student learning in Year 9 – 13 programmes

- Curriculum leaders
- Schools within Schools programme leaders

Learning Enhancement Team

- Kathy Constable, Director of Student Placement and Learning Enhancement

E learning

Nathan Walsh, E Learning Leader

Library

Liz Jones, Librarian

Self review

- Subject leader best practice reviews
- Teaching as inquiry across the College

Appraisal

- Heads of learning areas
- Directors in student learning team

Teacher PLD programme

- Student learning:
 - Leaders' group
 - Teaching staff PLD programme
 - Curriculum review and development
 - Teaching as inquiry
- Appraisal

Tertiary Pathways

- Emma Lumb, Tertiary Pathways Manager

NCEA and Qualifications

Learning Communities

- Sarah Denny, Director of Learning Communities:
 - English Language Learning
 - After 3
 - Diversity Support Team

STAFF WELLBEING TEAM

Ros Jackson:
Deputy Principal, Staff Wellbeing

Director of staffing:

- oversight of staffing and HR in the Junior and Senior Colleges, After Three, Forte ITM programme, support staff, HALC, Homework Centre
- staff appointments, leave, staff health and safety

Teacher registration

Teacher relief

- Sue Broadstock, School Reception

Support Staff

- Neil Sales, Evening Property Manager

Senior Leadership Admin

- Sherron Harrison, SLT Administrator
- Lisa Amer, Student Administrator

Pre-service teacher trainees

Bicultural development across the College:

- Regan Stokes, Te Reo Māori Leader

Provisionally registered teachers programme, and specialist classroom teachers

Teacher PLD programme

- biculturalism

International students

Forte: Itinerant music teacher programme

- Nicky Fogden-Smith, HOD Forte

Van Asch day to day operations at Hagley

PRINCIPAL'S TEAM

Mike Fowler

Strategic planning and self review:

- Charter
- Strategic goals, annual plan
- College planning and annual reporting
- Hagley's values development

Board of Trustees

Pre School Trust

Jocelyn Wright, Preschool Director

Board Policy Committee

Media
Legal
Stand downs and suspensions
Legislative
Liaison with MOE

Hagley redevelopment

Hagley's education hub developments

- Centre for Migrant Peoples
- Central City Learning Cluster
- Te Taura Here o Ōtautahi Kāhui Ako

Appraisal

- Senior Leadership Team
- Principal's Team

Designated character school implementation, including enrolment

Student Systems

Jenni Holden, Director

- Sharon Cumming, Director of Enrolment
- Julie Davies, SMS Senior Administrator

Infrastructure and Digital Strategy

Andy Gorton, Director

- Graeme Cochrane, Property Manager
- Hagley ICT and property teams

Finance

Judy Phillips, Director

Communications, Marketing and Design

Leoni Combrink, Manager



Principal's Team

College Effectiveness Portfolio

1. Develop a charter and annual plan that includes goals, an annual targets, as well as a four year strategic plan for effective performance.
2. Ensure school-wide self review helps to inform our strategic priorities, which are then reflected and implemented in our annual plan.
3. Oversee the realisation of Hagley's Education Brief for its redevelopment.
4. Complete an analysis of variance on the college's annual strategic priorities.

Student Systems Portfolio

1. Manage and develop Hagley's student data systems, including the student management system, timetabling and facilities use, MOE returns, attendance data, student and caregiver reporting.
2. Lead research into best practice in student data management and analysis, applying those understandings to improve student data management, practices and analysis across the College.
3. Plan and conduct data analysis to inform the work of various College portfolios.
4. Grow strong professional learning and self-review models which build teacher effectiveness in using data.

Infrastructure and Digital Strategy Portfolio

1. Implement and maintain a robust physical and digital infrastructure and the associated services which are flexible, sustainable, coherent, and proactively planned and managed.
2. Develop strategies and processes as well as staff required to drive the development of a flexible and sustainable infrastructure.
3. Implement and develop strategies and processes that aid learners to be flexible with their learning in terms of time and location.
4. Develop a culture of researching, evaluating and reviewing learning environments, business processes, IT resources and IT educational practice.

Student Wellbeing Team

Student Wellbeing Portfolio

1. Lead student wellbeing across the College to ensure student engagement, retention and involvement.
2. Lead research into best practice in student wellbeing, and apply those understandings to inform approaches to student wellbeing across the College.
3. Develop and promote opportunities for student participation and leadership.
4. Use student, whānau and teacher voice to improve student wellbeing.
5. Grow strong professional learning and self-review models which build teacher practice and effectiveness in enhancing student wellbeing.

Student Learning Team

Student Learning Portfolio

1. Lead curriculum design, development and delivery across the College to maximise our students' engagement with learning and achievement.
2. Lead research into best practice in student learning, and apply those understandings to inform curriculum design, development and delivery across the College.
3. Lead best practice in assessment integrated with teaching and learning in order to maximise student achievement.
4. Use student, whānau and teacher voice to improve student learning.
5. Grow strong professional learning and self-review models which build teacher practice and effectiveness in enhancing student learning.

Learning Communities Portfolio

1. Develop a cohesive and integrated structure for collaboration, participation and partnerships that is informed by current research.
2. Provide English Language Learning that prepares students for community, employment and academic pathways.
3. Implement curriculum, pedagogy and assessment practices which reflect diversity.
4. Develop flexible and responsive community learning programmes and pathways beyond the school day.
5. Deliver support and services where diversity is the norm.

Staff Wellbeing Team

Staff Wellbeing Portfolio

1. Foster the appointment, development and retention of quality teachers and support staff who are responsive to diverse learners across the College in all learning areas.
2. Develop the College's commitment to Māori achieving success as Māori and to our bicultural partnership.
3. Develop the College as a regional education hub.

Forte [Itinerant Teachers of Music] Portfolio

1. Develop and implement Forte's collaborative delivery model for the teaching of itinerant music, resulting in high participation and engagement by schools throughout the region.
2. Facilitate reflective teaching practices through inquiry and ongoing professional learning and development.
3. Implement an integrated and comprehensive appraisal system which is evaluated through the windows into practice.
4. Develop and implement a range of personalised music programmes across a diversity of instrumental and vocal disciplines, resulting in greater student achievement and participation in performance music.
5. Connect students to a wide range of ensemble opportunities both in-school and out in the wider community.
6. Coordinate and implement regional and national multi-school music events for students to participate in.

PRINCIPAL'S TEAM

COLLEGE EFFECTIVENESS PORTFOLIO

INTRODUCTION

The College Effectiveness portfolio guides the overall direction and performance of the College.

A central aspect of the portfolio is to raise awareness across the College that Hagley fulfils multiple roles for many different learners in our region, adolescent and adult, full-time and part-time. There is a wide range of educational activity on behalf of the Christchurch education network. Hagley is diverse and a large part of its strength lies in that diversity. In developing our strategic direction, the College Effectiveness portfolio has emphasised that a stronger and responsive Hagley is an integrated Hagley where all areas are aware of each other, complement each other and work together. Our mission statement, "lifelong learning that is accessible for all", underpins all that Hagley is involved in. It also underpins the work of the College Effectiveness portfolio.

A key focus for the portfolio is the development of the charter and annual plan. A core strategic development the portfolio is responsible for is centred on defining our role as we move into our fourth year as designated character school. It is critical that Hagley continues with a robust strategy for the development of our regional hub role. The portfolio also leads Hagley's redevelopment as part of the Canterbury Schools Rebuild programme and the multicultural hub development. It is responsible for initiating Te Taura Here o Ōtautahi kāhui ako and oversees our communications and marketing strategy.

KEY OUTCOMES

1. Develop an annual charter that includes strategic goals, short and long term targets and an annual plan for effective performance.
2. Ensure school-wide self review helps to inform our strategic priorities, which are then reflected and implemented in our annual plan.
3. Oversee our role as a regional hub and the realisation of Hagley's Education Brief for its redevelopment.
4. Complete an analysis of variance on the college's annual strategic priorities.

Outcome 1:

Develop an annual charter that includes strategic goals, an annual plan with short and long term targets for effective performance.

The four teams which lead Hagley -the student wellbeing, student learning, staff wellbeing and principal's teams and the porfolios within each of these teams – all work towards realising the targets in our annual plan.

Hagley's strategic goals in our charter focus on our students' high levels of engagement and achievement; on achieving equity in educational opportunity; on developing transferable learning skills critical for developing learners who live, learn, work and contribute as active members of their communities; and on ensuring success for Māori as Māori. Our goals place an emphasis on the growth and improvement of our Hagley staff as a critical step

in order to achieve our student-centred goals. Our goals also reflect our mandate and responsibility to act as a designated character school, meeting the needs of learners of all ages across our region.

The seven strategic goals set out in the annual plan describe the targets that Hagley is aiming towards over the next four years. During term 1, we have developed these goals collaboratively and invite our school community to comment on them with the intention of informing everyone – the board, directors, learning area heads, teachers, students, families, whānau - and connecting them to our direction as a school. Under each goal, we have completed an analysis of variance exercise by considering the outcomes for 2018, then based on this analysis, mapped out our 2019 implementation plan and targets as well as a four year strategic plan.

Our strategic goals set out how we give effect to the priorities our school has collectively established and to the National Education Guidelines. Our goals are closely aligned to the National Education Guidelines [which include the National Education Goals, the New Zealand Curriculum and the National Administration Goals].

Outcome 2:

Ensure school-wide self review helps to inform our strategic priorities, which are then reflected and implemented in our annual plan.

Self review operates at multiple levels within Hagley. At senior level, portfolio directors complete annual reviews under several outcomes that are central to achieving our strategic goals. Their reviews are published in this annual report compilation. The annual portfolio reports are key documents in our review cycle. They detail achievements in portfolios as well as outline plans. The timing of these reports at this stage in the year gives a useful yardstick on portfolios' achievements against outcomes as well as next steps. The reports are also helpful in informing end of year directors' appraisals and reviewing our strategic priorities.

Curriculum leaders complete annual subject reviews of teaching, learning and assessment against indicators of best practice, which are also collated and published. Both portfolio and subject leaders' reports act as essential review mechanisms to inform next steps at portfolio review meetings and curriculum leaders best practice workshops.

Teachers complete inquiries centred on improving outcomes for students they teach, with inquiry sharing via mentorship from their curriculum leaders, presentations to colleagues at our annual inquiry day and an online teacher archive. Drawing on multiple evidence sources, teachers also complete Windows into Practice which are central to teacher appraisal and attestation for their Practising Certificates. Meta-analyses of inquiry and appraisal guide the direction of College wide professional learning, as well as inform our strategic goals. Trends from both subject reviews and teacher inquiry can be found under the Student Learning portfolio report.

Self review at teacher, curriculum leader and director levels together establishes priorities and informs the development of our strategic goals and the annual implementation plan. There are prominent examples of how these priorities has been informed by self review:

- For Goal 6 [Build Hagley as a strong self-reviewing school], learning leaders' annual reviews have a increased focus on improving scrutiny of data, which has been led by the student learning team. In this regard, consideration is being given to reconfiguring the subject review process with NCEA assessment practice outcomes becoming audit summary items and a stronger focus being placed on data analysis and on department PLD. In addition, learning leaders are refocusing their own inquiries onto their leadership of their teams in 2019, examining practices that support improved teaching and learning.
- For Goal 2 [Increase students' engagement and achievement in their learning], self review processes have led to major improvements in reporting, with a focus on integrating reporting on transferable skills and subject specific skills [also led by the student learning team].

- For Goal 1 [Enhance our students' sense of wellbeing so that they flourish at and beyond Hagley], revisions to the structure of our school day have been informed by what self review revealed about our students' wellbeing needs. This includes the introduction of timetabled tutor time as well as an extensive health / wellbeing / recreation programme for seniors. Review of 2018 school-wide wellbeing developments led to the introduction of student / whānau / tutor academic conferencing at Years 11 - 13 in order to maximise the value of the tutor making connections across a student's academic programme [led by student wellbeing team].
- For Goal 4 [Build Hagley's bicultural partnership], self review of how Hagley is developing from a bicultural perspective has informed our focus on acknowledging the identity and place of our Māori learners at Hagley. This has included asking our staff to increase their focus on recognising the cultural identity of our Māori learners and also the cultures of learners from the diverse ethnicities whom we welcome at Hagley. To achieve equity, increased consideration is being given to the messages teachers reflect to our students about their cultures to help them build their own senses of cultural identity. It has also led to our examining achievement data for Māori learners as well as considering how our enrolment processes and course selection opportunities might maximise their potential study options.

Outcome 3:

Oversee our role as a regional hub and the realisation of Hagley's Education Brief for its redevelopment.

Multicultural Hub

Hagley's role as a regional hub took on a new dimension following the 15 March 2019 mosque shootings. Ethnic communities see Hagley as 'their place', which was clear over three days when Hagley acted as a welfare centre for those impacted by the 15 March terrorism attacks. Over 50 staff acted as hosts to support the work of multiple agencies and services, including Police, Red Cross, Emergency Response Teams, Civil Defence, Health, ACC and the City Council. Thousands of people came through the Hagley student centre and surrounding buildings and were supported. Hagley facilities provided spaces for prayer, for meeting with agencies, for storing the huge number of food donations, meals for hundreds of people, as well as spaces for the community to connect with each other.

The tragic events of 15 March renewed the imperative for the proposed multicultural hub. The hub is closely linked to Hagley's mission statement: "lifelong learning that is accessible to all." Students from culturally and linguistically diverse communities form a significant part of Hagley's student population, with students enrolled in a wide range of courses, as well as in community, vocational and academic English language learning programmes. Hagley embraces diverse ethnic communities as a vital part of the school, as it has done for 35 years.

The Hagley Board of Trustees regards its support for the multicultural hub project as a tangible example of acting in a regional hub role, being inclusive and supporting all culturally and linguistically diverse communities in Christchurch. The hub offers dedicated spaces for education, social and financial wellbeing capacity building, community strengthening through first language maintenance, as well as a homework centre after school for students from refugee backgrounds drawn from across Christchurch schools. The hub includes office spaces for various agencies from educational, public and civil agencies and sectors. Workshops to build competencies in working with and understanding Christchurch culturally and linguistically diverse groups will be run for business and other groups across the city.

Work towards this portfolio outcome has focused largely on developing the case for the hub. In 2018, the school made a presentation to the City Council seeking support from the long term plan. The outcome was the Council's recommendation that the Community Facilities Network Plan be completed and that a review be completed into this project which has occurred. That report, which is very supportive of the hub, will be circulated to the Social, Community Development and Housing Committee within the Council in June 2019. A significant aspect of the case

for the hub emphasises that there is a clear mandate from CALD communities which is evident in the 2017 OPUS feasibility study into the multicultural hub development, presented to the City Council in 2018.

In May 2019, the presentation to the Council was a joint one from Hagley and migrant and refugee communities, with Surinder Tandon and Ahmed Tani representing those groups. The Council responded positively and indicated an intention to work with other funding partners to underwrite the project. In regard to timeframe, the Ministry of Education's re-development of Hagley offers an effective cost saving opportunity to integrate the development of the multicultural hub.

Te Taura Here o Ōtautahi Kāhui Ako, Christchurch City Centre Learning Community Cluster

The portfolio has coordinated the formation of the new kāhui ako, involving Te Pā o Rākaihautū, Ao Tawhiti, Hagley, Christchurch East School and ten early childhood learning centres. The name, 'Te Taura Here o Ōtautahi', is a reference to the diverse educational kinship group all located near the centre of Christchurch and spanning education from early childhood to Year 14. While the achievement challenge is yet to be confirmed, a student wellbeing focus touching on inclusion, cultural identity and building resilience and growth mindsets in our ākonga may be appropriate.

Hagley has also taken the leadership role in the Christchurch City Centre Learning Community Cluster and its professional learning initiative linked to diversity and inclusion. In 2018, we organised and ran successful events with Nathan Wallis, Paul Spoonley and a 'diversity in learning' day. Ann Milne's presentation at the beginning of 2019 challenged staff to recognise the cultural identity of Māori learners and also the cultures of learners from the diverse ethnicities,

Hagley Redevelopment

The portfolio has continued to coordinate Hagley's involvement in the redevelopment process. In the first half of 2019, the roll out of Hagley's redevelopment has been delayed due to investigations being carried out on B Block and X Block to establish firm costings for the remedial work required. Those costs need to be confirmed so that there is clarity over the budget for the new buildings, the Wainuku, Pūkaki and Auripo hubs, before the developed design stage begins. Key staff in infrastructure, logistics and student wellbeing have taken on additional duties in preparation for the next stage.

Outcome 4:

Complete an analysis of variance on the college's annual strategic priorities.

The shaded areas under each of the goals describes the school's achievements in 2018 under each of the goals.

Strategic Goal 1 Enhance our students' sense of wellbeing so that they flourish at and beyond Hagley.			
Under this goal, what were our targets in 2018?	Outcomes: – how did we go in 2018?	Annual 2019 implementation plan: – targets for 2019	Four year strategic plan
<ol style="list-style-type: none"> We focus on our students' sense of turangawaewae, their sense of Hagley being their place where they feel good about themselves and feel comfortable about being here. We collect, analyse and act on data about all our students' wellbeing. We collect, analyse and act on data about our priority learner groups. Our staff take an active and personalised interest in each student and in their learning. 	<ol style="list-style-type: none"> The 2018 Year 11 well-being pilot has been influential on student wellbeing. This included positive education, health education and recreation. These initiatives introduced across the school at multiple levels. Professional development for teachers around positive education focused on character strengths and the PERMA models of wellbeing has informed wellbeing developments. Revisions to the structure of our school day have been informed by our students' wellbeing needs, including the introduction of timetabled tutor time, as well as an extensive health / wellbeing / recreation programme for seniors. Wellbeing staff focus groups have been continued during 2018, including: <ul style="list-style-type: none"> Smokefree connecting with whānau student leadership student careers profiling Attendance patterns have significantly strengthened in 2018 across all year levels: for example, the overall attendance rate was over 86%. We continued our growth of leadership opportunities, including: <ul style="list-style-type: none"> students attending local leadership events the student leaders group rebranded and refocused as 'Young Leaders@Hagley'. 	<ol style="list-style-type: none"> We develop major new wellbeing leadership roles: Senior Wellbeing Leader, Director of Students and Year Advisors. We provide opportunities for students to engage in wellbeing enhancing activities. We prioritise the development of the tutor role at all Year levels, including: <ul style="list-style-type: none"> Greater connection via tutors between home and student Recommendations and encouragement from tutors for Year 12 and 13 students to attend wellbeing modules Stronger tutor check processes to aid retention, so that students do not leave for weak reasons Strengthened goal setting, including co-constructed statements drafted by students and tutors A student / whānau / tutor academic conferencing cycle at Year 11 - 13 that: <ul style="list-style-type: none"> maximises the value of the tutor making connections across a student's academic programme maximises the value of 2019 changes to school reporting includes follow up with whānau to involve in conferencing Positive education focus for all students, especially priority learners. We continue to grow opportunities for students to engage and to be socially connected at Hagley, including: 	<ol style="list-style-type: none"> We develop and implement a coherent vision of student wellbeing, based on the belief that engagement is centred on students' wellbeing and involvement in their learning. We recognise that the data we need to focus on as a first priority is about how our students feel about themselves, about being at school and about their learning. Student voice, together with other data sources, thereby guides College-wide and individual staff actions to improve students' sense of wellbeing. We develop an environment which enhances students' and staff's feelings of safety and connection with each other. We collect and act on data around wellbeing iteratively, building and responding to a comprehensive long term picture of wellbeing at Hagley. Through our redevelopment, we create new initiatives to increase students'

		<ul style="list-style-type: none"> ○ Young Leaders@Hagley Group aimed to appeal to a wider range of students ○ a broad and diverse range of extra-curricular activities ○ a diverse recreation programme, as well as education about healthy relationships and positive wellbeing scheduled throughout the school day. <p>5. Wellbeing focus groups are developed to include:</p> <ul style="list-style-type: none"> ○ staff wellbeing ○ Māori wellbeing ○ positive messages and events. <p>6. We further refine our data gathering around student wellbeing, so that the focus is on gathering and responding to data linked to specific groups instead of more general cohort-wide patterns:</p> <ul style="list-style-type: none"> ○ in 2019, a major wellbeing data gathering focus is on supporting and enhancing the work of tutors with their groups ○ We gather and respond to data about our Māori students to enhance their sense of identity in our school. <p>7. We continue to develop the delivery models for our counselling services, including the expansion of our family and whānau outreach services.</p> <p>8. We build teachers' skills in restorative talk as a student management strategy, as one step to reducing the use of interventions such as fast track.</p> <p>9. We work with wellbeing leaders as we move into the design and procurement stages to realise wellbeing components in the Education Brief in the school redevelopment.</p> <p>10. We develop student awards and rewards across the school, particularly to reinforce our school values.</p>	<p>sense of wellbeing. These might include:</p> <ul style="list-style-type: none"> ● 'home bases' in learning hubs for students to enhance a sense of belonging; ● staff working increasingly in personalised mentoring roles where both wellbeing and learning are a shared focus; ● learning spaces doubling as social and recreational spaces <p>6. We develop increasing flexibility in how wellbeing services are provided to connect with and support all students, both at Hagley and in their own family settings.</p>
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Strategic Goal 2

Increase students' engagement and achievement in their learning.

Under this goal, what were our targets in 2018?	Outcomes: – how did we go in 2018?	Annual 2019 implementation plan: – targets for 2019	Four year strategic plan
<ol style="list-style-type: none"> We take an active and personalised interest in each students' engagement and achievement in their learning. We collect, analyse and act on data about all our students' engagement and achievement in their learning. We collect, analyse and act on data about our priority learner groups. In order to build engagement and achievement, we prioritise transferable skill development [contributing / communicating / maker mindset / self regulation / thinking / collaborating]. 	<ol style="list-style-type: none"> There has been a major focus on whole school curriculum review work. This has included: <ul style="list-style-type: none"> a review and restructuring of our Year 9 and 10 curriculum Improving our timetable structure to deliver better learning outcomes for students with a unified Year 9 - 13 structure, greater levels of choice in both the junior and senior programme; an equitable curriculum across all learning areas aligned with what we are mandated to deliver under the NZC, particularly in art, performing arts and technology. Key staff were engaged in a school visiting programme, both locally and nationally, to inform planning for building redevelopment with a focus on both models of pedagogy and on learning spaces which support the OECD's seven principles of learning for the 21st century. We introduced Te Putanga based on transferable skills to replace the junior credit system in order to promote more explicit teaching of transferable skills and more authentic reporting of outcomes. A shared solutions focus was introduced to the leaders group to help resolve curriculum review challenges, as well as to establish curriculum equity at Years 9 and 10 in the new timetable structure to be introduced in 2019. Two collaborative programme innovations (Te reo Māori/ English and Art/ Technology) have run successfully in 2018. Best practice workshops for subject leaders have focused on developing leaders' skills in analysing data to inform improved student outcomes. [see goal 6]. 	<ol style="list-style-type: none"> Our focus on 21st century learning and transferable skills includes: <ul style="list-style-type: none"> a move to create a more connected curriculum. This has involved reviewing the pilots we have implemented, with learnings applied to 2019 programme design and to our master planning about how to implement connected curriculum approaches in new buildings. Two connected learning classes at Year 9 are introduced. Kete Wana is introduced to offer students significant curriculum choice and expanded learning opportunities, particularly in Art, Technology, and Performance. We further develop our learning enhancement model to support students across learning areas at all Year levels, particularly at senior level. PLD for teachers and learning assistants in 2019 is focused on building effective understandings for both teachers and learning assistants in their roles in effective differentiation. Across all levels, we encourage learning leaders teachers to explore appropriate opportunities for connected learning. We promote and develop e-learning across the school. We continue to grow curriculum leadership by strengthening the leaders' group, including: <ul style="list-style-type: none"> introducing a wider membership to include leaders working across the school in wellbeing, e-learning and specialist classroom teaching introducing a leadership inquiry focus [see goal 6] We explore ways of aligning junior and senior programmes, particularly linked to specialist schools. 	<ol style="list-style-type: none"> We collect and act on data around engagement and achievement in an iterative way, building and responding to a comprehensive long term picture to improve engagement and achievement at Hagley. We develop successful lifelong learners who transition successfully into further learning or their chosen pathways. We develop these learners by focusing on the critical link between student wellbeing and student learning in order to create engagement and involvement in learning. Transferable skill development is a prominent focus in programmes across Hagley. Our curriculum and programme development evolves in innovative and responsive ways to meet our students' learning needs and to maximise our students' engagement with learning and achievement.

	<p>7. A continuing school-wide focus on teaching as inquiry has continued, with many inquiries focused on school wide PLD with meta-analysis informing next steps for the school PLD focus. There has been a focus on developing mentorship for curriculum leaders [see goal 6].</p> <p>8. In our move to 'de-silo', the introduction of cross curricular groupings in staff PLD has been well received.</p>	<p>7. We further our design of senior college programmes to have sufficient flexibility to allow Hagley to continue to offer specialist schools where numbers are variable.</p> <p>8. We review and improve reporting at all levels, including how Te Putanga at Years and 10 is reported and how real time reporting can be best utilised. This also includes redeveloping reports to integrate transferable skills and subject specific skills.</p> <p>9. We work with curriculum leaders as we move into the design and procurement stages to realise the Education Brief in the school redevelopment.</p> <p>10. We continue an active programme of professional learning and school visiting to build our expertise and understandings in:</p> <ul style="list-style-type: none"> ○ innovative curriculum design ○ pedagogical development ○ flexible learning environments. <p>11. To continue the 'de-siloing' process, we introduce a de-centralised model of PLD with teachers working in cross-curricular groups. [See goal 6]</p> <p>12. We further develop robust analysis and use of NCEA achievement data to improve student outcomes.</p>	
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Strategic Goal 3

Enable students to effectively transition to further learning or their chosen pathways.

Under this goal, what were our targets in 2018?	Outcomes: – how did we go in 2018?	Annual 2019 implementation plan: – targets for 2019	Four year strategic plan
<p>1. We develop our delivery models, including our 'schools within schools' programmes, innovative subject contexts, vocational pathways and 'at risk' student mentorship models, to create opportunities based on students' needs, interests and goals.</p> <p>2. We build and enhance our diverse range of transition programmes, including:</p> <ul style="list-style-type: none"> • CTC, Gateway and STAR programmes • tertiary pathways programmes, including Catch Up College and UC@Hagley. <p>3. We work with ITO, business and tertiary providers to develop pathway programmes.</p>	<p>1. In partnership with kaiako and ākonga, the careers team supported and guided successful decision making for transition. This included developing stronger connections with tertiary providers, developing learner portfolios, and offering a wider range of STAR programmes.</p> <p>2. Following the introduction of 'fees free' tertiary study, we have worked with the University of Canterbury and other tertiary providers to establish a clear future for our tertiary pathways programmes.</p> <p>3. We have negotiated with the MOE to find a solution in order to continue to offer Catch Up College.</p> <p>4. We have continued to look for opportunities to create pathways within Hagley which can lead into our specialist schools.</p> <p>5. We continued the high success rate in our tertiary pathways programmes, Catch Up College and UC@Hagley.</p> <p>6. We successfully transferred the UC@Hagley programme to be delivered on the University of Canterbury site.</p>	<p>1. We continue with current actions and strategies, which include:</p> <ul style="list-style-type: none"> • programme developments including Life Beyond School and the revising of Employment Skills to make it a more cohesive programme • senior leadership, kaiako and whānau supporting the work of the careers team. <p>2. As part of the curriculum review process, we look for opportunities to develop further pathways within Hagley which can lead into our specialist schools, tertiary pathways programmes and tertiary study.</p>	<p>1. We expand our NCEA based and other pathway options offered at Hagley, aimed at both adolescent and adult learners.</p> <p>2. We establish Hagley as the secondary school through which adolescent and adult learners, who previously may have not considered further learning or tertiary study as options, have opportunities in Hagley programmes which lead them to successful transitions from secondary into tertiary learning or into other chosen pathways.</p> <p>3. Our curriculum profile reflects growth and innovation in its programme development at all levels, including the development of Hagley as a magnet school, for example in the creative studio and performance areas.</p> <p>4. We strengthen our partnerships with ITOs, businesses and tertiary institutions.</p>

Strategic Goal 4
Build Hagley's bicultural partnership.

Under this goal, what were our targets in 2018?	Outcomes: – how did we go in 2018?	Annual 2019 implementation plan: – targets for 2019	Four year strategic plan
<p>1. We build an environment which actively fosters and reflects biculturalism.</p> <p>2. We promote the normalisation of te reo Māori around Hagley.</p> <p>3. We actively mentor our Māori ākonga.</p>	<p>1. In 2018, we continued to implement our whole school language plan and promote the normalisation of te reo Māori around Hagley. Te reo greetings and everyday phrases have been used increasingly by teachers in class, as well as within all school occasions.</p> <p>2. We introduced a new course Ngā Miro e Toru combining te reo Māori and English at Year 9 in 2018.</p> <p>3. We offered bicultural professional learning opportunities for kaiako, which has included te reo sessions for curriculum leaders.</p> <p>4. We involved our returning ākonga in our bicultural partnership. In mihi whakatau to start the year, our returning students in Years 10 and 11 formed the tangata whenua to welcome new students at mihi whakatau.</p> <p>5. We have continued to build our relationship with whānau through regular hui and other links.</p> <p>6. Our staff have demonstrated how they are aware and respectful of their ākonga reo, tikanga and world view through their curriculum choices and practices. Staff document these aspects as well as their professional commitment to biculturalism through their annual self-review documentation, the Window into Practice.</p> <p>7. Our values have been presented through a bicultural lens [see Goal 5].</p>	<p>1. We continue to develop te reo Māori as a main aspect of our curriculum, particularly at Years 9 and 10, leading to a strengthening of te reo courses in our senior programmes. Ngā Miro e Toru will continue into Year 10 in 2019.</p> <p>2. We continue to strengthen the involvement of ākonga in our bicultural partnership, ensuring we follow appropriate tikanga.</p> <p>3. We focus on acknowledging the identity and place of our Māori learners at Hagley, with a PLD focus for kaiako in this area.</p> <p>4. We continue to develop our bicultural partnership with a focus on:</p> <ul style="list-style-type: none"> • Māori ākonga wellbeing: <ul style="list-style-type: none"> ○ Connecting Māori students with school so they feel they belong, building and promoting their identity ○ Aligning with wellbeing initiatives across the school • Bicultural leadership reflected in: <ul style="list-style-type: none"> ○ key school events ○ in Hagley's redevelopment, bicultural engagement with kaiako and community <p>5. We continue to implement our te reo Māori plan.</p> <p>6. We draw on Ngāi Tahu to inform appropriate tikanga for our school redevelopment.</p>	<p>1. We recognise that a strong sustainable bicultural partnership starts with each of our kaiako making a personal commitment within their own professional learning and practice.</p> <p>2. Our commitment to Māori achieving success as Māori and to our bicultural partnership in Aotearoa is explicit in our work as a school.</p> <p>3. We work with Māori ākonga to raise their awareness of STEM subjects and to address barriers to their participation and achievement.</p> <p>4. We live out our commitment to te Tiriti o Waitangi, particularly through how te reo Māori and tikanga are valued and promoted in the school.</p> <p>5. Our staff practise the tātaiako competencies, in particular whanaungatanga [actively engaging in respectful relationships with learners, and particularly Māori learners], manaakitanga [showing respect for Māori beliefs, language and culture], tangata whenuatanga [providing learning contexts where language, identity and culture are affirmed], and ako [reciprocal teaching and learning as part of their pedagogy].</p> <p>6. Our te reo programme development continues to maximise our students' engagement and achievement.</p> <p>7. In demonstrable ways across the College, it is clear that we value the culture, identity and language of all our students, and particularly Māori.</p>

**Strategic Goal 5
Enact Hagley's values.**

Under this goal, what were our targets in 2018?	Outcomes: – how did we go in 2018?	Annual 2019 implementation plan: – targets for 2019	Four year strategic plan
<p>1. Our staff and students define, enact and promote our values [whakawhirinaki - trust, mana - respect, tika - integrity and whakamaramaru - personal responsibility] so that they are part of the daily culture of Hagley.</p> <p>2. We make our values visible around Hagley and lift staff and student awareness about those values, particularly through how our staff and students interact with each other every day.</p>	<p>The process to build awareness and engagement with our values has continued successfully, achieved through the following actions:</p> <ol style="list-style-type: none"> 1. The continued implementation of the tuakana taina narrative around our values which has proven to be effective and understandable. 2. Using a range of methods of bringing our values to life in ways that are meaningful for our students, so that they can relate to what our values look like around them every day. 3. Staff have continued their own strategies for bringing our values to life both in their classrooms and around the school. 4. The Tuakana Taina Award has been developed and presented to one student at each year level who lives out our values. This prestigious special award is presented at our prizegivings, which means that our values have a significant place in our formal events too. 	<ol style="list-style-type: none"> 1. We continue with the actions and strategies successfully initiated in 2018, which include: <ul style="list-style-type: none"> • continuing to bring our values to life in ways that are meaningful for our students • continuing to put a school values lens across our school systems. In 2019, we develop Te Putanga to incorporate the school's values. • consulting our students about what our values mean for them • continuing to use a range of awards and imagery around the school to promote our values, including their acknowledgement in school celebrations of student achievement. 2. We continue to present our values through a bicultural lens, which includes: <ul style="list-style-type: none"> • referring to our values in reo Māori as well as in English • continuing to promote the tuakana taina narrative as a metaphor for understanding and living out of values with every year group and particularly Years 9 and 10. <p>Our strategy with targets 1 and 2 is so that we gradually build a sense of ownership within students and staff as kaitiaki of our values.</p> 3. We build a link between the tuakana taina symbol and the koru shape of our logos past and present, as well as synergies with our whakatauki, "ka puāwai te koru, ka puāwai te tangata", and links to the school's proud 160 year old whakapapa and mission, "lifelong learning that is accessible to all". 	<ol style="list-style-type: none"> 1. We continue to promote the understanding that Hagley's values are based on the relationships staff build with our students and that those relationships are the foundation of student wellbeing and learning. 2. Through enacting our values, we make Hagley a turangawaewae for both the many students who start new at Hagley each year, as well as our returning students. 3. In demonstrable ways across the College, our values of whakawhirinaki, mana, tika and whakamarumaru are given prominence. 4. In demonstrable ways across the College, it is clear that we celebrate difference, individuality and diversity. 5. In demonstrable ways across the College, it is clear that enacting our values brings to life our mission statement: "lifelong learning that is accessible to all."

Strategic Goal 6
Build Hagley as a strong self reviewing school.

Under this goal, what were our targets in 2018?	Outcomes: – how did we go in 2018?	Annual 2019 implementation plan: – targets for 2019	Four year strategic plan
<p>1. We engage in reflective evidence-informed practices to increase student engagement and achievement.</p> <p>2. We actively apply recommendations from the external agencies who review our work.</p>	<p>1. Inquiry has continued as a well established school-wide process. 2018 inquiry topics trends across the school include addressing diversity, class relationships, the transferable skill collaboration, raising achievement, self efficacy, using wellbeing strategies to support learning outcomes. School wide PLD focuses again influenced choice of 2018 inquiry topics.</p> <p>2. Cross curricular inquiry sharing was successfully introduced.</p> <p>3. Teachers have completed their key self review tool, the Window into Practice, drawing on multiple evidence sources and reflecting on improvements in their own practice. This process is central to teacher appraisal and attestation for meeting the practising teacher criteria. The provision of a well developed specialist programme for pre-certified teachers has continued.</p> <p>4. Appraiser- mentors have completed their WIPs and are mentored through this process by members of the Senior Leadership Team. As part of their own appraisal, these appraiser- mentors (in most cases HODs) have presented summaries of their teachers' appraisals to the Senior Leadership Team.</p> <p>5. A meta-analysis of inquiry and appraisal has continued to guide the direction of college-wide professional learning and whole school improvement, which identified the need to strengthen mentorship for a small number of teachers.</p> <p>6. the Window into Practice tool has been developed to align with the new Code of Professional Responsibility and Standards for the Teaching Profession.</p> <p>7. Learning leaders have completed annual reviews of teaching, learning and assessment against indicators of best practice.</p> <p>8. Each major portfolio has completed an annual review of its key outcomes which are central to achieving our strategic goals.</p>	<p>1. We continue with our self review practices at all levels, which includes:</p> <ul style="list-style-type: none"> strengthening our appraisal processes, in particular the development of teachers' Windows into Practice Learning leaders' annual reviews have a strengthened focus on improving scrutiny of data. In this regard, consideration is to be given to a review the subject review process with NCEA assessment practice outcomes becoming audit summary items and a stronger focus on data analysis and on department PLD. <p>2. In regard to inquiry:</p> <ul style="list-style-type: none"> Learning leaders are refocusing their inquiries onto their leadership of their teams, examining practices that support improved teaching and learning. Consideration of placing the OECD's seven principles of learning at the centre of inquiries Meta-analysis feedback is given to curriculum leaders in order to continue to inform and strengthen their professional guidance, as well as support their work as inquiry mentors. <p>3. Senior leadership and curriculum leaders work together to implement action points identified through the appraisal process to improve self review across the school as well as individual teacher practice.</p> <p>4. ERO Evaluation Indicators are used to further develop robust analysis and use of data to improve student outcomes and to reduce disparity for those at risk of underachieving.</p>	<p>1. We learn and move forward by reflecting honestly on our practice, acknowledging both our strengths and where we need to improve.</p> <p>2. Self review for improvement and accountability occurs at multiple levels as an integrated, iterative process.</p> <p>3. Our teachers' evidence gathering and review practices focus on improving student wellbeing and achievement.</p> <p>4. Our self review practices actively inform our work towards College strategic goals.</p>

Strategic Goal 7

Enact Hagley’s role as a designated character school and as a regional hub; enact Hagley’s Education Brief in its redevelopment.

Under this goal, what were our targets in 2018?	Outcomes: – how did we go in 2018?	Annual 2019 implementation plan: – targets for 2019	Four year strategic plan
<p>1. We enact our designated character school mandate, acting as a regional education hub for students of all ages, staff, whānau and diverse communities.</p> <p>2. We act as a regional hub across the greater Christchurch network, particularly for learners who have experienced barriers that have prevented them from successfully engaging in learning.</p> <p>3. We take up opportunities to build partnerships with diverse communities in Ōtautahi and within the education network.</p> <p>4. We take up opportunities both regionally and nationally to lead and participate in research and to create new knowledge and practice about teaching and learning.</p> <p>5. We ensure our redevelopment enacts the Education Brief developed by our community to shape future education at Hagley.</p>	<p>1. We have continued to implement our designated character mandate in our enrolments and school operations.</p> <p>2. We have successfully concluded the TLIF project on advancing academic literacy for those entering university.</p> <p>3. We have taken a leadership role in the Christchurch City Centre Learning Community Cluster and its professional learning initiative linked to diversity and inclusion. We organised and ran successful PLD events with Nathan Wallis, Paul Spoonley and a ‘diversity in learning’ PLD day.</p> <p>4. We have continued to support FORTE and HALC to deliver quality learning programmes for diverse learners across the wider region.</p> <p>5. We have continued to develop Hagley’s role as a turangawaewae to support migrant and refugee learners and communities:</p> <ul style="list-style-type: none"> ○ We presented a submission for the inclusion of the multicultural centre into the Christchurch City Council Long Term Plan ○ We re-scoped and reduced the cost of the centre and integrated it with the Hagley redevelopments ○ We commenced approaches to potential external funding partners. <p>6. Developing partnership opportunities with Metro from our respective redevelopments have been held over for 2018, due to extended timeframes for both redevelopments.</p>	<p>We continue with the actions and strategies from 2018, which include:</p> <p>1. Our active involvement in the roll out of Hagley’s redevelopment:</p> <ul style="list-style-type: none"> ○ Working with with master planners, project managers and MOE personnel through the 2019 design, procurement and initial construction stages. ○ Focusing on student and staff wellbeing as we move into construction. ○ Keeping our school community informed about the redevelopment. <p>2. Providing leadership for our Kahui Ako of ten ECE centres and four schools to develop achievement challenges.</p> <p>3. Continuing our leadership role within the Christchurch City Centre Learning Community Cluster.</p> <p>4. Continuing our successful hosting and support for Forte [ITM] and HALC programmes</p> <p>5. Seeking external support and funding from a range of sources for the Multicultural Centre to serve Christchurch’s culturally and linguistically diverse communities.</p>	<p>1. We enact our mandate and responsibility to act as a designated character school, meeting the needs of students of all ages across our region.</p> <p>2. We enact our mandate and responsibility to act as an education hub for students, staff, whānau and communities across our region.</p> <p>3. Hagley is further established as the key regional provider offering a diverse range of programmes. We take up new opportunities, as well as refine or adapt current programmes and initiatives [Learning Communities, Forte, Van Asch, Adult Literacy Centre, Preschool, Tertiary Pathways], as well as introduce new initiatives.</p> <p>4. Our Education Brief is fully realised through Hagley’s redevelopment.</p>

STUDENT SYSTEMS PORTFOLIO

INTRODUCTION

The Student Systems Portfolio continues to focus on the operational logistics of the complex school that is Hagley, supporting staff and students via systems, structures, and future-focused planning. Our student management system (KAMAR) provides the technology required to manage these key functions. Ensuring that all staff have appropriate skills and knowledge in using KAMAR is an important part of this portfolio.

KEY OUTCOMES

1. Manage and develop Hagley's student data systems, including the student management system, timetabling and facilities use, MOE returns, attendance data, student and caregiver reporting.
2. Lead research into best practice in student data management and analysis, applying those understandings to improve student data management, practices and analysis across the College.
3. Plan and conduct data analysis to inform the work of various College portfolios.
4. Grow strong professional learning and review models which build teacher effectiveness in using data.

Outcome 1:

Manage and develop Hagley's student data systems, including the student management system, timetabling and facilities use, MOE returns, attendance data, student and caregiver reporting.

This single outcome would currently encompass over 90% of the work in this portfolio. The amount of behind-the-scenes work required to implement school-wide systems changes is often underestimated. However, the employment of our new Student Management Systems Senior Administrator (January 2019) has proved critical, and has already enabled several new initiatives in the reporting area to be implemented.

Reporting

Juniors: After much discussion and a full review of previous Junior reporting processes (including the former Credits system and 2018's Te Putanga system), it was decided to move to a much simpler, comment-based report. Previous systems that assigned a numeric value to ability, aptitude, or demonstration of key transferable skills were found to be flawed, very time consuming to produce, and there were ongoing issues with staff consistency and compliance. The new 2019 report has a focus on transferable skills within each learning area. Kete Wana (optional block modules) have also been properly integrated with 'Core' subject reports, giving them equal status for the first time for Years 9 & 10.

Seniors: A new reporting format was trialled in Term 4, 2018, to test the accessibility by parents and ease of use by staff and parents. This led to the whole-school roll out of the new 'Senior Subject Feedback' reports in May 2019. These reports are less formal and more immediate, with far less wait-time between comments being written and issued. These new reports again remove any issues with meaningfulness and consistency of assigning numerical grades to outcomes. They are also a precursor to online anytime reporting to students and caregivers directly from KAMAR to the Parent Portal, which will hopefully be fully implemented over the next 12 months. The great advantage is the immediacy with which comments and feedback can be viewed, in a manner which is quick and easy for staff to manage. This has been a significant body of work, which foreshadows how we may report on learning in future as we move into our redevelopment, with opportunities created to report more flexibly.

NCEA: The third new report format in 2019 combines current NCEA credit information in a 'Stocktake' form, providing tutors, students and parents with a quick and easy summary of where students are at, and to prompt

discussion about short, medium and long-term goals in academic conferencing style interviews (run for all Year 11-13 day students on May 28th for the first time). Tutors utilise the 'Senior Subject Feedback' comments and the 'Stocktake' form in discussions with students and whānau around student learning and well-being. So far, feedback on the first full Senior Academic Conferencing day has been very positive. However, we will shortly seek feedback on each of these new reporting systems generally, and if there are further changes that are needed we will look to incorporate these over the coming months.

Timetabling

Student Learning: 2019 has seen a new timetable rolled out for the first time in over 25 years. This has taken a great deal of planning, discussion and development, but the implementation has gone exceptionally well, with very few issues noted to date. The new timetable has 7 Option Lines, giving students and staff greater flexibility (fewer subject clashes). The school day now begins at 8:30am and finishes at 3:00pm (with a shorter Wednesday). Some longer classes for Juniors (English, Maths, and Social Science) of up to two hours have proved challenging and may need to be tweaked. However, the new Kete Wana optional block modules have proved exceptionally popular. The new timetable has enabled a complete overhaul of option modules for Year 9 and 10 students, in which students choose two option subjects to participate in for 4 hours each per week, in subjects as diverse as Art to Drama, NZ Sign Language to Hard Out sport and many others (including extension Maths and Creative Writing). Most of these classes combine Year 9 and 10 students together (another first). Modules change every 13 weeks, with 3 blocks across the year, meaning students have a total of 6 module option choices each year. Feedback thus far has been overwhelmingly positive, with students greatly enjoying longer and more frequent opportunities to explore other learning areas in meaningful ways.

Student Well-being: The new timetable also incorporates 45 minutes/week of tutor time (previously there was none), which is proving a very useful check-and-connect time for tutors to meet with students. Well-being is also being addressed within the new Year 12/13 well-being modules – a mixture of options that students are involved in for an hour a week over 5 weeks. For students choosing to be involved, these have proved useful and interesting. However, especially for Year 13 students, engagement has not been high, and the amount of work required to set up new options every 5 weeks and reassigning students is significant, so it will be important to look at some more manageable ways of running this programme in 2020.

Other Improvements

- Attendance: Incremental improvements in staff compliance with attendance systems continue. The Attendance Manager has a key role here. Would like to look at a trial in Term 3 around attendance entry compliance that would allow us to move away from the need for paper audit rolls in March 2020 and beyond.
- Enrolment Centre: Continual improvement in developing quality data systems.

Outcomes 2 and 3:

Lead research into best practice in student data management and analysis, applying those understandings to improve student data management, practices and analysis across the College.

Plan and conduct data analysis to inform the work of various College portfolios.

Improving Student Data Management

The Director: Student Systems, new SMS Senior Administrator, and Enrolment Centre Manager work closely together to ensure student and caregiver data is accurate and up to date, and that all systems work well (e.g. course changes, enrolments, roll returns), and we think strategically about changes to existing systems or new systems that may be required. This also entails regular training updates with Enrolment Centre staff, especially around the use of KAMAR.

Keeping well-informed with KAMAR developments is hugely important for the school. We have recently migrated quite seamlessly to the new web-based parent portal, providing a more stable and more appealing-looking place for parents to access attendance, achievement and reporting information.

Best Practice Workshops (Student Achievement)

Annual Best Practice Workshops are led by the Deputy Principal: Student Learning, with assistance from the Director: Student Systems. At the start of 2018 and 2019, Heads of Learning Areas were guided through retention statistics of student numbers over the course of the year, and in-depth analysis of NCEA data with a view to using it to inform teaching practice and programming decisions. Comparisons were also made with National and decile-equivalent achievement data, for both internal and external assessment.

More work needs to be done in this area, particularly in relation to Māori and Pasifika student achievement, around UE pathways, and to ensure that subject-level data reports are meaningful and useful. This will be ongoing in 2019 and 2020 with HODs and TICs, in conjunction with the DP: Student Learning.

Outcome 4:

Grow strong professional learning and self-review models which build teacher effectiveness in using data.

Professional Development

A continued vital aspect of this portfolio is the ongoing professional development of teaching and support staff in the use of KAMAR. As a system it is constantly being tweaked and updated, so staff need to be regularly updated on the changes that affect them. Major changes are expected in 2019/2020 as KAMAR migrates to a web-based SMS, which will allow much easier access from any internet browser, but will also require a great deal of staff training. Some staff (particularly Enrolment Centre and NCEA Administrator) would benefit from in-house MS Excel training to enhance their data handling skills.

Summary

Over the next 12 months, this portfolio will continue to evolve as the needs of the College change and as we head towards the Rebuild. Strategically, the main foci will be to:

- Fully implement 'online anytime' reporting
- Continue to review and develop the wide use of KAMAR throughout the College, including migrating to an internet browser environment, with associated training requirements
- Provide additional support to DP: Student Learning around strategic approach to data – with a greater focus on appropriate and targeted use of data throughout the College (HODs/TICs), including Māori and Pasifika student achievement and UE attainment
- Work with Marketing/Communications Manager on communications, including full review of Hagley website content, ensuring information is current
- Work with DP: Staff Well-being on aspects of HR, including management of staff glide time and new staff appointments
- Review of the new 2019 Timetable structure and any changes/tweaks required, in conjunction with SLT's future-focused curriculum goals
- Work with key stakeholders (including MOE Project Manager and Director of Infrastructure & Digital Strategy) around planning, staging (decanting) and logistics of managing the College's partial rebuild while most students remain onsite. Will also manage second site once it is running
- Run an attendance entry compliance trial to remove the need for paper audit rolls in March 2020 and beyond, along with associated other attendance audit recommendations (MOE, 2018).

INFRASTRUCTURE AND DIGITAL STRATEGY PORTFOLIO

INTRODUCTION

Hagley's vision for Infrastructure (Digital and Physical) is to be a college that leads in its approach to having a robust and flexible infrastructure. The Infrastructure is a key component in the college delivering first rate opportunities to students allowing them choice and flexibility in their approach to their learning but at the same time be based on a model that will allow Hagley to sustain this approach into the future. Hagley's infrastructure should allow both evaluative and innovative practices.

There are several underlying principles that need to be adopted for the college to continue its commitment to meeting the vision.

- **Reliability** – The college's infrastructure must be reliable, providing a positive learning and user experience.
- **Flexible** – The college's Infrastructure model must allow for flexibility in terms of usage and access to resources
- **Coherence** – The college needs to ensure the Infrastructure is coherent by implementing practices, processes and technologies that wherever and whenever possible work together, and of course fit with the overall vision.
- **Affordability and Sustainability** – The college needs to be able to afford the infrastructure it provides without limiting other important areas of its commitments and be able to sustain the level of monetary and resource commitment to upkeep the infrastructure over a number of years.
- **Planning** - It is essential that upgrades or enhancements to the college's current infrastructure are planned and led by educational/business requirements whilst allowing room for evaluative and innovative practices that may never meet with widespread implementation.
- **Management and Support** - Any new Infrastructure needs to be managed and supported by a professional team of staff who are well resourced and focused on improving the overall service.

KEY OUTCOMES

1. Implement and maintain a robust physical and digital infrastructure and the associated services which are flexible, sustainable, coherent, and proactively planned and managed.
2. Develop strategies and processes as well as staff required to drive the development of a flexible and sustainable infrastructure.
3. Implement and develop strategies and processes that aid learners to be flexible with their learning in terms of time and location.
4. Develop a culture of researching, evaluating and reviewing learning environments, business processes, IT resources and IT educational practice.

Outcome 1:

Implement and maintain a robust physical and digital infrastructure and the associated services which are flexible, sustainable, coherent, and proactively planned and managed.

Digital Infrastructure

Digital infrastructure connects the access devices in the college to the required tools, services and digital resources. The digital infrastructure components include: internal communications services, cabling and equipment; telecommunications services; server computers and associated storage devices; environmental

management equipment; operating software for server computers; communications equipment and related hardware.

The college currently supports network access from every building on the estate often supporting several thousand access devices on the network at any given time. The digital infrastructure is continuing to meet the demands placed on it by the increased number of access devices and number of digital resources being accessed. Supporting the digital Infrastructure and associated components is very much an ongoing task though and it is expected that each year improvements and updates will need to be carried out for the college to retain the excellent infrastructure it has built. Additionally, as digital infrastructure technology matures, external hosting of college services and resources will continue to offer the college users better access opportunities but will also bring a further complexity to the college's wider digital infrastructure.

As reported previously, the ICT services team also face greater challenges at Hagley College than do many other schools in that there is very little time when the network is not being used by members of the college (whether from within the college or outside of it) due to the nature of the Hagley's learning environment. This means that the opportunities for network downtime when new features can be tested in isolation of ICT users are very low. The next few years will present even greater challenges in terms of the Digital Infrastructure at the college as the demolition/construction phase of the college's redevelopment takes place and classrooms are removed, replaced or relocated.

2018 / 2019 highlights

- Over half of the college's teacher laptops were upgraded with little or no disruption to teaching and learning.
- The new security camera upgrade project was completed offering high definition video security to most of the wider college estate. This new system has the additional benefit of offering authorised users secure access to surveillance video feed from their cell phones.
- ICT Services relocated the Film Classroom to its new permanent location in the college's redesign plans. This move included sizeable changes to the new room's digital infrastructure in addition to the normal time pressures of any associated move.
- The college's network security was enhanced with a widespread upgrade to teachers' network credentials, a more secure way of accessing the college's School Management System and a review and subsequent changes to secure access to the college's resources from outside the college.
- ICT Services have continued to upgrade college owned computers. This year saw the start to the upgrade of Administrator desktops and an upgrade to the computers used in the School of Music and to the computer suite in X block.

Looking forwards to 2019 / 2020

- The plan to implement a change to the firewall security that is in place at the college was put on hold in 2018/19 whilst awaiting announcements from N4L (the Internet Services provider for state schools) to offer a free upgrade. ICT Services are planning to implement this upgrade in 2019/20.
- ICT Services will work closely with the designers planning the digital Infrastructure for the college's redevelopment to ensure our Infrastructure underlying principles are maintained.

Spaces, facilities and environments

The college's spaces and facilities are currently an eclectic mix of old and new buildings, gardens, car parks and storage facilities. The maintenance and redevelopment of these facilities is of paramount importance to Hagley offering the very best educational and work facilities that offer a careful blend of flexible and specialist areas that are both financially and environmentally sustainable.

The main challenges of this part of the Infrastructure portfolio are moving forwards with the planned college redevelopment programme, minimising disruption to our user base during this phase and optimizing the use of the current facilities.

Future focused environments

Hagley has committed to a journey of developing a future focused learning environment. This means that the college needs to consider the flexibility of use for any space and facility (and e.g. associated furnishings) whether this be in learning space design or support area use.

According to the Ministry of Education an Innovative Learning Environment (ILE) "... is one that is capable of evolving and adapting as educational practices evolve and change – thus remaining future focused". The area of ILE design is quite complex and considers a multitude of factors including; Spaces, Environments and People. These factors breakdown into multiple other elements (classrooms, breakout spaces, furniture, acoustics, heating etc) and thus the design of an ILE is a non-trivial exercise. Hagley has a history of supporting flexible and innovative practice. The challenge over the next few years for both Hagley and its stakeholders will be to redevelop the college spaces, environments and facilities to be more flexible and future educationally focused.

There are of course some limiting factors in future focused design and, in respect of this, Hagley is no different to many other schools in New Zealand. For example, the college has areas which are protected for environmental or cultural/historical reasons and, being a central city school, is limited in its physical footprint.

2018 / 2019 highlights

- In association with multiple college partners, preliminary plans have been implemented that provide the planned strategy for how the college grounds and buildings will be redeveloped over the next few years.
- The remaining areas of the counsellors' area (Simpson House) were upgraded to give a more welcoming feel to the space and allow for the spaces to be better and more flexibly used.
- The plan to upgrade learning spaces has continued. For example, an upgrade to Room 202 was planned (in association with the HOD of Social Sciences) and implemented. The School of Fashion also received an upgrade to some of their tables and commercial sewing equipment offering the students a better work environment and more space to plan their work.
- The plan to move all the music department learning spaces into X block was finalised. Changes and upgrades to 2 classrooms in X block were carried out and also a complete revamp of an X block space was made to provide a dedicated Video Conferencing space for Music teachers.
- Film Students have now been moved to a different space in X block with the associated furniture upgrade and a new air conditioning unit to provide a better work environment.
- The plans to move the horticulture area to its new position outside of the Science Block have been implemented. This area now has enough planting boxes to support horticulture students as well as ample storage and also seating areas that can be used by all students.

Looking forwards to 2019 / 2020

- In association with college partners, the detailed designs and the implementation strategy for the college redevelopment will be formalised.
- The current recording studio in X block will be moved to a much larger space offering the music students a first-class facility that will allow them to record a wider variety of musical genres and allow larger numbers of musicians to be gathered together at one time.
- The current recording studios in X block will be revamped to make them into music practice rooms
- There will be an upgrade to a further 1-2 learning spaces into future focused learning environments with, for example, furniture conducive to both group work and independent study.
- The new college satellite school that will provide support to the college during the rebuild stages of the redevelopment will be upgraded and all spaces will be furnished to support the learning units who will occupy those spaces.
- Plans will be put into place to upgrade the facilities and modernise the look of Gym 1. If budget allows, some smaller improvements will take place before the end of this year.

Outcomes 2 and 3:

Develop strategies and processes as well as staff required to drive the development of a flexible and sustainable infrastructure.

Implement and develop strategies and processes that aid learners to be flexible with their learning in terms of time and location.

Efficiency and sustainability improvements

There are four main areas of efficiency and sustainability that will be focused on with an emphasis on taking a strategic and long-term approach to any improvements/changes:

Contractual and financial improvements; The college spends a considerable amount of monies over a year both purchasing new assets and engaging contractual services. Whilst value for money is an important consideration that has always been taken into account, examining the Total Cost of Ownership of a product or asset is extremely important as it takes into account the cost of that product/asset over the period of its use. Additionally, engaging the services of contract professionals who understand the college's structure and goals and can commit to Hagley over a period of time is a further important consideration.

'Umbrella' approach; Approaches to most changes (especially large changes) need to be looked at with an *umbrella approach*. In this manner, it becomes possible to examine issues from a strategic position and consider how the changes may affect other parts of the college's Infrastructure rather than focusing on individual smaller changes.

Proactive planning; Proactive planning will allow Hagley to list and plan for any changes that need to happen over the next few years and thus to mitigate against potential issues. Whilst the college has always had a cyclical approach to repair, upkeep and replacement of equipment improvements are taking place by taking a strategic stance. This area will become of paramount importance over the next few years with regards Hagley's redevelopment.

Environmental Improvements; This describes many areas of Hagley's day to day operations. However, over the next few years this will focus upon the college's control over energy usage and the associated costs. Hagley has a financial and environmental responsibility to continue to aim high here and seek further improvements.

Flexibility; Time and location

Access to ICT

This describes both the access devices (computers, laptops, 'smart' devices etc) that are directly used by students, teachers and college support staff and give access to learning/teaching/work resources from any location. Access Devices can be devices owned and provided by the college or devices owned by an individual user brought to college to aide with their work, learning or teaching.

One of the major challenges that Hagley faces in terms of ICT remains that of providing a greater access to the college's ICT services. The college owns a high number of devices for student use and their function and form are also diverse. Whilst Hagley is still committed to improving access to college-owned devices for students it also recognises the importance of personal ownership of a device and thus encourages students to bring in their own device. The college plans for every user to gain access to the appropriate services and learning/teaching resources anytime and from anywhere (with due considerations placed on security and practicalities). The uptake in Bring Your Own Devices (BYOD) at college has again increased (especially with Junior college students) which obviously helps with allowing students anytime/anywhere access to their learning. BYOD does, however, increase the challenges for ICT Services and teaching staff of appropriately supporting students with a wide range of different devices.

Access to work areas

With the college's extended hours it has always allowed access to work areas for students beyond normal school hours. There are already areas where students can always work e.g. the library but over the past few years this has extended to allowing extended use to particular classrooms especially when a classroom is dedicated to the schools within schools approach. Whilst it would be very difficult to extend this approach to all classrooms there are plans to allow better and more flexible usage of college facilities for both students, staff and whanau. This will be addressed within Hagley's Future Focussed Environments approach.

2018 / 2019 highlights

- High level scenarios have been worked through with regards moving classes and classrooms appropriately as the demolition/construction phase of the college's redevelopment nears. These plans will be firmed up in 2019/2020.
- ICT Services implemented a more secure and standardised way to access the college's School Management System. This has meant that teaching staff can access this system from home exactly as they would from within the college.
- The Infrastructure team implemented the planned upgrade to the Building Management System. This replaces the legacy system and give Infrastructure staff better control over current energy usage going forwards and better access control to buildings as the college moves forwards with its redevelopment.
- A new member of staff was engaged by the college to support the administration side of both ICT and Infrastructure Services. Thus far improvements have been made to ICT Services asset management and stock control as well as clarifying and formalising some of the ICT related workflows. The plan to replace lighting with more sustainable LED lighting has continued. For example, the main block corridor is now using LED lighting

Looking forwards to 2019 /2020

- Occupation of the new college satellite school will take place. One of the key challenges will be to support the users working from there so that users still feel they are an important part of the college community with access to the same or comparable support services.
- In association with the college's ICT redevelopment partners, plans will be developed to maintain high levels of ICT access and support where major changes to college buildings are required
- For several years ICT Services has been investigating, trialling and at times, implementing moves to cloud based services. Investigations will continue in this field and implementations of cloud-based services will continue take place as this model becomes more financially sustainable.
- ICT Services will look to implement a new Mobile Device Management System to improve the efficiency surrounding managing college owned mobile devices.
- Infrastructure Services will investigate and where appropriate implement finer control over fuel usage using the new Building Management System. The plan is to become more environmentally focussed with regards fuel usage and make financial savings wherever possible.
- Infrastructure Services will look to implement more security cameras to allow better security surveillance and investigate implementing extending the new Building Management System to parts of the college that are currently not controlled in that manner.
- Following a lock-down review the college will look to investigate and where appropriate implement better access control and physical security to allow easier management of secure access, ensuring that college users are safe, and assets remain secure.

Outcome 4:

Develop a culture of researching, evaluating and reviewing learning environments, business processes, IT resources and IT educational practice.

Hagley views the process of researching, evaluating and reviewing as a very important one. In terms of Infrastructure this process needs to encapsulate many factors including; products and solutions knowledge, commercial sector relationships, and current practice. With this in place, the college can ensure that they always have the tools and processes that will best allow them to support learners.

In any given year there are a multitude of new devices and products and services offered by commercial and non-commercial organisations. Each year the ICT services team has met suppliers of equipment and services on a regular basis reviewing what equipment represent Value for Money and a low Total Cost of Ownership for the college whilst being fit for purpose. This practice has been extended to Infrastructure Services wherever possible. Infrastructure and ICT Services now regularly evaluate products in advance of purchasing in bulk to ensure such products meet the rigours and demands of future focused environments and are sustainable if implemented on a larger scale.

2018 / 2019 highlights

- ICT Services have continued to review new equipment as it has become available. This has led to a choice of new administrator desktops, an implementation of a small number of devices allowing users to wireless connect to a TV from their laptop and the first steps into using virtual reality in the classroom.
- Further discussions were held with N4L (New Zealand schools Internet services provider) to improve the sustainability of the college's firewall offering. This firewall has now been implemented and ICT Services plan to fully replace the current firewall by the end of 2019.
- The size, location and development strategies for a replacement Early Childhood Centre facility were reviewed. This has led to an agreed location for the new facility on the college grounds as well as the acquisition of purpose built and financially sustainable relocatable facility that will be placed at Hagley during the college redevelopment.
- Discussions have taken place with some users of both the new learning hub in W block (developed in 2017/2018) and room 202 to access the usability and longevity of the range of new furniture used in those spaces. This is part of a review of ILE furniture that will give the college a depth of knowledge concerning different furniture items, their suitability across age groups and their sustainability for long term usage at the college.
- Senior college Leaders have continued to visit various schools in NZ who have already taken part in a redevelopment process, to evaluate the design, use and challenges faced by those schools.
- Current Asset Management practices at the college were reviewed. This has led to better ICT Services workflows being developed and an overhaul of ICT Services' asset management records.

Looking forwards to 2019 / 2020

- The major piece of research, evaluation and review work going forwards will be regarding the redesign of the college and college estate. This is an ongoing process and includes everything from building design and usage to furniture choice and acquisition. The college will continue to diligently review all proposals backed by both professional experience and studies/research.
- The planned Multicultural Hub at the college will present many challenges at the design stages. Size and usage of spaces, the design of the facility and the potential operational management will all need to be researched and evaluated before any implementation can take place.
- Discussions and reviews will continue with key stakeholders with regards to outside agencies using Hagley's facilities and Hagley gaining preferential terms to other facilities e.g. the CCC Metro facilities.

STUDENT WELLBEING TEAM

STUDENT WELLBEING PORTFOLIO

INTRODUCTION

The primary focus of the student wellbeing portfolio is to provide a wide range of both supports and opportunities to ensure students are best equipped for learning.

The Wellbeing team consists of a Deputy Principal, a Director of Students, a Senior College Wellbeing Leader, a Head of Department Health and Physical Education, Year Advisers from Years 9-13, a Careers Department, a Guidance Department, a Whānau team, the Nurse and Support Staff as Administrators.

The team recognises that many factors, both inside and outside of school influence student success and therefore their wellbeing. We are committed to the wellbeing of our students, acknowledging that some of our students may have had a negative experience of education and are looking for a second opportunity to achieve. As important as meeting these student's needs, by providing a course of study through an innovative curriculum is providing a robust and thorough support system centring on each individual student's wellbeing.

The team also recognises that the outcomes of student wellbeing are varied and diverse. We prioritise students feeling safe and secure at school and the significant effect this can have on learning outcomes. We also aim to provide opportunities for our students to experience success and feel a sense of connection to the College by participating and contributing to the College's wider community. Our teachers are committed to the wellbeing of our students through caring and respectful, reciprocal relationships. We value diversity and our students can develop a sense of identity and be valued as individuals.

KEY OUTCOMES

1. Lead student wellbeing across the College to ensure student engagement, retention and involvement.
2. Lead research into best practice in student wellbeing, and apply those understandings to inform approaches to student wellbeing across the College.
3. Develop and promote opportunities for student participation and leadership.
4. Use student, whānau and teacher voice to improve student wellbeing.
5. Grow strong professional learning and self-review models which build teacher practice and effectiveness in enhancing student wellbeing.

Outcome 1:

Lead student wellbeing across the College to ensure student engagement, retention and involvement.

One indicator of engagement, retention and involvement across the College is student attendance. Hagley College at the end of 2018 has an overall school attendance rate of 86%. This, given the large number of new students in Year 12 and 13 who often have experienced educational challenges is pleasing. This is an indicator of stable attendance as it is on par with the attendance rate for the College in 2017. Junior attendance continues to be very strong and there is a small increase in Māori attendance in 2018. Pasifika attendance is the only area to have a reduced attendance rate compared to the same time in 2017, as small student numbers affect the percentages significantly. The fact that attendance rates remain healthy and stable is indicative of the hard work that goes into

monitoring attendance and offering appropriate supports where needed. Listed below are contributing factors that may have led to stable attendance rates.

- Promoting positive attendance through a regular reward system and making the rewards visible to the student body
- Promoting amongst staff and our school community our healthy attendance rate
- Use of the Ministry of Education tool 'Everyday Matters' to review and analyse attendance
- Developing consistency through clearly defined attendance procedures.
- A support staff member given over sight of compulsory age student attendance to enable consistent follow up and stronger relationships with whānau
- Sharing regular attendance data with the wider wellbeing team, senior leadership team and the Board of Trustees
- Weekly year level attendance meetings focussing on individual students
- A very strong Rock On Committee with supportive agencies on board. Holding hui at the beginning of the process has meant earlier engagement with whānau. This has been positively received by all involved groups.
- Maintaining a wellbeing administrator that completes senior attendance tasks as well as having an excellent overview of wellbeing has enabled a positive link between the school and the Counselling team.

Planning for 2019

Over the next twelve months attendance will remain a strong focus for the wellbeing team. Some key developments planned for 2019 are:

- Closing the gap between Māori and Non Māori and Pasifika and Non Pasifika will be a key target over the next twelve months. Strategies such as individual monitoring, providing mentoring through the implementation of designated tutor time and working with the bicultural team are all strategies to be implemented. Incorporating attendance expectations and supports to Māori whanau during school based hui will be a useful step in understanding challenges to regular attendance.
- Year Advisers managing the attendance of their year group with support from the Director of Students and the Deputy Principal: Student Wellbeing will assist with striving for consistency in supporting attendance challenges
- Continue our positive relationship with Te Ora Hou, the local truancy service so the intervention can reach whānau that need that level of support
- Working together across departments will better meet the needs of students at risk of non-attendance such as utilising the expertise of the careers department to reengage students through industry based initiatives or implement a transition plan.
- Implementation of the Whānau Outreach role will enable students with barriers to attendance being visited both in their homes and at school

Other than student attendance ,the Wellbeing team in 2018 met fortnightly for sharing of good practice and professional development. These sessions were focussed around better outcomes for our students. The groups continued their work from 2017 on the following areas of student wellbeing,

- 1 – Continuing the implementation of the new smokefree environments policy
- 2 – Planning a schedule of careers profiling opportunities for Year 11 -13
- 3 – Planning and implementing opportunities for parents to connect with the College.
- 4 – The development of leadership opportunities for students at Hagley

Planning for 2019

- To maximise the strengths of our staff by welcoming staff and students to make up the wellbeing team on a voluntary basis
- To work closely alongside the objectives and projects that form part of the Wellbeing Community of Practice
- Split into two key areas. One of these is the running of events and the other is looking at a wellbeing project. The idea for the project will be generated by students.

An efficient and successful transition of students into Year 9 remains a priority for the College's Wellbeing Team. In 2018 we refined and developed the Year 9 enrolment process to ensure students experienced a positive transition. These processes began with our Junior College Open Evening, followed by diagnostic testing and the gathering of information from contributing schools to best understand where a student is at with their learning and wellbeing. Our orientation process begins with students meeting their tutor while they are still in Year 8 for an introductory evening. Students identified as vulnerable have the option attend a more individualised orientation day in addition to the evening. Peer Support students are paired with Year 9 classes as part of the Year 9 orientation process at the beginning of the year and that runs intensively for Term 1 and may continue into Term 2 where there is a need.

The Learning Enhancement Team take a leadership role in the enrolment processes of the College including into Year 9. Students with specific learning needs are identified and supported with information shared amongst the students teachers and tutor. Year 9 class meetings are scheduled and run with the guidance of the Learning Enhancement Team. Parents also have an early opportunity to meet teachers at the beginning of the year.

Planning for 2019

- Training of new Tutors and Year Advisers, as part of the interviewing and re-enrolment teams
- Regular meetings will be scheduled for staff to discuss students learning and wellbeing. Tutor led meetings involve classroom teachers and they will run twice a term. Year Advisers will also meet with tutors regularly so the information from their meetings are distributed with Year Advisers. Any students that are identified by the Year Adviser as needing holistic support will be added to the Student Support Meeting Agenda held weekly and attended by Guidance, key wellbeing staff and learning enhancement staff.
- A mathematics component to be included in the diagnostic assessments

The Careers Department at the College play a significant role in the transition of our students. They profile all senior students and then connect these students with courses and providers that can assist with necessary skills and support with a student's selected career choice.

The use of 'Careers Central' as a profiling tool has given more prominence to careers profiling. Students can access this tool with the support of either their tutor or careers staff and has been instrumental in the College having a greater understanding of students interests and career intentions.

Programmes are designed to support vulnerable students to effectively transition within, and beyond, the school ;eg: Targeted Learning Pathway, junior/senior course selection process, explicit link between Careers, vocational pathways and courses beyond school during the enrolment period.

Planning for 2019

- To utilise designated tutor time to profile students and to promote careers events and opportunities
- Produce a Careers Bites newsletter for tutors to use to communicate courses and events with students on a weekly basis
- A closer collaboration between the Careers team and the Year Advisers will ensure student transitions are handled efficiently and in a timely manner.
- Provide leadership support to the careers department by having the Deputy Principal: Student Wellbeing work closer with the Department

Engagement in class, can also be measured through the number of pastoral incidents recorded in our student management system. Fast track is the school wide system to support staff by removing a student where the student behaviour is affecting the teachers' ability to teach or a students' ability to learn. The table below shows the nature of our fast track data over the last three years.

Term 1 2016	86	2016 in total	298
Term 1 2017	37	2017 in total	149
Term 1 2018	30	2018 in total	203

In reviewing the data, it becomes apparent that although only one indicator, students are remaining in classes more, giving them an opportunity to remain engaged in their education.

The key to students remaining in classes may include the implementation of restorative practices in classes and across school systems. This is still in the foundational stage at Hagley in that it is done in pockets by teachers that feel comfortable working in this manner. It appears that a more school wide approach to restorative practices may contribute to more positive behaviour management and students more involved in the consequences of inappropriate behaviour.

Planning for 2019

- Provide initial staff professional development on restorative practices and techniques at the classroom teacher level. This will include identifying how behaviours are classified so a more consistent approach to behaviour management can be achieved.
- Trial a five session staff professional development in departments. The initial trial will start with the Science Department.
- Review and update the fast track reflection resource to include more of a restorative framework. This will assist teachers in the discussions they have with the student following removal from class.
- Conduct a self review process to fast track with the Year Advisers.

Outcome 2:

Lead research into best practice in student wellbeing, and apply those understandings to inform approaches to student wellbeing across the College.

Building a cohesive Student Support and Student Wellbeing Team through a shared vision and providing opportunities for staff professional development is the primary focus of this key outcome. The forum for this is fortnightly wellbeing team meetings, fortnightly student support meetings and individual Year Adviser meetings. This was successful in 2018 in that wellbeing staff were involved with Professional Learning opportunities both as a group and as individuals. Specific wellbeing professional learning was focussed on 'Motivating the Unmotivated' presented by Margaret Ross. The other key area of Professional Development was in the area of Positive Education.

An opportunity for wellbeing staff to visit Positive Education schools in Sydney was a great way to review our practice and set objectives for our next steps based on what we saw and information we shared. The wellbeing team also presented staff with specific professional development opportunities around growth mindset, models of wellbeing and character strengths. These were popular amongst staff and acted as an introduction to Positive Education.

Specific wellbeing related articles and readings were made available to staff through a shared site. If a staff member attended professional development we ensured that there was a feed back opportunity at a team meeting to share the impact.

A team attend the Wellbeing Community of Practice in 2018 with the focus being on working towards an action plan to achieve the strategic goal of students flourishing at Hagley and beyond. This team collaborated with other schools on aspects of wellbeing such as a wellbeing goal and a staff wellbeing initiative. Three focussed staff wellbeing professional development sessions were led by Christine O'Neill as part of this initiative. It concluded with staff contributing to a wellbeing model that resonated with them.

Planning for 2019

- To split into two teams, one being the Student Support team which is made up of Year Advisers, Deputy Principal: Student Wellbeing and the Director of Students
The second team is the Wellbeing Team which is made up of staff who volunteered to be part of a Student Wellbeing Team. There is likely to be some cross over between the two teams and the aim is to invite more students to be part of the wellbeing team..
- To further our work with Margaret Ross to include the techniques of Motivational Interviewing and utilise these skills with students. The desired outcome of this training is for staff to be able to role model this technique with wider staff, in our role as mediator between staff and students.
- To continue with the Community of Practice with a new group. This time involving students and new staff members and a new student initiated wellbeing project.
- Capitalise on our starting point of implementing Positive Education. This includes expanding the number of staff going to Positive Education professional learning as well as using tutor time to introduce a larger number of students to Positive Education
- Planning and Implementing the Positive Psychology Toolkit, a five week module for Year 12 and 13 students which run in the senior wellbeing modules. This ensures all Year 12 and some Year 13's gain knowledge and practice positive education related wellbeing strategies.
- Continue to visit other schools who have implemented positive education and share ideas and research.

Outcome 3:

Develop and promote opportunities for student participation and leadership.

Hagley College has a wide range of opportunities for students to be active participants in their learning and extra-curricular opportunities. This is essential to students feeling a sense of belonging with the College, enables connections between students and provides a means for students to experience success both inside and outside the classroom.

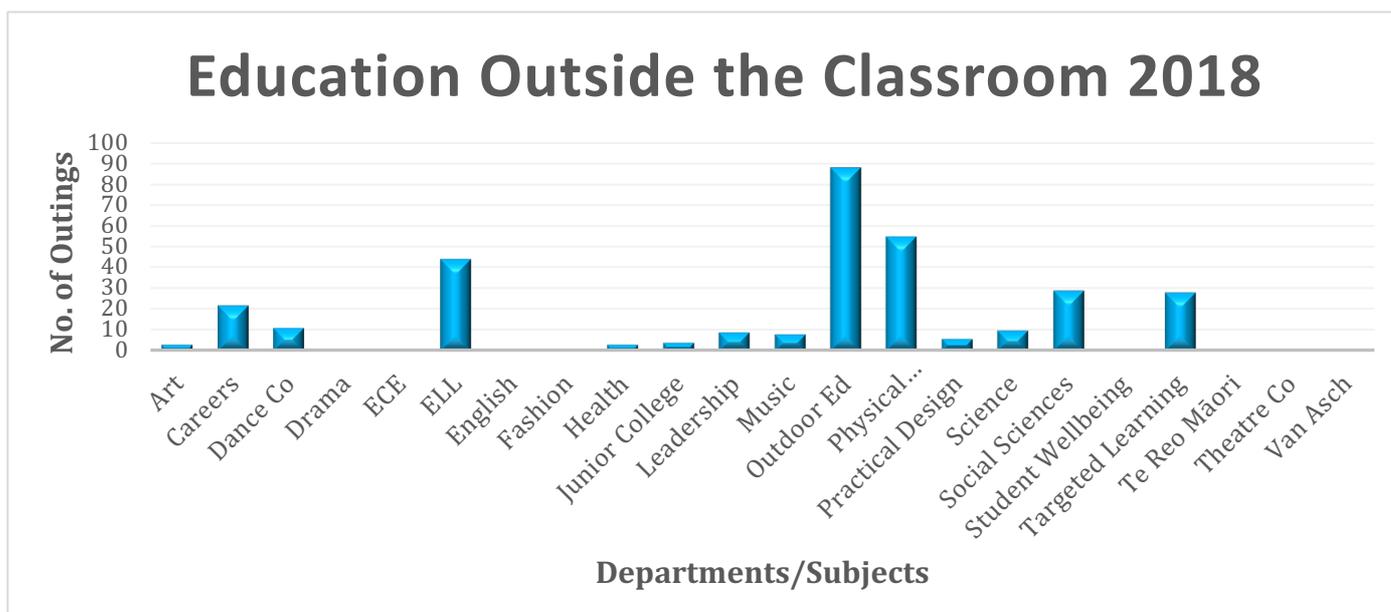
In 2018, the main focus was on student leadership and maximising opportunities for our students. This involved the implementation of a Junior and Senior Young Leaders group. These students were involved in College initiatives and fundraising with the most significant being through the 40 hour famine campaign.

65 students participated in local leadership courses or programmes in 2018 which is a 20% increase on 2017. Three clubs and activities are fully student initiated and implemented. In 2018 we had approximately 100 students that regularly attended clubs and activities not including sport.

Sport is currently a context for students to participate, lead and develop a sense of belonging. Sport is growing all the time at Hagley and more teams representing Hagley at winter tournament week in 2018 is evidence of this progress. Sport in 2018 increased by 77 participants at a growth rate of 38%.

Education outside the classroom is an integral part of providing diverse and context rich learning opportunities for our students. The provision of generic consent for students as part of our enrolment practices has meant that staff can be more responsive in their planning of EOTC activities. All students can be involved in off site activities during the school day that are low risk. This has enabled us to use our local community for learning in a more authentic manner.

The graph below represents the participation in EOTC activities by Department.



Planning for 2019

- To partner the Young Leaders @ Hagley groups with the Duke of Edinburgh scheme
- To implement the Duke of Edinburgh scheme as a kete wana subject option for students
- To lead students to plan and implement a community initiative such as a daily breakfast club.
- To continue with the Year 13 camp at the beginning of the school year. The aim is to align this camp closer with Peer Support.
- To give more prominence to the Peer Support Programme at Hagley. This can happen through dedicated training for leaders, linking Peer Support to tutor time and promoting the programme more widely with our community
- To continue to develop the range of clubs and activities available for students to include student initiated and student led clubs.
- To develop the role of the tutor teacher in promoting and encouraging an extra-curricular interest
- Include student voice as part of the wellbeing team, including student involvement in the Wellbeing Community of Practice
- Continue to increase the number of leadership courses students can attend in the local area
- Continue to grow sport within the capacities and structures we currently have, to include a junior team attending a tournament as well as two senior teams.

Outcome 4:

Use student, whānau and teacher voice to improve student wellbeing.

This has been a significant focus for not just the wellbeing team but the full staff of the College over the last twelve months.

In 2018 we changed to the AWE wellbeing survey as our main means to capture student wellbeing data. The reason for the change was this survey tool focussed on just wellbeing where as other tools look at wellbeing as it relates to school. The tool was used to support the implementation of the Year 11 Hauora Programme as we could measure what impact the programme was having. Baseline testing was done for Year 9, 10 and 11 in February, 2018 and repeated in September. The results in general indicated that student wellbeing declined from February to September. There was an external factor that may have skewed these results particularly at Year 11.

There was a successful Matariki Māori hui held for whānau. The numbers that attended exceeded expectations and we are keen to grow this even further. Whānau were happy to be involved in the College and the introduction of the Ngā Miro Programme in the Junior College has meant closer links to our Māori community. Coffee mornings and evenings became a regular occurrence and were well attended by parents. The decision to run a morning sessions and an evening session was welcomed by our community. Topics for these events in 2018 included:

- Year 9 Parent meet and greet
- Hagley Systems and Staff introductions
- School site re-development update and information
- Ministry of Educations proposed review of NCEA
- Professor Richard Shaw speaking on transition to University and beyond
- Parenting Adolescents presented by Tough Love Parent Support Programme

In terms of gathering teacher voice, the Year 11 wellbeing programme which was initiated in 2018 was a significant change for both staff and students. During the year the team met weekly to discuss how the programme was going and how we would develop the programme content. At the end of the year we surveyed students and staff on the impact of the programme. Staff were individually interviewed and this was collated by a member of staff not involved in the programme. This review has contributed to how the programme has been shaped for 2019 both in terms of organisation and structure and content.

Planning for 2019

- Continue to survey students using the AWE survey at the same times – February and September. Extend the group surveyed to include Years 9-13.
- Work with the developers of AWE to make it more suitable to our needs and wants such as filtering by tutor group
- Utilise this survey data to inform practice
- Develop a plan to work with students identified through the survey as having low wellbeing/happiness or high bullying. This can include input from our team of Counsellors and wellbeing staff
- Continue to provide opportunities for Māori families to come to the College and meet staff, students and other whānau. Discussion around improving learning outcomes for Māori at Hagley will remain a priority.
- Students are asked for feedback every five weeks when they sign up for their next wellbeing option. This enables the programme to be responsive and meet student's needs as best as possible

Outcome 5:

Grow strong professional learning and self-review models which build teacher practice and effectiveness in enhancing student wellbeing

The Wellbeing Team were encouraged to contribute to full staff professional development in areas related to our designated portfolio.

These areas included best practice for academic conferencing, using Kamar to support student wellbeing and Positive Education. Specific areas of in depth self review was conducted for attendance using the Ministry of Education Attendance Review on a term by term basis and our fast track system.

The main area of self review for 2018 was to review the Pastoral Care structure and the role of the Tutor in the College. This was a significant undertaking which saw the continuation of the Year 11 Hauora Programme into 2019, the planning and implementation of the Senior Wellbeing Modules and a designated tutor time in the timetable. The role of the tutor has been emphasised and made more prominent within the school wellbeing structures.

The weekly student support meetings are a means to ensure high needs students access integrated support across wellbeing and learning enhancement as well as being assisted by outside agencies. At any one time there could be up to fifteen student receiving this targeted intervention.

Key developments planned for self-review across the student wellbeing portfolio for 2019 are:

- To evaluate how the Year 12 and 13 wellbeing modules and Year 11 Hauora programme have supported our students' wellbeing
- To map wellbeing at Hagley against the ERO wellbeing indicators with the purpose of recognising our successes and highlighting areas to develop
- To lead the wellbeing team to deliver key events and look at how our assessment structures and methods are impacting student wellbeing
- To review the first year of tutor time being implemented in the timetable and the introduction of academic conferencing at Years 11-13
- Review EOTC procedures with the support of Education Outdoors New Zealand
- Review crisis management procedures

STUDENT LEARNING TEAM

STUDENT LEARNING PORTFOLIO

INTRODUCTION

The primary focus of the Student Learning portfolio, introduced in 2016, is to improve outcomes for learners through further development of Hagley's innovative practices in teaching, learning and assessment. The school's mission statement of "lifelong learning which is accessible to all" clearly underpins the portfolio by ensuring that the school provides for learners of all ages, backgrounds and ethnicities. As identified in the school charter: "Our mission is to build success, achievement and a desire for lifelong learning for every student." We offer programmes of learning for students who are following a traditional educational pathway (Years 9-13 and English Language Learning(ELL)), for those who may have small gaps in their qualifications (Tertiary Pathways- Catch Up and CUP), for those who may require a more targeted educational journey (HALC and Specialist schools) and for those who are exploring new beginnings in an educational sphere (After 3). Aspects of Student learning linked to the Junior College and Year 11 portfolio and the Placement and Learning Enhancement portfolio are also reported under this portfolio.

The main focus of the portfolio is to lead the development and delivery of curriculum within and across learning areas, focusing on developing understandings about the nature of learning in the 21st century. This also requires the maintenance and development of strong self- review processes such as appraisal, Teaching as Inquiry and using achievement data to inform practice. Research into best practice in teaching and learning is also an important component of the portfolio as well as a leadership role of in-school teacher PLD, NCEA qualifications and assessment.

KEY OUTCOMES

1. Lead curriculum design, development and delivery across the College to maximise our ākongā's engagement with learning and achievement.
2. Lead research into best practice in student learning, and apply those understandings to inform curriculum design, development and delivery across the College.
3. Lead best practice in assessment integrated with teaching and learning in order to maximise student achievement.
4. Use student, whānau and teacher voice to improve student learning.
5. Grow strong professional learning and self-review models which build teacher practice and effectiveness in enhancing student learning.

Outcome 1:

Lead curriculum design, development and delivery across the College to maximise our ākongā's engagement with learning and achievement.

- The DP Student Learning has led staff, and in particular HODS, in a process of curriculum review, focusing specifically on Years 9 and 10. Senior and middle leadership staff have been involved in a programme of visiting other schools, both locally and nationally, to inform

planning for building redevelopment, with a focus both on models of pedagogy and on learning spaces which support the OECD's seven principles of learning for the 21st century.¹

Developments in 2018 in the area of curriculum included:

- a) An area which was identified as needing change was that of the year 9 modules and Year 10 options. Through a process of consultation with staff and students it was determined that students needed to be offered greater choice so that they could increase their interest and engagement in their learning. This resulted in the development of Kete Wana- our basket of inspiration, which offers subjects which give students the opportunity to engage their passions while learning new skills. This will be implemented for the first time in 2019. Students will choose from a large menu of choices and complete three 12 week blocks over the course of the year.
 - b) Work was done in 2017 to review the existing junior college credit system. This resulted in the development and implementation of a new system, called Te Putanga, - a structure for teaching and reporting of transferable skills across all junior curriculum areas.
 - c) Another significant development linked to curriculum is the revision to the timetable to allow longer teaching blocks for Kete Wana, as well as to create greater choice for all senior students through moving from a six line to a seven line timetable.
 - d) The Ngā Miro class was implemented in Year 9, connecting learning across Te Reo Māori and English.
 - e) Planning occurred to implement compulsory te reo Māori into all Year 9 classes in 2019.
 - f) An Innovations fund was established, to be administered and used by Heads of Learning Areas. The purpose of this fund was to resource the ongoing development of this group in exploring ways of designing new courses and/ or engaging with 21st century pedagogies. Somewhat disappointingly, only a small amount of this fund was used as Heads of Learning areas encountered difficulties in reaching agreement over priorities.
 - g) Proposals for curriculum integrated courses at the junior level were received as part of our annual review process. In response to student demand, two Year 9 connected learning classes were planned for implementation in 2019, with students' learning connected across English, Social Studies and Science.
- Mentorship of curriculum HODs continues to be important. In 2018 the DP Student Learning met with HODs individually on several occasions to discuss approaches to mentoring teachers around inquiry. HODs were further supported and resourced, through Leadership meetings, to help them facilitate their work with teachers within their departments.
 - In November 2018 the DP Student Learning organised a workshop for all 23 leaders, which was facilitated by an external consultant. In the workshop leaders were introduced to the concept of the leadership inquiry. The intent of this inquiry is to focus leaders on the important role they need to play in leading school improvement. This is a significant shift in that, while the expectation to lead school improvement always existed, no formal structure had been put in place to enact this. Leaders will engage with their first Leaders inquiry in 2019.
 - Work has continued in 2018 linked to planning for building redevelopment. This has included scoping meetings with relevant curriculum leaders to inform planning for the design of appropriate spaces which will both meet the needs of learners and provide a platform to enable teachers to deliver programmes supporting 21st century pedagogies. It has also involved ongoing visits to other schools, notably Kaiapoi

¹ [https://www.isnz.org.nz/sites/default/files/pdf/OECD-the-nature-of-learning-practitioner-guide-eng%20\(1\).pdf](https://www.isnz.org.nz/sites/default/files/pdf/OECD-the-nature-of-learning-practitioner-guide-eng%20(1).pdf)

HS, as part of the Grow Waitaha initiative. The DP Student Learning attended the ILTEC (Innovative Learning Environments and Teacher Change) symposium in Melbourne and reported back to SLT on aspects of the research which was presented.

- An area for development which was identified by the DP Student Learning as a need across the school was in the area of e-learning. This gave rise to the appointment for 2019 of an e-learning leader with responsibility for embedding e-learning approaches across the curriculum.
- A new model of delivering Learning Enhancement to students across the school has been implemented in 2018. Learning Enhancement's focus is on providing information, support and professional development for teachers of students with additional learning needs requiring periods of support and intervention. This includes supporting teachers in co-creating including classroom strategies needed to best support these students.
- A new system of diagnostic testing of new Year 9 entrants involving STAR testing was implemented as well as a new enrolment interview system. Students were tested to gauge reading skills, decoding, comprehension and critical thinking; and students also completed a writing sample and a number-based maths assessment. It is possible to show value added with the administration of the STAR test at the end of the academic year, with standardised, norm referenced stanines giving confidence in its validity. Results of entrance testing showed that 46% of students operate below the expected curriculum level 3+ for reading and writing.
- New diagnostic literacy assessments were developed in reading and writing at yr 11. This, as well as use of NCEA information, help to identify students 'at risk' in their learning.
- Feedback sought from stakeholders suggests that changes to testing and the enrolment process were successful in streamlining the process without compromising the outcomes.
- The process of diagnostic testing for Special Assessment Conditions changed to an "in house" model, using computer generated assessments, specifically Ability and Lucid Exact. Also required are a range of PATOSS writing samples. At the beginning of the year a full needs assessment is completed for each student, from teacher and student feedback collected throughout the academic year.
- The number of students requiring SACs has steadily risen; from 42 students in 2017 to 58 in 2018. Access to SACs can be seen as the 'solution' to a range of difficulties. To address this, professional development occurred with Curriculum Leaders, to give confidence for teachers to normalise a range of assessment practice into programmes of learning. Professional development, including use of e-learning examples of practice, will be investigated further.
- In response to a change to mixed ability groupings in Year 9, Margaret Ross delivered workshops focused on differentiation through scaffolding learning: a model for getting started, based on backward mapping. This was attended by a large number of teachers and was well received.
- The GATE co-ordinator is working on the formation of a committee to oversee GATE programmes across the school.

Planning for 2019

- The DP Student Learning, under the guidance of an external facilitator, will mentor Curriculum HODs, the e-learning leader, learning enhancement leader and learning communities leader to complete their leadership inquiries. Leaders will be mentored to use data to gain an understanding of what their teachers need to improve practice, which will in turn improve student outcomes.

- The Director of Students and the DP Student Learning will work with HODs to support teachers with best practice for breaking up the blocks to ensure learning time is maximised in the longer timetable blocks.
- Junior schemes of work will be surfaced and updated/rewritten to meet current/future needs. The transferable skills will be mapped across curriculum areas to ensure coverage.
- A process will be developed to identify how teachers are “adding value” to Years 9 and 10 student learning.
- Two Year 9 connected classes will be implemented, involving Science, Social Science and English for both classes. These classes will be monitored and planning will occur for a Year 9 connected class for 2020. A process will be developed to select students for this class.
- One hour of compulsory te reo Māori will be introduced into all Year 9 classes.
- Discussion will take place to determine how to begin to implement the Digital Technologies curriculum in Years 9 and 10.
- The Kete Wana initiative will be implemented and reviewed. Fifty-six subject choices, developed in 2018 will be offered to all Year 9 and 10 students in 2019. The subjects run in two timetable option lines and the year is divided into three blocks of approximately 12 weeks. Over a two-year period, a student will have studied 12 Kete Wana subjects. Planning for additional subjects will be developed and offered in 2019, as well as planning for expansion in 2020.
- A system will be developed to ensure curriculum coverage by students when choosing their Kete Wana subjects.
- An expo of student work will be held to display student work created in Kete Wana.
- The Te Putanga reporting process will be refined to give fuller and more individualised descriptions of student achievement and next learning steps.
- A new approach for the graduation component of Te Putanga and end of year prizegivings/celebrations of learning will be developed.
- HODs will be encouraged to examine principles of effective curriculum design and to put forward proposals for new courses, both at senior and junior levels.
- HODs will be encouraged to take a more flexible approach to course development, drawing assessment opportunities from across learning areas and learning levels.
- The DP Student Learning will facilitate discussions with HODs and teachers concerning the development of teaching and learning spaces within the proposed hubs, Wainuku, Pūkaki and Auripo. Visits to other schools where curriculum innovation is being successfully implemented will continue.
- Further work will be done with HODs to support their mentorship of teachers around inquiry practice. This will involve more specific focus on feedback identified by the inquiry meta- analysis group. (See review of Goals 2&5.)
- The e-learning leader will work to develop a strategic focus for the school with regard to e-learning, as well as implement programmes of professional development for staff to support the growth of digital teaching and learning practices.

- The Director of Learning Enhancement will develop a Learning Support Register for students 'at risk' in their learning with the aim of providing a focus around curriculum delivery, adaptation and differentiation for class teachers.
- The Director of Learning Enhancement will create a timetable for timely delivery of Junior College Learning Support initiatives e.g. an assessment emphasis, and a professional development foci.
- A programme to address the specific needs of Year 9 students who are at risk of underachievement, due to low literacy levels, will be introduced by the Learning Enhancement team. This Digi-Lit programme will run three times per week and will focus on reading strategies, digital literacy strategies and basic writing.

Outcome 2:

Lead research into best practice in student learning, and apply those understandings to inform curriculum design, development and delivery across the College.

A. Teaching as Inquiry

Leadership of the Teaching as Inquiry cycle is a very important aspect of the workings of the portfolio. This cycle promotes strong reflective practice as part of our self- review processes as all Hagley teachers complete an inquiry and share their findings with colleagues.

The inquiry process involves teachers in identifying an issue they have observed with the learning of a group of students they teach. Teachers reflect on the issue and gather some initial evidence about the issue, through observation or measuring, about the nature and extent of the issue. The next stage of the cycle involves teachers in formulating some ideas about how they will intervene to address the observed issue. This may involve doing some background research or reading to determine appropriate ways forward. Teachers then trial interventions and, using appropriate tools, measure the effect. A very important part of the process is for teachers to reflect on what has worked and what hasn't and to determine next steps. Teachers are supported in exploring research through a range of readings which are downloaded into the Teaching as Inquiry Sharepoint library.

As part of our appraisal processes, a teacher's evidence towards meeting the Education Council's Standards for the Teaching Profession is curated by individual teachers in their Window into Practice (WIP). Evidence from the teacher's inquiry process is likely to form a significant part of this evidence.

A significant change in the sharing of inquiries was implemented in 2018. This involved teachers sharing their inquiries in cross- curricular groupings rather than in department groupings. Feedback from teachers about this shift in practice was very positive. Teachers appreciated the opportunity to link with a group of teachers generally outside their sphere of contact and to get a different perspective on what was happening across the school. Most teachers also agree to publish their inquiry report on the school's shared site.

All teachers were invited to be part of a group to conduct a meta-analysis of inquiry reports in early December, 2018. Nine teachers took up this professional development opportunity. The purpose of this analysis is to identify aspects of effective practice as well as to identify ways that inquiry practice collectively might be improved in the future.

An analysis of trends and patterns in 2018

In analysing teachers inquiries the analysis group were asked to focus on identifying trends and patterns in good practice as well as areas for development. A summary of these trends and patterns is identified below.

A significant number of teachers had used the professional development workshop on scaffolding presented by Margaret Ross as a trigger for their inquiries. This was pleasing to the extent that it met a need for teachers to refine their differentiation practices to meet the needs of mixed ability groupings. Once again this illustrates the

important role of in- school professional development in addressing effective teacher practice. In summary form, the main areas focused on for inquiry in 2018 were:

- Addressing diversity through differentiation practices
- Building positive classrooms
- Developing collaboration skills
- Improving literacy outcomes
- Raising achievement through targeted aspects of assessment practice
- Building self- efficacy
- Developing wellbeing strategies
- Developing student agency

Areas of refinement were also identified as part of the analysis work. These included:

- the need to turn teachers' focus from seeing a problem as one of programme planning to one of practice.
- the need for teachers to examine their sometimes deeply held teacher beliefs and to reflect on these
- the need to limit the size of the target group to enable more meaningful measurement
- the need to see inquiry as loops of learning rather than a linear 'one shot' process
- the need to understand how to use data
- many teachers recognised the need to do more work on effective differentiation
- recognising that the teacher's role with inquiry is to genuinely inquire into the issue rather than to set out to prove assumptions

Planning for 2019

Our practice with inquiry over the past six years has yielded a strong body of data. What we are seeing overall is that similar aspects of good practice and similar aspects of areas for improvement are appearing each year. The analysis group decided that feedback to staff needs to be a bit more challenging to attempt to address the recurring issues. By way of feedback teachers will be presented with a range of challenging statements linked to inquiry and it is hoped that this can lead to some interrogation of individuals' beliefs about inquiry. The DP Student Learning will lead this feedback session which will cover:

- the purpose of inquiry and how it aligns with our strategic goals
- patterns of need in next steps for teachers
- information about types of data
- ways of collecting evidence
- the difference between teaching as inquiry and action research
- discussion of focusing inquiry/ teaching inquiry and learning inquiry and how they mesh together

The DP Student Learning will also make some changes to the Teaching as Inquiry template to reflect the specific feedback given to staff².

B. Leadership inquiry

Another initiative which will be introduced in 2019 is for leaders to complete leadership inquiries rather than teaching inquiries. This follows up the leadership workshop facilitated by Deirdre McCracken in November 2018. The purpose of this is to start to bring about some alignment of inquiries to support whole school improvement. It is likely that some HODs, in conducting their leadership inquiry, will lead teachers in a programme of professional development which results in teachers inquiring into issues identified for their students which are related to the PLD. This type of collaborative inquiry offers the opportunity for a stronger link to whole school improvement. HODs will be mentored through this leadership inquiry process by the DP Student Learning.

² <https://theeducationhub.org.nz/research-guide/how-to-undertake-teaching-as-inquiry/>

C. Investing In Educational Success

The Teacher Led Innovation Fund project focused on advancing academic literacy for students transitioning to tertiary was completed in mid- 2018

The DP Student Learning completed the final report on the project in July 2018 and has published an article in the SET journal, detailing findings from the project : “ Making the invisible visible: *The importance of disciplinary literacy practice in secondary classrooms*”. Over time the intention is to foreground the article with a range of departments and to pursue professional development with teachers in this area of practice.

Outcome 3:

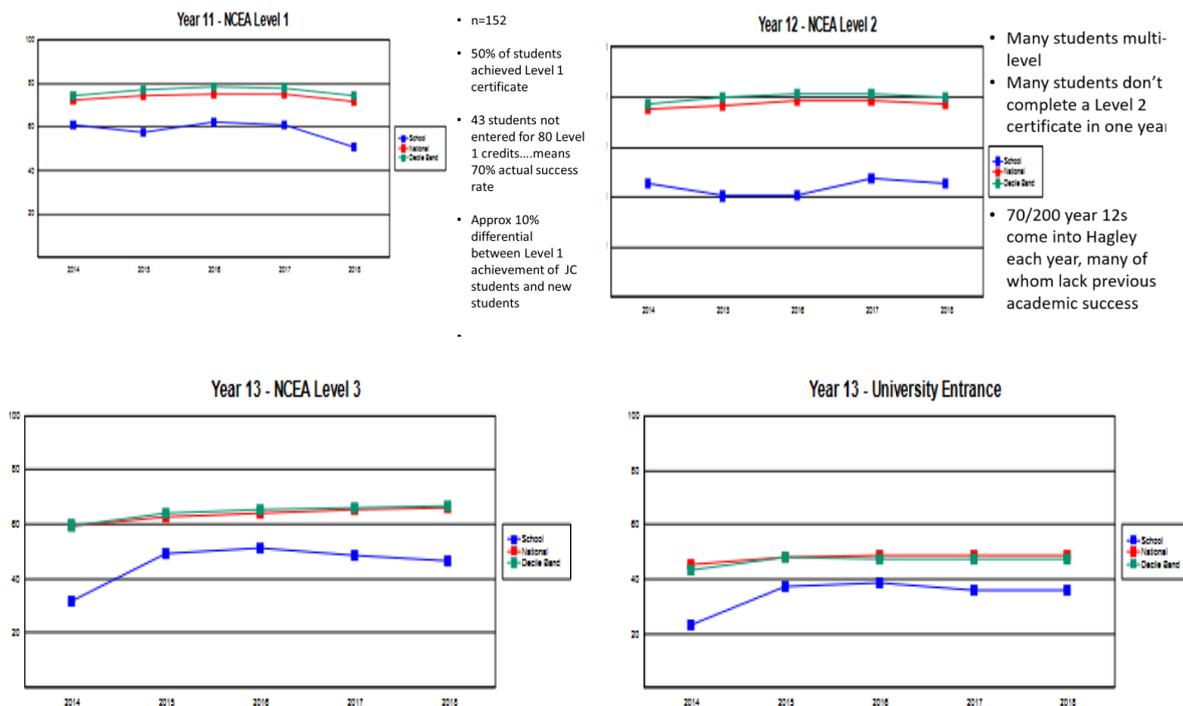
Lead best practice in assessment integrated with teaching and learning in order to maximise student achievement.

A. Review of assessment practice integrated with teaching and learning

Approximately 40 subject leaders attend the school’s internal Best Practice workshops which are held at least once annually. The workshops have a strong self review focus and are led by the DP Student Learning and Director of Student Systems. In the workshops whole school data is shared with leaders, and subject leaders are led to explore assessment data within their learning area and to look at how they might share the data within their departments to inform their planning for improved student outcomes in 2019.

B. Whole school data

Below are graphs of student achievement supplied by NZQA, based on roll data. It must be noted, however, that roll data does not give a fully accurate picture of overall achievement for our students. The notes beside the graph address some of these anomalies with the data.



The following table shows attainment of the relevant qualifications for the year group for whom the certificate is primarily intended (eg Level 1 certificate is intended to be achieved by first year 11 students etc). The figures do not take into account achievement at a later year level (eg a Year 12 student may complete a Level 1 certificate over two years).

	2014		2015		2016		2017		2018	
	QTY.	RATE								
NCEA Level 1	88	61.1	83	57.6	86	62.3	85	61.2	76	50.7
NCEA Level 2	82	44.3	78	40.0	78	40.2	93	47.0	90	45.2
NCEA Level 3	81	23.8	99	18.0	103	18.8	91	16.9	98	18.5
UE	62	18.2	88	16.0	91	16.6	64	11.9	86	16.2

- All of the NZQA data requires more specific analysis but it is the Year 13 data which warrants “unpacking” in particular, given its high stakes nature. According to NZQA’s 2018 data 531 students are counted as Year 13s, and this delivers a **16.2% result, with 86 students** achieving UE. However, this figure includes many students whose target is not a Level 3 certificate or UE. Further analysis of this data reveals that only approximately 110 of these 531 students were entered for three or more UE approved subjects. This means that approximately 400 students had no possibility of getting UE, unless they had done some of their UE qualification in prior years (ie achieving UE over more than one calendar year.) 21 students in this category gained UE in 2018. Adding these 21 students into the mix gives us the total of **86 successful out of a total of 131 students**, representing the real UE attainment percentage as **65%**- a very different result. Unfortunately for Hagley, though, NZQA will continue to report results based on roll related figures, thus giving a very inaccurate picture of Hagley’s actual attainment at this level. The real challenge for Hagley is to look at improving on the historical results of 2014-2018, and this should be a target for 2019.
- A concerning result, however, was that of the 2018 UE attainment result of the 2014 Year 9 cohort. Of the approximately 100 students who entered Hagley in Year 9 in 2014, only approximately 55 were still at Hagley in 2018. Of these 55 students, 16 (29%) gained UE, and these 16 students represented only 19% of the 86 students who were successful overall.
- The introduction in 2019 into Years 11-13 of the tutor system and the academic mentoring programme by the DP Student Wellbeing will hopefully improve processes around tracking student progress, leading, over time, to improved student achievement outcomes.
- Another area which warrants attention is Hagley’s STEM³ data. In 2018 NZQA has introduced a particular focus on the achievement gap of Māori and Pasifika students in STEM subjects. The 2018 Year 13 data shows a gap in the performance of Māori students (-11%) and Other students in successful achievement of at least one STEM Level 3 subject. Furthermore, there is a significant differential (-30%) between Māori and Other enrolments in Level 3 STEM subjects. (see table below)

	Māori students	Other students
2018 Year 13 Level 3 achievement of at least one STEM subject (ie 14 + credits) (based on Level 3 entries)	6/60= 10%	51/239= 21%
Enrolled in at least one L3 STEM subject in 2019 (based on manual count)	15% (approx)	45% (approx.)

³ Science , Technology, Engineering, Mathematics

C. Subject review

Teachers in charge of subjects conduct annual reviews of their subject area, reviewing their practice against five indicators of best practice:

- Quality teaching, learning and assessment materials and procedures are used in programmes at all levels (years 9-13)
- Assessment is at the national standard
- Teacher inquiry is used to inform practice
- Achievement data is used to inform practice
- Departmental professional development is used to inform practice

Achievement data is used to inform practice: this requires subject leaders to complete a review and evaluation of their 2017 action plans as well as develop an action plan for 2019 based on their 2018 student results. The analysis of data by subject leaders suggests that some focused professional development for subject leaders is desirable around how they might provide more explicit evidence that they and their teachers are making a difference⁴ to students' achievement.

Departmental professional development is used to inform practice: The addition of this indicator in 2017 has enabled a clear picture to be gained of the important role played by strong leadership focused on learning within departments. In 2019 this will be enhanced by the introduction of the leaders inquiry, whereby HODs will lead their teachers through a programme of professional development to improve teacher practice and hence student outcomes in an identified area of need. Some patterns of professional development which emerged in 2018 emerged were:

- Agentic learning
- Collaborative practice
- Discussion and planning around collaboration and connected learning
- Curriculum negotiation
- Junior curriculum review
- Metacognitive process
- Using UDL
- Biculturalism focus
- Transferable skills

Planning for 2019

An analysis of subject leaders' reports in 2018 has shown a range of ways that data has been used to inform changes in practice for 2019 in the subject areas. Some indicative responses are detailed below:

- Increased focus on developing strategies for differentiation
- Improved use of scaffolding techniques
- Investigating changes to modes of assessment
- Increased focus on agentic learning
- Increased focus on individualising learning
- Increased focus on academic literacy

It is clear that there is a large body of work going on in departments which supports the school wide vision and strategic priorities. This will be enhanced in 2019 with the introduction of leadership inquiries to bring strong departmental professional development to focus teachers explicitly on knowing and measuring their impact on student outcomes.

⁴ ["Know thy Impact"](#) -John Hattie

D. NZQA moderation

NZQA’s MNA review conducted in 2017 affirmed Hagley’s strong moderation processes: “Moderation is central to self-review processes within subjects. Teachers state that, rather than for compliance purposes, internal moderation is to ensure consistent and equitable outcomes for students and to provide feedback to improve practice.” Hagley’s next MNA review is scheduled for 2021.

Hagley’s overall moderation agreement rate for NCEA assessment continues to be strong. Overall analysis of NZQA moderation data is completed annually and reviewed with subject leaders, including historical data on both a College wide and individual subject basis.

Year	2014	2015	2016	2017	2018
Assessment of student work moderated as consistent with the national standard	85%	87%	82%	84%	81%

Outcome 4:

Use student, whānau and teacher voice to improve student learning.

- In 2018, parents/ whānau completed a survey about curriculum, and about their perspective on what their child needs to learn and focus on at school to be a successful contributor to society as they leave school.

This consultation occurred in several ways:

- Parent survey conducted at enrolment
- All Year 9 students surveyed during Learning to Learn classes
- Staff meetings and input into Kete Wana development

Responses were considered as part of the review process and implemented where appropriate. This feedback played a significant part in the development of new initiatives such as Kete Wana and the connected learning classes at year 9, which will be implemented in 2019.

- A significant process of consultation also occurred with teachers. This involved consultation about changes to the years 9 and 10 curriculum, including the introduction of compulsory te reo Māori at year 9, the connected classes and Kete Wana. Consultation also occurred regarding changes to the timetable.
- Parent/Whānau Coffee Meetings were held several times across the year, with topics for discussion being driven by parent requests.

Planning for 2019

Feedback on the new initiatives implemented in 2019 will be sought in Term 4 2019.

- Parents, students and staff will be surveyed about the Kete Wana structure and choices.
- Some stakeholder voice will be gathered about the changes to the timetable, giving consideration to the need to see these changes over a period of time.
- Topics for discussion/presentations at the Parent/Whānau Coffee Meetings over the year will be planned in response to parent requests received at the first meeting in February.
- Investigation is planned of the reasons for the low interest among Year 9 students for subjects such as music and drama in the Kete Wana programme, and ways to overcome this.

Outcome 5:

Grow strong professional learning and self-review models which build teacher practice and effectiveness in enhancing student learning.

- a) Teaching as Inquiry (as detailed extensively above)
- b) Developing robust teacher appraisal processes that focus on improving teaching and learning, as well as improving outcomes for learners

Teachers complete their individual Window into Practice (WIP) document in an ongoing way across the year as part of the discussions with appraiser- mentors. At the end of the year in the summative appraisal discussion the appraiser and the appraisee collaborate on completing a summary appraisal document which includes the identification of next steps for the teacher. This summary appraisal document takes account of the types of evidence which EDUCANZ deem 'necessary' and 'sufficient': that is, evidence from:

- A range of sources
- A range of perspectives
- Teaching and learning
- Planning
- Improved student outcomes⁵

In most cases a great deal of the evidence is derived from the teacher's inquiry, particularly in the areas of commitment to professional practice and commitment to professional learning. A teacher develops a WIP each year and provides evidence against all of the standards each year, as is required. When these annual windows are viewed together across a three year period for the renewal of a teacher's registration, an accurate perspective can be gained about established patterns of a teacher's professional practice. Changes were made to the WIP in 2018 to reflect EDUCANZ's changes to the standards. Formerly they were titled 'Practising Teacher Criteria' but have now been renamed 'Standards for the Teaching Profession'. The DP Student Learning facilitated a meeting with staff to communicate the changes to the requirements.

Appraiser- mentors themselves complete a WIP and they are mentored through this process by members of the Senior Leadership Team (SLT). As part of their own appraisal, these appraiser- mentors (in most cases HODs) present summaries of their teachers' appraisals to the Senior Leadership Team.

The SLT then complete a meta-analysis of teachers' appraisals to guide whole school improvement. The analysis identified action points for follow up with several HODs.

General discussion points which were identified as part of this meta-analysis included:

- A change to the sign off process was recommended. HODs will no longer be responsible for signing off that a teacher has/ has not met the standards. The HOD will identify any issues of concern and, if appropriate, sign off will be made by SLT.
- Strengthening of mentorship with a small number of teachers
- HODs are required to identify aspects of practice where a paucity of evidence against the Standards has been furnished.

Planning for 2019

- The 2017 portfolio report planned a review of HOD appraisal. The first part of this review will occur in 2019. This will involve implementing the change to the sign off process recommended as part of the 2018 review. Further investigation of the current model will occur also. Current thinking is that this is likely to involve changing the current model to include links between the leadership inquiry and appraisal.

⁵ <https://educationcouncil.org.nz/content/appraisal-of-teachers-project>

LEARNING COMMUNITIES PORTFOLIO

INTRODUCTION

Hagley College is committed to life-long learning and invests in the learning and education of communities across Christchurch. The Learning Communities (LC) portfolio supports Hagley's mission of life-long learning that is accessible to all within a structure providing multiple pathways and learning both within and outside the school day. This occurs at Hagley, however, may also occur in the home, within affiliated organisations and at other sites situated in Christchurch. In particular, the programmes target groups that are potentially at risk of being denied access to the social and economic capital that enables people to thrive in our society. This includes post school-leaving age education learners, those re-engaging in education for personal or career goals, learners from migrant and refugee backgrounds and students whose learning may previously have been unsuccessful. The programmes also provide a mechanism for organisations such as schools, social agencies and government departments to develop cultural responsiveness. With the population of New Zealand reaching superdiversity standing, and one in four learners projected to be multi-cultural by 2025, the Learning Communities portfolio has a key role in building sustainable communities that nurture diversity and increase the effectiveness of the people working in them.

Hagley's commitment to Learning Communities is based on the following key principles:

- Learning is highly valued and is always spoken of as an investment rather than a cost.
- Being an active learner is seen part of being a competent adult.
- Learning is not confined within the school's walls, to the school day or to the 'school years'. Students draw from a wide learning network encompassing role models from the community, business and from others with skills to offer.
- The relevance of learning to the community, and of the community to learning is endlessly and seamlessly reinforced.
- The whole community is a resource for the school. Learning is not separate from life.
- The school is a resource for the whole community and therefore is open for longer hours and its facilities are accessible to people of all ages.
- Learning sites exist throughout the community, giving students hands-on experience and access to expertise beyond the classroom.

The primary goal of the Learning Communities portfolio is to develop collaborative communities of practice that support life-long learning and increase responsiveness to diversity. To this end it is structured into three areas: English Language Learning (ELL), Diversity Support and After 3.

KEY OUTCOMES

1. Develop a cohesive and integrated structure for collaboration, participation and partnerships that is informed by current research
2. Provide English Language Learning that prepares students for community, employment and academic pathways
3. Implement curriculum, pedagogy and assessment practices which reflect diversity
4. Deliver support and services where diversity is the norm.
5. Develop flexible and responsive community learning programmes and pathways beyond the school day

Outcome 1:

Develop a cohesive and integrated structure for collaboration, participation and partnerships that is informed by current research.

The provision of programmes and the delivery of services sit within three key areas: English Language Learning, Diversity Support and After 3. Across these areas, structures are in place for communication and to support and develop staff. These include ELL Department meetings and weekly Diversity Support meetings that involve the Director of Learning Communities, HOD ELL, Diversity Support Manager and, at times, the Manager of Adult Literacy, Pre-School Director and ELL Enrolment Officer. After 3 meetings with the After 3 Manager take place each week and After 3 teachers meet for professional learning every month.

Integral to the Learning Communities structure is a focus on Professional Learning which includes: workshops, one-on-one coaching and mentoring, small-group learning and buddying of teachers into learning groups. Wider Hagley professional learning foci, professional readings, teachers' Windows into Practice (WIP's), teacher inquiry and consultation with stakeholders all inform the direction and initiatives that staff engage in. The wider refugee and migrant sector engage with Learning Communities staff through Diversity Support. This will be discussed in the body of the report.

Communication also occurs through a Learning Communities newsletter, each term, that integrates English Language Learning, Diversity Support and After 3. It highlights opportunities available via Hagley, student achievements, key information and upcoming events. The newsletter reaches students, schools and key organisations and agencies in the refugee and migrant sector.

A student led focus is Hagley Culture Chat on PLAINS FM 96.9. This radio programme is broadcasted by students and features literacy, home languages, cross-cultural sharing, learning, music and anything fun.

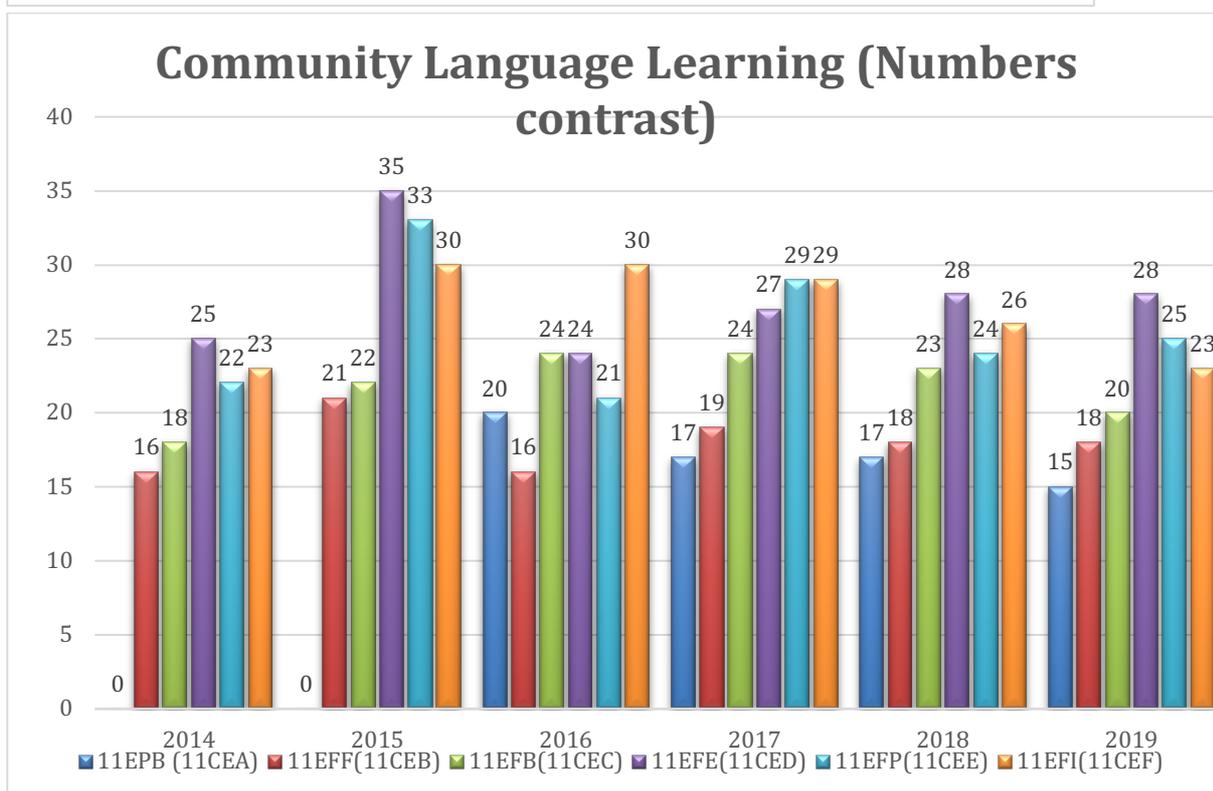
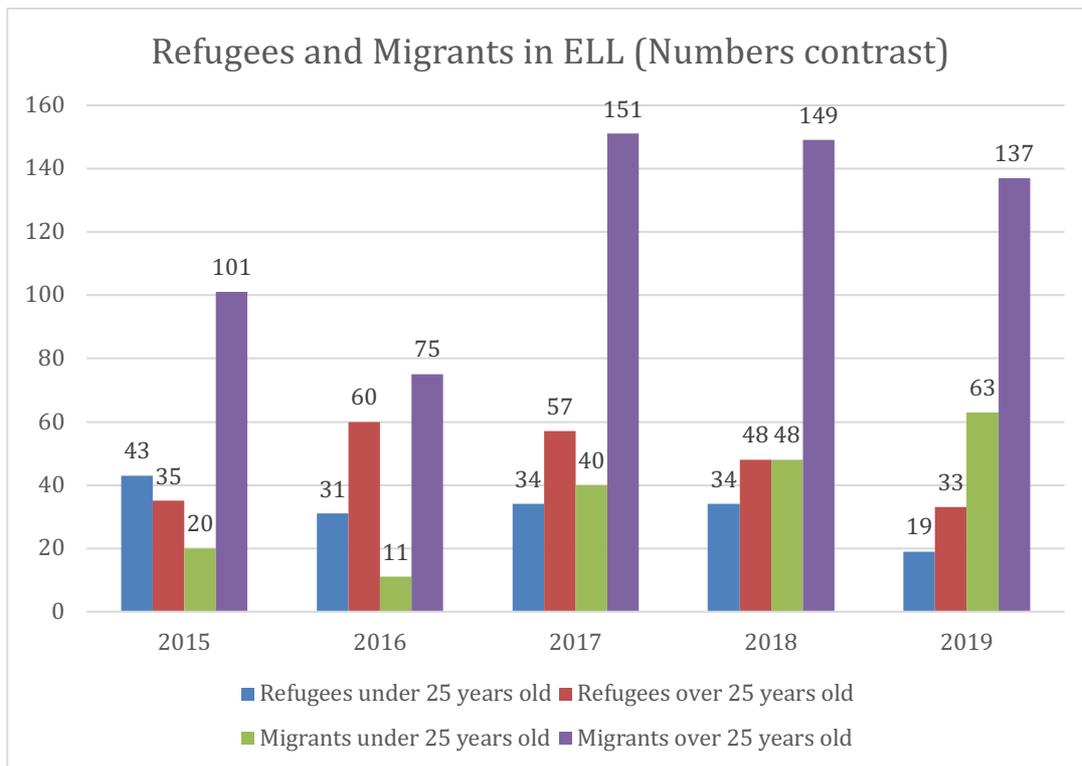
Specific communication needs into 2019 are:

- Information to be conveyed to Muslim women by women
- Asking Police not to wear uniforms when presenting to some vulnerable groups
- Use of existing local Chinese media
- Developing more ways to reach very small vulnerable groups
- Continuing to identify and utilize celebrations as opportunities to gather groups and offer support
- Use of international sign language to meet the high incidence of hearing loss among Bhutanese
- Representative Hagley staff to know and observe specific cultural protocol before going into people's homes

Outcome 2:

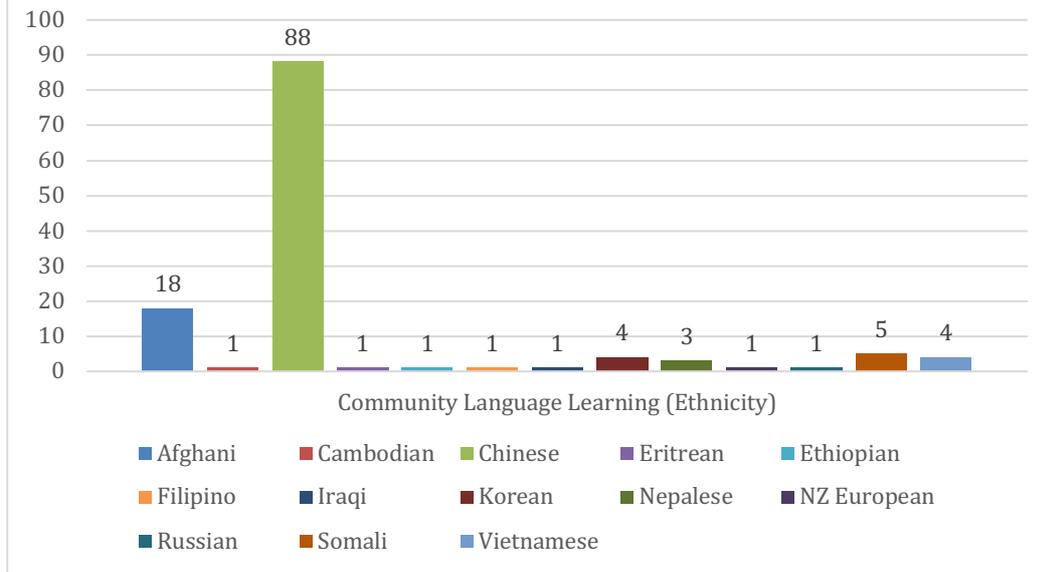
Provide English Language Learning (ELL) that prepares students for community, employment and academic pathways

Effective English Language Learning provides pathways for culturally and linguistically diverse (CALD) learners to participate in the community, gain employment and access further study. It lies at the heart of effective communication between diverse groups and is a key life-long learning goal. The total numbers of CALD learners enrolled in the ELL Community are illustrated below. From the adults attending Hagley, LC continued to support 10 children under 5 years old in the Hagley pre-school, whilst parents attended ELL and Hagley Diversity Support programmes. Total enrolment numbers in ELL, while changing according to groups, have remained relatively consistent over the last five years.



Community Language Learning classes have remained consistent, with most learners at Foundation (absolute beginner level) to Level 1.

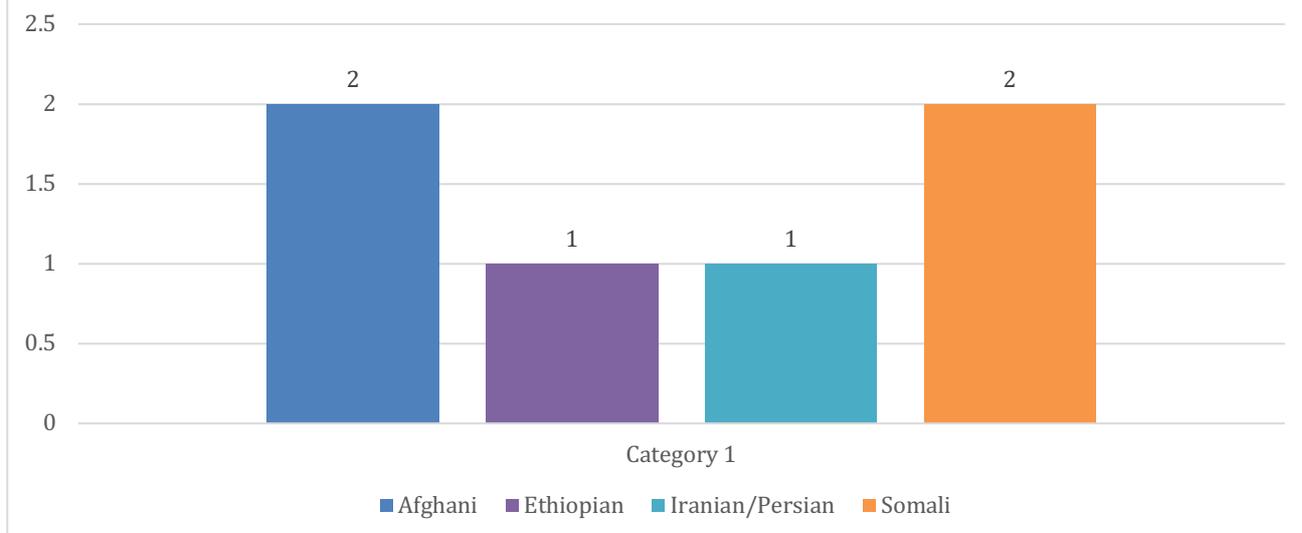
Community Language Learning (Ethnicity)



Chinese students continue to significantly dominate Community Language Learning programmes. This would be a risk to programmes, overall, should there be a change in MOE enrolment or Immigration policy that prohibits or reduces entry of Chinese adults into study at Hagley.

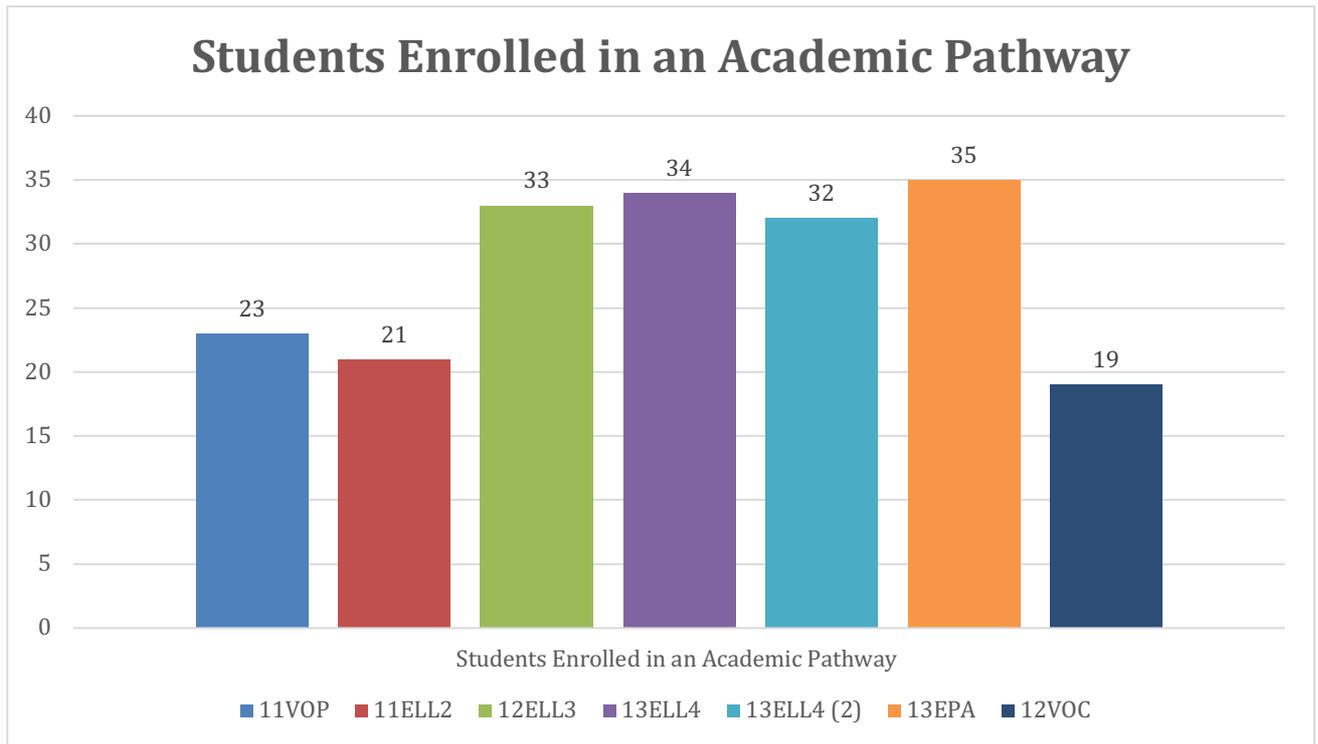
Afghan adults have the second highest enrolment numbers, though significantly lower than Chinese. They represent ELL's high needs refugee pre-literate learners. Refugee adults do not receive education funding from MOE and may also be reunification refugees which means they are sponsored by their families for two years before receiving any government assistance. Sponsorship refugee families, while desiring wider family members to be in New Zealand, are often not in a financial position to sponsor family members coming into Aotearoa and this has a flow-on effect into Hagley concerning their pastoral needs.

Full-time Programme for Young Adults (Ethnicity)

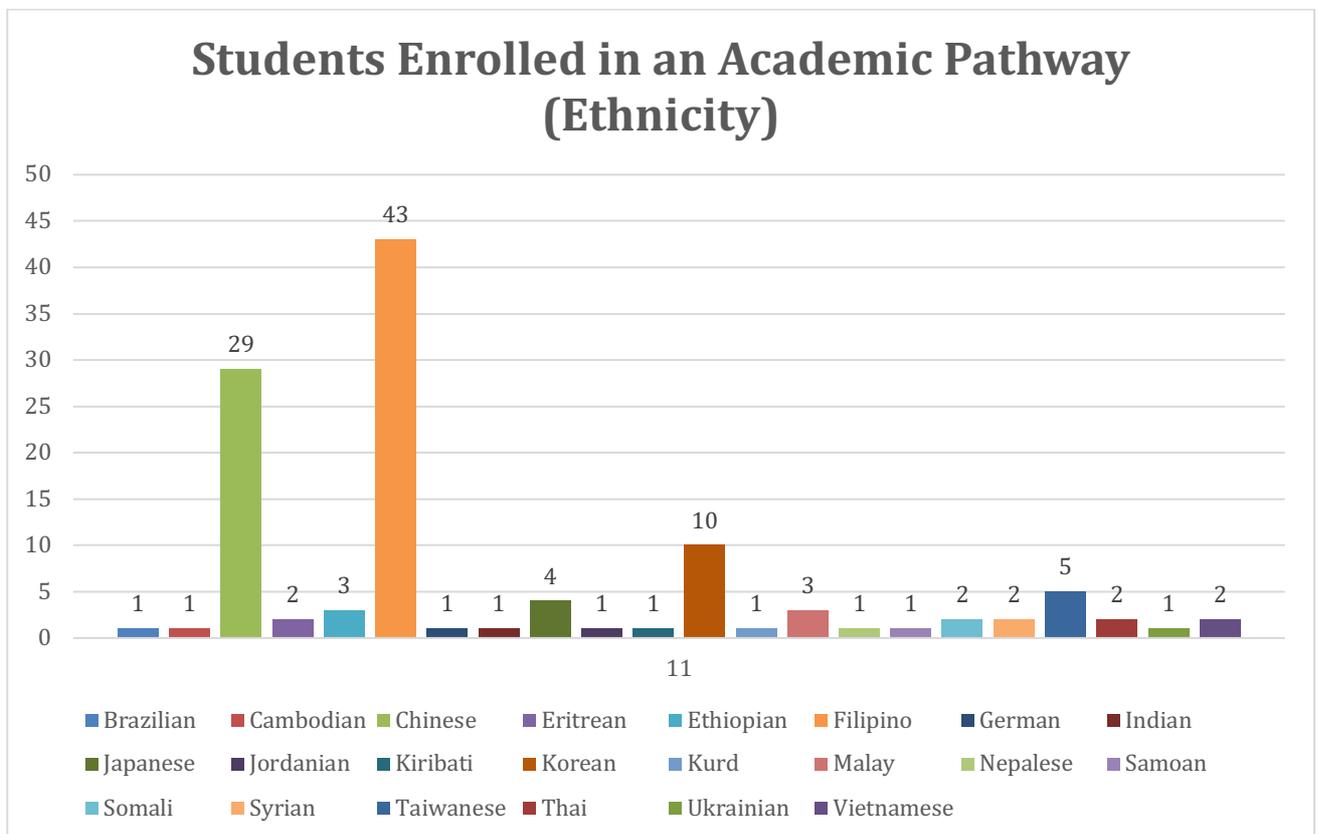


The Full-time Programme for Young Adults has been steadily diminishing and in 2018 reduced to 6 students. These students are refugee background learners and are indicative of the shift in policy by UNHCR and the New Zealand Government to receive third country quota refugees. These are quota refugees who have already been settled in another country, such as Indonesia, who then apply for permanent refugee status in a developed country.

Consequently, many new quota refugees have higher English language levels than those who previously arrived at Hagley, direct from a refugee camp.



As per previous trends, numbers continue to be high in academic pathway programmes. This is largely due to Hagley receiving students post 19 years (from other Christchurch schools) and the on-going requirement for students to gain IELTS, or IELTS equivalent, for tertiary study. Also, adult students are required to gain IELTS for citizenship.



In 2018, 63 students between 19 and 25 years old were enrolled in our Full-time Programme for Young Adults or an academic pathway. Despite ongoing English Language Learning needs, in 2018 the MOE changed their policy to only fund migrant and refugee background learners who are under 19 years old. This means significantly less funding for 2018 and beyond. In 2019, the LC Director applied for an exemption which was granted. This is unlikely to be the case in 2020.

Why Hagley?

Currently, students between 19 and 25 years old are mainly Filipino migrants who come to Hagley from other schools across Christchurch, once they become adults.

The second largest number of students align with the ethnicities of our bi-lingual liaison workers who work at Hagley and across other schools in Canterbury. An exception are the 14 Korean students. While small in number, their enrolment is significant because Hagley lost the overly large numbers of Korean students pre-earthquakes, due to tightening up the numbers of years adult students could study at Hagley. Most of these students are word-of-mouth referrals to Hagley from Korean After 3 and adult ELL students.

As a trend, the body of new arrivals (versus students enrolling at Hagley who have been here for some time) that came into Christchurch post- earthquake years were migrants with visas for construction related jobs. This helped tip Christchurch's population over the 400,000 mark (367,500 in 2012). However, visa applications in 2018 cooled, reaching only about one sixth of the rate of 2016. In 2018, construction related visas started to be replaced with accommodation, food services, farming and health care. According to MBIE, Christchurch remains the second most preferred city for migrants from India, the Philippines and Iran.

Programmes

English Language Learning (ELL) programmes align with the New Zealand Migrant Settlement and Integration Strategy and New Zealand Refugee Resettlement Strategy. Interconnected outcomes from the two strategies are:

- English Language: Migrants confidently use English in their daily lives
- Education and Training: Migrants achieve educational and vocational qualifications
- Inclusion: Migrants participate in and have a sense of belonging to their community and New Zealand
- Health and Wellbeing: Migrants enjoy healthy lives and feel confident and safe

Confidence using English closely relates to successful integration with intergenerational benefits spanning health, everyday family living, education, employment and thus the ability to maximise families' economic contribution to New Zealand. Learning Communities staff work together across the LC portfolio with programmes targeted to deliver results across the strategies outcomes.

Outcome 3:

Implement curriculum, pedagogy and assessment practices which reflect diversity and are culturally responsive

Priorities in the implementation of cultural responsiveness across LC in 2018 reflect collaboration with the migrant and refugee sector and identified needs of the communities. Most of the funding was sourced from Christchurch City Council, Pegasus Health and Office of Ethnic Communities. ELL Department staff continue to adapt programmes specific to students' current and end real-life goals. A range of assessment methods are used and tailored for Culturally and Linguistically Diverse (CALD) Learners whose literacies, abilities and skills may remain concealed or not realised in standardised tests.

Refugee pathway and careers planning

Funding for Pathways and Careers was secured from MOE to support ELL learners. All ELL students under 25 have opportunities for one-on-one and group careers advice. Individual learning and careers plans are developed and students are supported appropriately at critical decision and transition points. NCEA nights are linked with

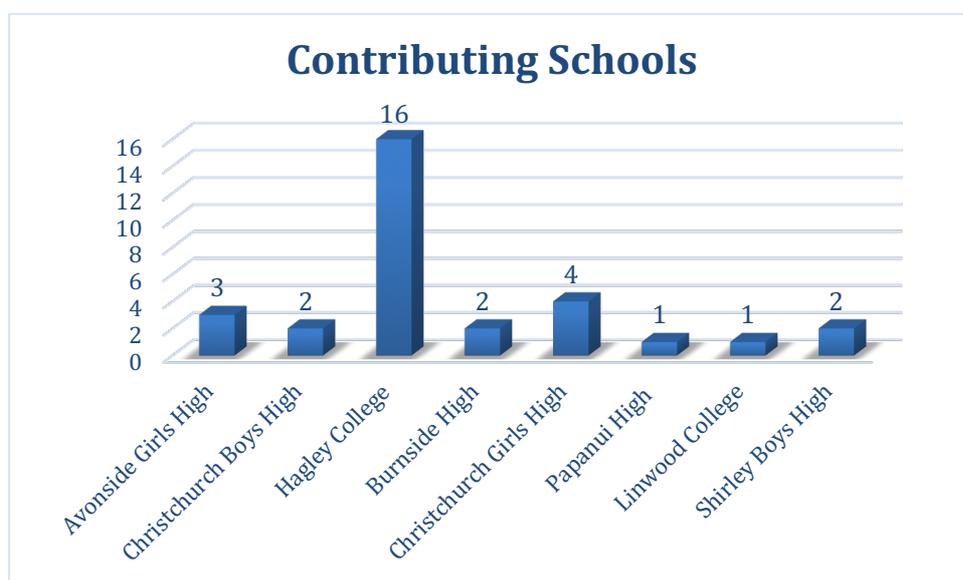
Homework Centre, parent workshops and are interpreter led. In 2018, MOE ELL funded students were tracked to determine their reasons for leaving Hagley. Eight students transitioned into tertiary programs that fitted their pathways, with some attaining scholarships from Pegasus Health. A few required further ESOL and some desired trades. Other students left Hagley due to their student allowance ending and being able to get student allowance at a tertiary institution. Three students travelled back to their first country for family reasons. Five students secured full- time work to help support their families.

NCEA Holiday Programme

The NCEA Holiday Programme ran during the first week of the school holidays from 1st- 5th October, 4 hours each day, from 10 am to 2 pm. A total of 31 students attended the Programme. They came from 8 schools across Christchurch.

Year 11 students accounted for the highest percentage, i.e. 55 % of the total enrolled, followed by Year 12 (35%) and Year 13 (10%).

More girls participated in the programme than boys, accounting for 77% and 23% respectively.



The students participating in the NCEA programme in 2018 were from 5 ethnic groups. Afghan students remain the largest group (61%), followed by Somali (23%), Bhutanese (10%), Si Lankan (3%) and Iraqi (3%).

Outcome 4:

Deliver support and services for our communities where diversity is the norm

Indicators

- The support and services are welcoming to all learners and their families
- The support and services identify and remove barriers to learners' full acceptance, participation and learning with a view to promoting resilient outcomes for students and communities
- The support and services help all learners and their families to celebrate their differences and affirm their identities

Bi-lingual liaison and support across schools

Enhancing students' sense of well-being so that they flourish at and beyond Hagley is aided through bi-lingual support and collaboration with specialist agencies. Diversity Support includes referrals and active liaison with 33 agencies and organisations in the refugee and migrant sector. As well as being supported by interpreters off-site, information and wellbeing sessions are delivered in ELL classes. These took place at Hagley and contributing schools,

namely Riccarton Primary, Riccarton High School, South New Brighton and so on. Teachers, where possible, integrate wellbeing sessions into units of learning in and beyond the classroom.

Sessions include navigation of services, referrals, collaboration for unit planning in classes and intercultural capacity training. Twelve of the 33 organisations are based at Hagley on a regular basis and involve follow-up with students.

Parents Education Workshops

Workshops led by bi-lingual liaison staff are held at Hagley and in contributing schools. Information revolves around ways to support their children's learning such as Understanding NZ Schools and Systems, Careers and Pathways, Understanding NCEA, Online literacy and Internet Safety.

Multi-lingual Liaison Staff and Teacher Aides

In 2018, a policy was developed to guide protocol for working with CALD communities. It included refraining from using children as interpreters for families and community issues.

Fifteen multi-lingual and multi-cultural staff were employed to work across ELL and in Diversity Support programmes. Bilingual staff are absolutely vital to the success of programmes as most are Community leaders and act as a link between the communities and Hagley as a service provider. Their encouragement and support of learning within their communities means that better settlement outcomes can be achieved more quickly. Hagley continues to be commended on the exemplary provision of education and pastoral support for CALD communities. ELL and Diversity Support staff are mentioned as playing leading roles, nationally, in the ESOL field and for fostering Family and Community engagement.

Outcome 5:

Develop flexible and responsive community learning programmes and pathways beyond the school day

Learning programme indicators:

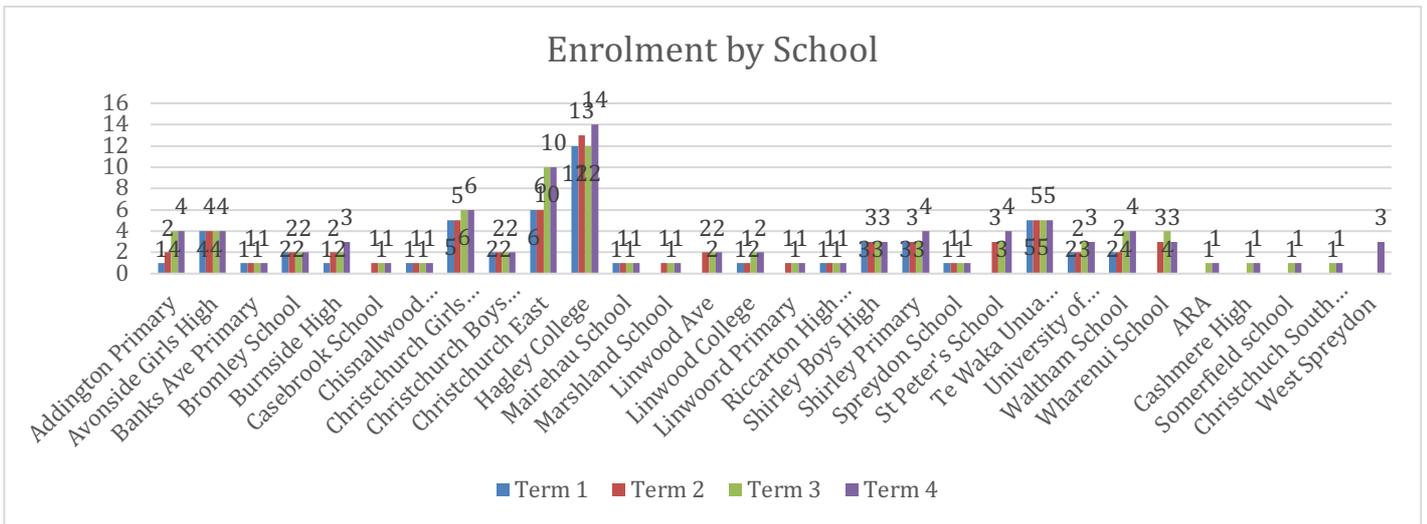
- Learners and their families can participate in learning or support programmes and pathways after traditional school hours
- Programmes respond to and meet learners' needs for academic support, pathways to employment and employment skills
- Programmes enable community connections and collaboration

The Multi-Ethnic Study and Support Centre – Homework Centre (HWC)

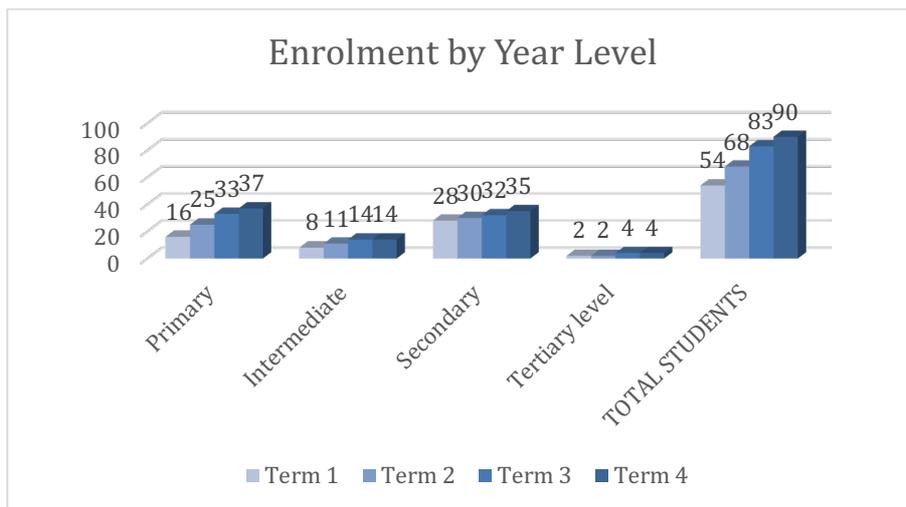
The Multi-Ethnic Study and Support Centre is the central hub of all Diversity Support programmes at Hagley. It provides a base for service delivery, community engagement, student success, celebration of diversity, the provision of TEC-ACE funded programmes for adults from the community, while ensuring a whole family learning model and various other initiatives that support these communities and their educational and life aspirations. This model promotes the concept of life-long learning within the family, encourages social cohesion within and between communities, supports parents to support their children, and provides a dedicated service to schools, in general, which extends to parents and communities' mainstream school experiences.

HWC Youth

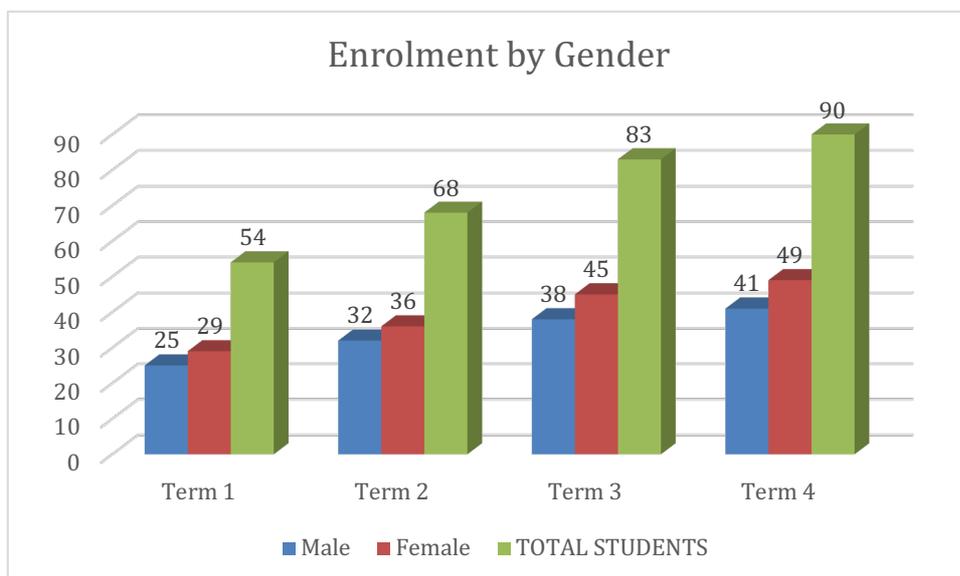
The HWC has continued to provide support for mainly refugee background students Tuesday and Wednesday nights from 4.30pm to 7.30pm during term time. Students are supported from primary school level to NCEA Levels one to three, including numeracy and literacy. Bilingual support was offered in Farsi, Bhutanese, Nepali and Somali.



Ninety students accessed the HWC for support in their study and learning in 2018. The enrolments increased over the school year from 54 students in Term 1 to 68 in Term 2, 83 in Term 3 and 90 in Term 4, as shown in the graph below. The numbers represent students from 30 schools across Christchurch, including tertiary education providers such as Ara and University of Canterbury. Across Christchurch, 25 of the 30 schools engaged with professional learning and the resources Diversity Support offered on cultural responsiveness.



The total enrolments reflect a reasonable balance of gender amongst the students. However, the number of girls attending the HWC is always between 6% -10% higher than boys throughout the year.



Transition outcomes of HWC:

- 88% of the Year 12 students achieved NCEA Level 2
- 70% of the Year 13 students who enrolled in the HWC transitioned into tertiary education, namely, University of Canterbury, Otago University and ARA.

Students at Year 10 and Year 11 also made significant achievements in their study. Notably, Nasteho Mohamud Abdigani Hassan and Ifrah Nur Hassan all won school awards.

With students coming from homes where they lack academic support and understanding of the NZ education system, the HWC support helped fill that gap.

CALD Communities Responsiveness Programmes

Diversity Support programmes align strongly with the College's mission/vision and values. As a community college with a diverse student population, and a commitment to innovation, excellence, and celebration of diversity, Hagley values every opportunity to develop initiatives that enhance the College's' capacity to work positively with diverse communities and to foster well-being and success of many kinds with students and families who might otherwise fall through the gaps.

A total of 653 learners (migrant and refugee background) engaged in 22 Hagley Diversity Support programmes in 2018. Two CALD Best Practice Guidelines were adopted when deciding on programmes: One was CALD education through family literacy and empowerment; and the other was the extent of CALD communities' support into needs-based projects. Diversity Support Programmes are implemented in response to community meetings organized by the leaders of different CALD communities to voice their respective communities' ideas, needs and are thus given opportunities to engage. Projects and initiatives are adopted based on consultations, identified needs and follow a community development approach. The learning programmes are culturally responsive, which means they are led in partnership with CALD community leaders. These programmes, support services and commitments range from a one-off or few hours contact to a commitment of 6 hours a week for 32-34 weeks in a year. For some liaison and bilingual support work, contact may be during and after work hours and on weekends. Provision of flexible places to meet, time and child-care arrangements are central to consultation. Programmes are regularly reviewed and evaluated for quality assurance, as well as reported on for student/family outcomes to the Ministry of Education and respective funders.

Health and Wellbeing

All 250 ELL students (97 refugee background) participated in events such as Wellbeing Expo, Cultural Friendship Days, Sports Day, Health and Safety Education Programme, Education session on Domestic Violence, Fire and Safety, Crime and Safety, Oral Health, Breast Screening for women and Quit Smoking for men. Teaching took place in collaboration with relevant agencies and aimed to deliver health, safety and personal wellbeing information.

Hagley Healthy Girls and Boys

A health and wellbeing programme funded by Pegasus Health was implemented to foster healthy lifestyles, confidence and competencies to interact with peers. Of note were women's aerobics/exercise/dance sessions which took place in a culturally responsive environment. To support learning beyond Hagley, Essential First Aid Training, Health and Safety workshops and Confidence & Teambuilding skills-based activities occurred before and after field trips.

International Days

International Day on 12 April 2018 engaged with around 500 participants from ethnic communities and 250 ELL students. : <https://www.star.kiwi/2018/04/watch-christchurch-high-school-celebrates-diversity/>)

Hagley also collaborated with Canterbury Refugee Council in World Refugee Day (June) which saw the successful attendance and participation of about 100 people from students, families, friends and organization representatives in the refugee and migrant sector.

Adult life-skills classes

148 adult students attended afternoon/evening programmes: Computer (30), Sewing (13), Cooking (13), Well-being (22), Driving theory (70).

First Language Maintenance and learning languages programmes

To continue English Language development and integrate into Aotearoa, CALD communities need to establish and maintain solid foundations in their first language and culture. Knowing the positives of being bilingual and bicultural (rather than the deficit often associated with being a second language learner) is a key focus of language maintenance. Recognising the importance of one's first language to the growth of self-esteem and personal identity and fostering the valuing of family and community is central to Diversity Support.

In 2018, Language Maintenance programmes took place in Farsi at the Kateb Language School (now 11 years at Hagley), Persian, Korean, Bhutanese, Nepali and Russian.

More communities express the need to engage with Hagley to develop programmes however with the imminent rebuild, this has been put off. Of note is our African communities, some who have been here since the 80's, with New Zealand being the first country in the world to accept refugees under 'Medical/Disabled' category. Around 47,000 African migrants have since been reunited with families in New Zealand and they long to have 'their place'.

Capacity Training workshops

Capacity training workshops continued to provide schools, organisations and agencies with training, resources and content that develops staff intercultural understandings and increases an organisation's effectiveness. Topics included: cultural responsiveness, inclusion of culture (family knowledge and wisdom), increasing connections with families, engagement with communities' issues and problem solving, and better understanding the meaning of citizenship in a democracy.

Capacity training follows Best Practice models based on:

- Best use of interpreters and translated materials
- Getting to know the leaders of different communities and building leadership capacity
- Cultivating relationships with communities and inter-faith elders
- Knowing the make-up of different communities; where they gather, who is trusted, has influence
- Spending time with the communities at their community functions and celebrations
- Knowing the refugee/migrant sector networks, each agency's strengths, resources and the CALD leaders they work with
- Maintaining an up-to-date database of sector contacts: people's names and their contact details

New capacity training topics were workshops on Unconscious Bias and the ASKS model of cultural responsiveness. Knowing more about and understanding the concept of Privilege and Shame (and shame visa status/job) was moving for many participants. Participants commented on new self-awareness and understandings of how the use of language, eye contact, dress, body language, respectful protocols are all-powerful and can be used as motivating and demotivating forces in learning as well as growing/ undermining self-esteem and personal confidence.

In collaboration with Christchurch Resettlement Services and Canterbury Chamber of Commerce, intercultural training was provided to Ashburton District Council as part of the Welcoming New Migrants Programme and to Waimakariri District Council.

Beyond Hagley and Christchurch based forums, the LC Director and Diversity Manager presented at UNHCR, and National Refugee Resettlement Forums.

After 3 programmes

Hagley After 3 embodies Hagley's mission statement 'life-long learning accessible to all' and is also central to a host of developmental goals of government agendas.

In 2018, 745 students ranging in age from 17 to 80 enrolled in 50 courses. As per previous years, there was a higher representation of female learners: 569 females and 176 males. Ethnic diversity continues to rise with Māori, Afghan, African/South African, Ethiopian, Somali, Spanish, British, German, Indian, Japanese, Korean, and Russian

learners. Courses were offered across the faculties of Art and Media, Community Studies, English, English Language Learning, Food and Hospitality, Health Studies, Languages, Mathematics, Performing Arts and Practical Design (Textiles and Technology courses). Each course was designed to advance student learning into future pathways. As a trend, end products or participation in real-life events formed the basis of assessment and related to real-life tasks such as ordering a meal in a new language, exhibiting artwork or dance/music performances in cafes or at local venues.

Financial assistance or staggered payments remained available for adult students and enrolment was free for the parents of children at Hagley.

Professional Learning

Twenty-eight After 3 teachers engaged in professional learning over the year. Each participated in a variety of processes which engaged them in collaborative inquiry: ongoing reflections, exploration and sharing of teaching ideas, joining with another teacher for shared learning sessions (e.g. yoga/dance, woodwork technology/mixed media), cooperative research and group presentations. Teachers' had multiple opportunities to hear and see perspectives different to their own. Using a similar approach to working with Diversity Support staff, learning emphasised:

- Teacher education is holistic and involves the whole person
- Construction of ideas and meaning is a social and relational process
- Stories are a powerful way to think and represent what we know

A key focus was the importance of 'soft' learning outcomes such as transferable skills, which are not easily amenable to measurement. Following models of building character strengths and PERMA (pathways to wellbeing), teachers discussed how to create, maintain and strengthen their student's engagement in their course to help develop a sense of self-efficacy and on-going participation in their class. Post-workshops, teachers trialled ways to engender and sustain enthusiasm and celebrate progressive achievement, rather than provide individual lessons with single end points. This included examining and reworking course outlines to make programmes relevant to individual learners in terms of learner goals, how the content is taught and the outcomes. To address the tapering off of learners' over the year, teachers' investigated with own class, 'What is programme relevance? Relevant to whom, in what ways and for what outcome(s)?'

Learner characteristics	Teaching and Learning	Outcomes
Prior knowledge	Real-world relevance/ links with curriculum – what?	Acquisition of literacy, numeracy, transferable skills
Previous education and learning	Teaching pedagogy – how?	Social and civic benefits
Motivation and goals	On-going monitoring – what next?	Skills/qualifications
Any barriers to learning	Real-world tasks – transition to next steps	

As per 2017 feedback, several After 3 teachers reported that they lack a sense of 'belonging to Hagley'. To help address this, we shifted the model of Professional Learning to being more teacher-owned and led (see LC Director WIP) and adapted ideas from the Manaiakalani model 'Learn, Create, Share'. A further step involved wider College support that reinforced in tangible ways positive 'age diversity' and that adult education isn't simply an add-on. Alongside, actions were taken to help integrate adult students into Hagley College, as a whole. After 3 teachers were encouraged to collaborate with teachers in the day school and participate in Hagley teacher events. In a reciprocal way, day-school teachers were involved in international language and yoga nights and participated in exhibitions, community galas and market stalls.

Future development: The Multicultural Hub

Learning Communities embodies huge knowledge and expertise around diversity, especially working with CALD communities. Staff successfully initiate, develop, implement, coordinate, manage and evaluate initiatives and programmes aimed at meeting the needs of, often, hard-to-reach and disadvantaged groups.

Into 2019 and the development of a Multicultural Hub, goals need to:

- Ensure cooperation across the refugee and migrant sector and make links to all relevant sector services

- Systematically collaborate with agencies at a local level
- Ensure relevance of programmes to learners' lives with community input when decision-making
- Unashamedly make spaces for local bilingual people and support their ongoing training with agencies
- Make links with sector facilitators and remain open for a range of ways in which diverse staff engage with professional development

The development of a Multicultural Hub, at the location of needs and in collaboration with a state high school, stands to strengthen communities and at the same time meet some of the needs of marginalized and difficult-to-reach groups. Learning Communities moves beyond learning reading, writing and numeracy skills to the developing of active citizenship, improved health and livelihoods, and gender equality.

The enormity of this undertaking has been exacerbated following the unprecedented events on March 15. While this report predominantly covers 2018, Hagley responses to the shootings demand acknowledgement.

Key responses to supporting Hagley Muslim Communities have included:

- Setting up Hagley as a Welfare Centre for Muslim Communities post shootings (first 3 days)
- Opening rooms in J Block during Ramadan for women to come to pray
- Co-ordinating visits and referrals to counsellors (Hagley College and wider community agencies) for students, their families and wider communities
- Maintaining planned, regular and ongoing contact with Hagley students and their families who are observing the 90 days of mourning and have not returned to Hagley
- Initiating, coordinating and supporting fellowship groups, in particular for youth, women and the elderly
- Translating and interpreting documents and resources
- Providing additional tutorial support so that students don't fall behind
- Making and following-up referrals and on-going outreach to women in homes who are alone, isolated and have failed to access supports and services (mostly requiring English and health and digital literacies)

Many of the casualties and victims March 15 were refugee background families with male elders who were significant leaders in their communities. Impacted families were representative of both vulnerable and thriving Muslim communities with 2nd and 3rd generation children and grandchildren living across Canterbury. Learning Communities bi-lingual staff were quick to compile a Learning Communities care register of 130 impacted family members, (40 directly impacted & 90 in HWC/Diversity Support). Overall, the impacts and sheer numbers of people has resulted in a collective trauma which Hagley is responding to in an on-going way.

Alongside the daily challenge of accessing English and navigating the support and services particular to Christchurch and New Zealand, communities are overwhelmingly dealing with:

- Own grief and grief for the loss of others
- Exacerbated feelings of the world being an unsafe place
- Anxiety and helplessness, especially around victims transfer to Charity Hospital and required medical support long term for disabled family members who might never work/walk again
- Flashbacks and nightmares (related to in-mosque experiences, distressing footage and media coverage)
- Difficulties concerning finances, transport, food, housing, trauma, dealing with family members arriving from overseas on emergency visas and no on-going government support

Response to Recovery and Rehabilitation: Post March 15 events

Over 2019 - 2020, Learning Communities staff are committed to establishing Muslim communities at Hagley in a tangible way, as enrolled students in programmes, and in an 'ethical and spiritual way' which is less visible, yet equally salient. Hagley College is steeped in values that render a discourse of care. Within these values and commitment to diversity, it is everyone's challenge to validate and support spirituality as intrinsic to wellbeing and be mindful of the pain and trauma which will be reflected in many lives during the recovery and rehabilitation processes. We acknowledge the resiliency of the Muslim communities and how capable they have been in communicating, connecting with and supporting their communities following disaster.

STAFF WELLBEING TEAM

STAFF WELLBEING PORTFOLIO

INTRODUCTION

The staff wellbeing portfolio is to provide and foster a workplace where staff are happy, safe, valued and can work effectively as kaiako and kaimahi. The College is committed to attracting and employing quality people for its many positions. There is a focus on building bi-cultural awareness through te reo and tikanga to assist us in our obligation as partners of te tiriti o Waitangi. The College is also committed to sharing its educational programmes within the Waitaha (Canterbury) region. A good example of this is the Forte (itinerant music) team that offers music lessons and support to the schools of Canterbury, South Canterbury and the West Coast. The College looks to providing future opportunities to allow engagement into programmes for students in Waitaha. The College runs a strong professional learning and development (PLD) programme both for kaiako and kaimahi/support staff. The College knows that this investment is vital in our innovative and changing educational environment. External PLD is also well supported and available to meet the staffing needs that the College is unable to provide. By appointing quality staff who work alongside a very strong and experienced Careers team the College is taking the achievement, retention and transitions ART strategies seriously to ensure all students are engaged in their learning. Hagley Community College is very responsive to its kaimahi and provides a reflective and attractive working environment.

KEY OUTCOMES

1. Foster the appointment, development and retention of quality teachers and support staff who are responsive to diverse learners across the College in all learning areas. Ensure staff wellbeing is paramount and the College is responding to individual need to effectively meet personal and professional needs and responsibilities.
2. Develop the College's commitment to Māori achieving success as Māori and to our bicultural partnership especially through the concept of ako.
3. Develop the College as a regional education hub.

Outcome 1:

Foster the appointment, development and retention of quality teachers and support staff who are responsive to diverse learners across the College in all learning. Ensure staff wellbeing is paramount and the College is responding to individual need to effectively meet personal and professional needs and responsibilities.

Qualified Staff

The critical success factor for professional standards is all teachers are qualified, trained and meet the teacher professional standards. All teachers at Hagley College have current registrations and are qualified to teach. The College employed 6 Limited Authority to Teach teachers (LATs) approved for 2018. One LAT teacher completed her teaching qualification and moved to a provisional practising certificate at the end of the year. There were 16 provisionally registered teachers employed by the Hagley Board of Trustees; 4 were moved to full registration during the year. The College has approved 8 teachers for leave longer than one week. Two of our staff have been working improving their qualifications this year:

- Faith Oxenbridge working towards her Masters. In 2019 This year with her four hour study grant, she is completing two 30 credit papers (24 hrs per week study)
 1. Trends in digital education
 2. Advanced studies in motivation & learning.
- Jasmine Lambert won a four-hour bilingual study grant and is doing this work at the University of Canterbury.

We have four applications for study awards for 2020:

- Faith Oxenbridge -Master of Education in 21st century curriculum design and delivery. This furthers the Ministry's priority of supporting curriculum design and pedagogies that will develop future-focused, life-long learners.
- Nanako Sato – Music literacy and Dyslexic students
- Tamara Yuill-Proctor – Focus on how teachers collaborate and their experiences of teaching an integrated programme. English, Science, Social Studies
- Jenny O'Sullivan – Diploma in Maori Studies

Newly Appointed Staff in 2018

The College employed 19 teaching staff, 12 support staff and 4 After 3 staff in 2018.

Teachers: Lois Bellingham, Sondra Bunt-Muir, Lindis Chetwynd, Carl Chung, Jenny Cleland, Beate Dix, Nerida Gaeth, Jo Guthrie, Jenny Henderson, Trish Holden, Jos Kokx, Susan McKeich, Simon Purvis, Georgina Rees-Stevenson, Jennifer Sanders, Ciaran Searle, Ildiko Welsh, Daniel Wiseman and Tamara Yuill Proctor.

Support Staff: Crystal Chandler, Naima Ghiasi, Erin Kirkwood, Mary MacLeod, Libby McIlraith, Eton Myers, Freya Oakley, Shelley Pinn, Lisa Roberts, Chris Smith, Julie Tuiwai and Isabelle Wagmi.

After 3: Pauline Hocking, Jesus Latorre, Martina Teutsch and Dennis Zhang.

Staff at Hagley 2018

Hagley College has a wide range of skilled staff to support students in their learning. These staff fall into two major categories: support staff and teaching staff. The total staffing of the College for 2018 is 284 staff divided between these two categories. There are 141 teaching staff and 143 support staff. The distribution of these staff is shown in the tables below. Many of our staff are hired and paid through short-term funding that is allocated annually; for example, the funding to support refugee families relies on funding from the MOE and the Department of Social Welfare and Development. This means to staff these programmes; staff are on annual fixed-term contracts.

Teaching Staff	
Forte ITMs	29
Teachers	112
Total Teaching Staff	141

Support Staff	
Sports Assistant	1
Theatre Company/Dance	2
Teacher Aides – Learning Support	10
ELL Teacher Aides	4
Attendance/Wellbeing	2
Liaison Officers	4
Homework Centre	16
Nurse	1
Technicians	5

Refugee Liaison	1
Library	3
Finance	4
Music/Jazz	1
Careers	2
General Admin/Enrolments	9
Cafe	5
Marketing	1
Cleaners	15
Property Services	4
HALC	29
After 3	24
Total Support Staff	143

The work undertaken by Human Resources is substantial and time consuming. It is shared between Ros Jackson, Sherron Harrison and Casey Chen.

In 2018 the College supported and responded to individual need to effectively meet kaimahi personal and professional needs and responsibilities by:

- 96.9 days of Principal's Discretionary Leave. Other leave taken was 201 days of leave for teachers and 1200.5 leave days for support staff, including annual leave [for support staff] and leave without pay. Sick leave taken was a further 580 days for teaching staff and 281 days for support. Two staff members were on extended sick leave in 2018. The College also granted one year's leave without pay to 4 teachers for the 2018 school year.
- Offering bereavement leave that best meets personal need rather than the PPTA, NZEI and cleaners' contracts.
- The College has flexibility around providing work/life balance for mothers returning to work. It works hard to block or chunk part-time timetables, to provide support for parent evenings, school trips away and leave when required for tamariki activities. There is a preschool onsite which has been well supported by kaiako over the years. The College encourages paternity leave as well as supported periods of maternity leave and will keep positions open and work with parents when they return to work. The College had one teaching staff member on maternity leave in 2018, and another who began maternity leave at the end of the year. One teacher was supported to return to work half-time in 2018 following maternity leave.
- Allowing kaiako teaching in the evening programme to take glide time to provide flexibility for lifestyle.
- Funding flu injections for kaimahi who wish to opt into this provision. The amount for this in 2018 was \$ 2796.80.
- Being generous and actively encouraging PLD provision both internally and externally. The amount of funding to cover relief for PLD in 2018 was \$11,700 showing that the importance of keeping kaiako pedagogy relevant and effective is important to the College.
- Not requiring kaimahi call back hours (25 hours for PLD/25 hours for administration)
- Supporting other activities that sit outside of PLD bring wealth to kaiako teaching such as kaiako who apply for PPTA or TeachNZ scholarships. In 2018 we had two Kaiako who were successful in gaining 4-hour scholarships.
- Providing counselling, EAP support and mediation if required.
- Improving workspaces: the College has invested in providing couches, modern furniture and stand-up desks, more room and attractive artwork in department work areas. The downside of this is often kaimahi will socialise in their department areas and not venture to the staffroom.
- The café provides food for our kaimahi and last year Jo Eaton ran a 'pay it forward' scheme where kaimahi could donate a drink to another kaimahi. This is an on-going feature now.
- Supporting career pathway planning.
- Profiling our kaimahi in our school newsletter, this is done on a six weekly basis.

- Small provisions such as free inner-city parking, good coffee and drinks in our staffroom, and regular staff morning teas and after school get-togethers. In 2018 all staff at Hagley were also gifted a Hagley-branded glass keep cup as part of the College's commitment to environmental awareness. The College also provides kaimahi breakfasts and often invite relevant speakers to these events.
- Since 2011 the College has supported kaimahi through EQC work, meetings and rebuilds. This has been a stressful process, and, in a few cases, it is still being negotiated.
- The College has supported kaiako who wish to be involved in their subject associations, these include NZOIA (Outdoor Ed), TESOLANZ ELL, CMM (Maths), Nursing Council of NZ (Pre-Health), NZ-Health Education (Health), PENZ (Physical Education), CWMTA (Music), SCICON (Science) PPTA middle Leadership committee NZ. The wealth of knowledge brought back into the College is strong.
- In 2018 we hosted Kim Toohey, Vida Zelenka, Alfred Lupins and Jennifer Sanders on section for the Teacher Education Refresher (TER) scheme. This is a new scheme to recruit already trained teachers back into teaching. The College is keen to promote this and in 2019 will continue to consider requests from kaiako who want to complete their section at Hagley College.
- The College tries very hard to place an expert reliever into kaiako classes this means that work carried out is beneficial and meaningful.

The paper files have now all been loaded electronically to safeguard the HR files. New files continue to be electronically scanned and stored.

Police vetting is another responsibility of the Staff Wellbeing Portfolio. While teachers are vetted by the Teaching Council as part of their 3-yearly practising certificate renewals, all non-teaching/support staff must be vetted by the College every 3 years to meet our obligations under the Vulnerable Children's Act (2015). This includes all areas of the College, new and existing employed staff, contractors/consultants and volunteers.

Other Professional Learning and Development

External professional learning and development needs of teaching staff were met in the following ways:

Literacy: Various external courses both paid and unpaid, totalling approximately \$1,500. The Learning Enhancement Team offers ongoing literacy training to up-skill teachers and teacher aides across all curriculum areas. This is an important component of our effective teaching programme as ākonga come with vary needs which Kaiako need support to address in the classroom. See Marie Stribling's report on Student/ākonga Learning.

Biculturalism: \$2,939.91 spent on external courses. Biculturalism is also a strong focus of our internal PLD meetings.

Wellbeing: \$6,928.75. The College focused on wellbeing as an area for further growth and development in 2018. This has included courses from Positive Education, wellbeing and student management hui, up-skilling our guidance counsellors on various issues, and workshops with Margaret Ross which has involved large numbers of our kaimahi.

ICT & e-Learning: The College committed \$3,870 for workshops and training intended to up-skill staff in relevant technologies. This included Minecraft for Education, Microsoft Innovator Expert, additional training in the use of our SMS system, and the annual KAMAR conference. The College also support kaiako who person the library classroom for duty and this is open to all kaimahi to upskill on a 'just in time' basis.

The table shows further the investment the College has made:

Year	English	Mathematics	Science	Social Science
2000	4859.00	2357.00	1735.00	3608.00
2001	2534.00	1535.00	2809.00	1050.00

2002	3610.00	1350.00	2066.00	2110.00
2003	3872.00	2001.00	6494.00	2088.00
2004	4335.00	2888.00	3059.00	553.00
2005	3034.00	3166.00	3303.00	1006.00
2006	2883.00	769.00	4352.00	1139.00
2007	2021.58	7088.40	3663.50	391.70
2008	2061.60	1560.75	925.00	1376.50
2009	2262.75	1208.00	980.00	2824.00
2010	3569.58	925.00	2535.00	765.00
2011	4284.00	4532.40	3469.95	3978.55
2012	2955.00	969.00	3430.00	4494.00
2013	3422.50	1839.03	2945.01	2558.60
2014	2575.22	310.00	1479.40	1296.70
2015	180.75	1134.00	3170.82	1121.36
2016	2784.85	300.00	2770.10	1331.42
2017	748.00	2196.92	3478.67	3357.09
2018	1475.00	305.00	3508.50	3772.50

Every teacher has been involved in professional learning and development either internally or externally. The total spent on external courses in 2018 was \$47,947.21. Approximately \$11,700 was spent on relief for teachers attending courses in 2018. PLD varies from year to year due to a number of factors:

- The availability of suitable external courses offered
- The strategic direction and priorities of the College.
- The staff experience, new kaimahi requiring PLD to understand and work into the Good Teaching Practice model
- Ministry of Education PLD contracts i.e. in 2018 Bi-cultural and Teacher Led Innovation Fund (TLIF).
- The internal PLD being delivered within the College.
- The PLD being driven out through our middle leaders' team.

An investment has also been made in upskilling support staff. The College spent approximately \$4,471.50 on external PLD for support staff in 2018.

The PLD covered includes the following:



Professional learning and development is key to broaden and diversify innovative models of educational practice that enhances student learning and wellbeing, raises achievement, and keeps the teachers effective in their

practice. In 2018 the College has continued to pay for a number of staff to visit diverse schools to prepare us for our upcoming rebuild. This has been timely with the roll-out of BYOD and a review of the junior curriculum. The Director of ICT and Infrastructure Strategy also attended the EduBUILD conference in Sydney this year, Australia's largest education buildings and infrastructure conference and tradeshow. The SLT introduced an innovations professional learning fund in 2018 to encourage kaiako to look at new future-focused teaching practices throughout education.

Programme for New and Beginner Teachers 2018

“Learning experiences are composed of content, process and social climate. As teachers we create for and with our children relationships and opportunities to explore and build important areas of knowledge, develop powerful tools for learning, and live in humanising social conditions. In our kura we encourage all kaiako to be bi-culturally educated and who are able to participate fully and easily in both Māori and Pakeha systems and customary practices including the ability to understand reo whether fluent or on a journey to be.

The induction and mentoring programme for new, first and second year teachers, provisionally certified and Limited Authority to Teach (LAT) teachers meets the two important strategic areas: teacher professionalism and effective teacher pedagogy. The induction programme is designed to meet the two critical success factors of this portfolio and to demonstrate manaakitanga at Te Puna Wai o Waipapa. The Specialist Classroom Teacher (SCT) has an important role in monitoring the new kaiako and supporting them in creating an understanding of the Good Practice Teacher Model, teacher as inquiry and the Window into Practice alongside the NZ Curriculum.

The new and beginner teaching staff; firstly, had a fortnightly programme run by Fiona Brownlie and Ros Jackson. Secondly, they had a mentor within the department who carried out supervision through curriculum awareness, classroom observation, teaching as inquiry projects and professional conversations. The programme heightened the new teachers' skills around classroom management and effectively engaging students as well as exploring the importance of cross curricula literacy for student success. By being aware of student voice and the need to create a thinking classroom, the new teachers can model this in their teaching. The College uses the Induction and mentoring indicators which are published by the Education Council Aotearoa as a guide. Manaakitanga is central to welcoming kaiako into the College and a new kaiako recently said; *Thank you for the great welcome to Hagley College. I have taught in many countries but walking into the warm acceptance from both staff and students here was a unique pleasure. The welcome package in the Hagley backpack with the Kaiako handbook, coffee voucher and credit card holder for my phone helped me feel like a family member from the “get go”.*

Programme for Provisionally Certified Teachers		2018
Term 1		Learning Intention
February 12	Induction to the PCT programme, and introduction to Office 365 and Microsoft Teams Mark Tull)	To outline the PCT year plan, the Registered Teacher Criteria, and to gain confidence using Office 365 and Teams.
February 27	Parent-Teacher interview technique skills (Fiona Brownlie)	To develop interview technique skills in preparation for Parent-Teacher conference nights.
March 27	Kamar and Hagley procedures (Ros Jackson)	To gain better understanding of entering notes, attendance, grades and report comments on Kamar.
April 4	Managing teacher stress (Michael Gilchrist)	To identify the triggers that cause stress and burnout, and to develop strategies and support networks to build resilient and positive teachers.
Term 2		Learning Intention
May 5	Report writing at Hagley (Jenni Holden)	To gain better understanding of Hagley's report writing process.
June 5	Reflection of Term 1, 2016 (Fiona Brownlie)	To encourage teachers to reflect on successes and challenges, and to identify next steps.
June 19	Enhancing literacy through the curriculum (Zac Knight)	To focus on reading skills and strategies, and how to help ākongā increase literacy skills across the curriculum.
July 7	Inquiry and Window into Practice (Ros Jackson)	To gain better understanding of the circle of inquiry, and how to gather evidence to illustrate a commitment to professional learning, professional practice, as well as a commitment to biculturalism and learner wellbeing.
July 31	Staff wellbeing (Ros Jackson)	To encourage teachers to analyse how they can achieve and maintain wellbeing.
Term 3		Learning Intention
August 14	Student voice (Suzanne Waters)	To gain a better awareness of the physical and psychological needs of our ākongā, and to develop strategies to better support them.
August 28	Building teacher presence (Brenda Nightingale)	To highlight the importance of a positive teaching presence to establish effective teaching and learning.
September 6	Tikanga and Te Reo (Regan Stokes and Sondra Bunt-Muir)	To encourage kaiako to gain confidence in using tikanga and te reo in their lessons and to help teachers understand Māori ākongā better.
September 25	Time management (Rebecca Donaldson)	To develop time management strategies to enable kaiako to keep on top of their workload.

Term 4		Learning Intentions
October 23	Course development and NZQA (Nik Densem)	To gain a better understanding of how to develop effective new student-focused senior courses.
November 11	Inquiry presentations (Fiona Brownlie)	To gain confidence presenting Inquiry findings, before presenting to departments and inquiry groups.
November 27	Reflection of 2016 and Christmas celebration (Fiona Brownlie)	To encourage teachers to reflect on the year, and a chance to thank mentors and workshop presenters.

During 2018 the kaiako below became fully certified kaiako:

Catherine Taylor

Chris Patalano

Steven Gill

Rachael Schonberger

Naomi Hnat also completed her training and became a provisionally certified teacher at the end of the year (formerly Limited Authority to Teach). Philippa Lodge will be following suit at the end of 2019, expected to complete her teaching qualification and move from LAT to PCT registration.

Jennifer Sanders completed the Teacher Education Refresher TER programme to move back to provisional certification at the start of the year. Kim Toohey, Alfred Lupins, Diane Sowerby and Vida Zelenka were hosted on the TER programme, Vida and Kim continue to provide day relief for the College moving forward into 2019.

Kat Anderson was also supported to renew her expired provisional certification, moving her from a support staff role into a teaching position during 2018.

Fiona also organised and supported requests from Teacher Educator organisations to accommodate teacher trainees completing a section at the College. In 2018 we hosted trainees from both UC, graduating College and The University of Auckland. The trainees always bring new and fresh ideas to teaching and this adds to the diversity of the College.

The SCT meets with the staff wellbeing leader to reflect on her work and to pick up work that is identified by the senior leader staff wellbeing. This work complements the work of middle leaders and is essential for year 1 and 2 kaiako who are growing in their effective teacher practice.

Outcome 2

Develop the College's commitment to Maori achieving success as Māori and to our bicultural partnership. Kaiako are aware of our māori ākongā and there is a real sense of endeavouring to fulfil the Engagement, Achievement, Retention and Transitions [EART] for Māori.

He waka eke noa

Five key visioning strategies:

1. To understand and exhibit manaakitanga (values) at all times.
2. To focus on educational success for Māori as Māori, ako and whanaungatanga, relationships.
3. Develop and grow a school wide te reo language plan, mahere reo. Included in this plan is kaiako confidently using te reo in and outside of the classroom and reviewing their personal commitment within their own professional learning and practice.
4. To grow leadership potential for Maori rangatahi at Te Puna Wai O Waipapa

5. Provide opportunities to learn about tikanga, through staff professional learning and development. Rangatahi to be exposed through clubs (kapa haka, raranga, waka ama, and rakau), lessons, noho marae and Māori speakers.

In 2018, Te Puna Wai O Waipapa met the five key visioning strategies:

- 1 The College welcomed manuhiri in an appropriate manner through mihi whakatau. In 2018 the College welcomed new ākonga and kaimahi with a mihi whakatau with whānau encouraged to join their tamariki at all year levels but especially at year 9. The Japanese students who came to study for 2 weeks were also welcomed with a mihi whakatau in our whare. The kapa haka group supported our speakers and sang waiata. All manuhiri who come to kura for hui are welcomed warmly and in most cases with kai.
- 2 To focus on educational success for Māori as Māori, ako and whanaungatanga, relationships
 - a. Our teachers demonstrate how they are aware and respectful of rangatahi, tikanga and Maori Ao (world view) through curriculum choices and practices evidenced through their annual Windows into Practice bicultural aspects, their department and whole kura Māori plan or mahere reo.
 - b. Whakataukī continues to be placed around the walls in the College and in classrooms and is used often when speaking to our whānau or outside groups.
 - c. The year 9 cohort of Māori rangatahi has doubled in 2018 and the College sees the success of these rangatahi lies in building confidence in te reo, tikanga and Māori Ao which is evident through kaiako use of reo in and out of classrooms, kaiako introducing real learning through history of our place Te Puna Wai o Waipapa, visual imagery such as the Hongi Painting as you enter the ākonga centre, the mural on the Whare (Aimee Mahuta ex ākonga and now kaiako) and so The After 3 class had a noho marae. The ākonga really enjoyed getting to know each other better whilst using reo Māori in the context of everyday life.
 - d. Ngāi Tahu has gifted Te Puna Wai o Waipapa for the three new buildings and the gathering space:
 - Auripo Dance and Drama
 - Wainuku Creative Industries (mainly Art and College of Practical Design)
 - Pūkaki Cultural space
 - Waipapa gathering space
 - e. PE has included Māori games in their programme at year 9 and 10 in 2018.
 - f. We held 3 successful Pizza lunches for Māori ākonga:
 - Year 9 and 10
 - Year 11 and 12
 - Year 13 plus 3 Māori tamariki from Pre-School who are involved in Kapa Haka. The connections and discovery of the whānau as a warm place to come and eat and socialise is an important function of these lunches. We have had great numbers and very positive responses. One mother saying this is the first place her son felt comfortable in his expectations and learning.
 - g. We ran a rakau day for all ākonga who were interested. Two kaiako from the North Island led the day which was attended by 54 ākonga. It was an excellent opportunity to discover all aspects of rakau and it is being followed by a module being run in the year 12 and 13 Wellbeing programme in 2019.

3 Develop and grow a school wide te reo language plan, mahere reo. Included in this plan is kaiako confidently using te reo in and outside of the classroom and reviewing their personal commitment within their own professional learning and practice?

- a. The College runs 3 After 3 te reo classes and a number of our kaiako attended these classes in 2018.
 - Kura Reo Kāi Tahu – this is a 5 days immersion Māori course to foster language development. The College had 4 Kaiako on the April course and our te reo kaiako went on every holiday course having 15 days in total.
 - Mike Fowler our Principal has been evident in growing his reo he is a powerful role model for the College kaimahi and ākonga.
 - ECE will integrate Māori Ao (tikanga and reo) and Phyllis Callaghan and Jenny O’Sullivan have written a resource to introduce a more integrated approach to Māori Ao in 2018.
 - The Pre-Health course successfully integrated a Māori health unit on the protocols of nursing Māori patients. The input from the Māori Health workers from the CDHB was very supportive and enabled this work to be continued as a component of the pre-health course.
 - The College introduced a collaborative programme at year 9 with English and Te Reo being taught. Ngā Miro e Toru was conceptualised with the goals of increasing the amount of te reo Māori learning opportunities available to Year 9 students and allowing Te Ao Māori to be explored in a meaningful way across the span of two years. It has been a significant wero (challenge) to marry a language acquisition subject and a literacy/ literature subject; this has required time and creative thinking to enable ākonga to develop their skills in both these areas. Māori students, have expressed the value of being able to recognise and learn more about their culture. It has been a pleasure to hear the students of Ngā Miro e Toru use te reo Māori with increasing confidence, both within and without, the walls of the classroom. The College is keen to strengthen te reo acquisition from year 9 upward and have applied for PLD funding from the MOE to strengthen our ākonga and kaimahi learning ako.
 - Regan Stokes presented to kaimahi on Matariki. This was an excellent presentation and well received by kaimahi.
 - Two kaiako attended Science, Technology, Engineering, Math (STEM) PLD in 2018 and we are looking to prepare and work With Massey University to introduce access to STEM in 2020. The percentage of Māori taking STEM subjects is low compared to non-Māori.

This PLD is adding strength to the College mahere reo plan with many kaiako are setting goals to learn basic te reo to greet, encourage and farewell their learners in the classroom. In going into classes, I have heard reo spoken not just at the introduction of a lesson but throughout the lesson.

Application for bi-cultural Professional Learning and Development has been approved by the MOE.

The College invited whānau to a hui on Matariki it attracted 60 tāngata. Regan took us through an excellent Matariki presentation. We will repeat this hui again in 2019.

PLD is progressing on Mahere reo and Regan, Phyllis and Ros are meeting with HODs to discuss their department work on the language plan and how they can be supported to work into making this successful. In 2018, we met with Learning Enhancement and ECE.

4. Grow rangatahi leadership participation in:

- a. Coaching has been very successful in using basketball and other sport to grow a sense of belonging and keeping rangatahi engaged and attending kura.
- b. The leadership camp at the beginning of 2018 assisted Māori ākonga into becoming Peer Support leaders and working with year 9 rangatahi.
- c. Leadership Laboratory, the rangatahi are often keen to learn te reo and some have been attending the kaiako te reo classes.

- d. Māori ākonga encouraged to attend the leadership camp in January 2019.
- e. Student Council or the leaders' group.
- f. Taking care of the Whānau hauora (whanaungatanga) of Te Puna Wai O Waipapa marae. The rangatahi used the wharenuī for kapa haka and the wharekai for eating at interval, lunch time and after school. There was a roster established and the senior māori were very responsible at keeping te Whare clean and tidy.
- g. Kapa haka ran in 2018 and still a small keen group who did perform to haere mai and in a couple of small external invitations.
- h. STAR and Gateway courses and the Careers team being a strong advocate for Hagley rangatahi participating in these courses. *A good example of the importance of GATEWAY and STAR is where a year 12 rangatahi can explore career options and these courses motivate rangatahi to do well in kura courses so they can gain access for tertiary study.* The Master taster and taster courses run at ARA programme is a good way for Māori ākonga to explore options for future career pathways

5. Provide opportunities to learn about tikanga, through staff professional learning and development. Rangatahi to be exposed through clubs (kapa haka, raranga, waka ama, rakau), lessons, noho marae and Māori speakers. The College is partnering with Ngāi Tahu to promote the history of our place to ākonga.

Whānau team

The whānau team works to:

- Name our Māori rangatahi and building a sense of belonging to Te Puna Wai o Waipapa through promoting Pizza lunch, encouraging support at sports games and leadership opportunities that present themselves.
- The team does this by organising rangatahi and whānau hui to get both parent and student voice on what they would like at Te Puna Wai o Waipapa.
- Building confidence to try courses outside of Te Puna Wai o Waipapa encouraged ākonga to try STAR courses, GATEWAY placements and taster courses as well as attend information sessions presented by tertiary providers.
- Career pathway planning, visits to Career Expo and trip the UC Māori day and other tertiary provider days. The UC day allows our students to sit in on lectures and familiarise themselves with the University site.
- Encouraging Māori to identify as Māori - the College always welcomes manuhiri into kōrero and to be supportive of their tamariki.
- Promote Māori success through our newsletter articles.
- Watchdogs for bi-cultural inclusiveness at Te Puna Wai o Waipapa

Outcome 3:

Developing the College as a regional education hub.

Hagley has had a role as a regional hub since it took on the management of the ITM unit in 1989 under Tomorrow's Schools. With the adoption of special designation, the College holds a vision to grow and act as a regional re-start hub across the greater Christchurch network. This will allow greater access to learning for students in Christchurch particularly post-compulsory age students.

Central City Education Learning Cluster

The College hosted the Central Ōtautahi cluster of schools on our "Inclusiveness and Diversity" Teacher only day (TOD) in the Student Centre. The cluster was invited to participate, and this was a very successful day with Nathan Wallis who spoke on the teenage brain. Nathan also worked with guidance team on developing a resource to use with students.

[See Student Learning Portfolio Report].

Forte (ITM)

This involves teaching music to a large number of students in 29 Canterbury, Mid-Canterbury and the West Coast - see the Forte report.

The College also teaches through Video Conferencing VC to the West Coast, MacKenzie College, Amuri and Akaroa. VC means that ākonga in rural or remote areas can have access to expert music kaiako and thus improve their musical knowledge, skills and ability. Every year, our music kaiako organises ākonga to travel to Hagley so they can be assessed on their performance standards and join others to form bands to allow them to experience playing with other people.

Hagley Adult Literacy Centre HALC

This involves; intensive literacy classes, community group tutoring ACE, workplace literacy, and English language learning classes. TEC removed the Youth Guarantee funding for 2018 and beyond. [See the report under student learning portfolio]

After 3 programmes provide a large number of programmes for post compulsory students. The College offers 11 different languages and we are a regional hub for language learners [see the After 3 report].

Homework Centre for Refugees

The refugee families come from all over Christchurch and age ranges from pre-school to adult learners. The College teaches pre-schoolers, primary, secondary and parents of the children. It is a hub that caters for the whole family. Refugees are now coming back to Christchurch and Hagley has been given permission to keep funding the homework centre. It is still a vibrant learning opportunity creating support for our refugee communities and caters for all ages. The homework centre assists students to learn how NZ schools operate as well as providing support for their NCEA work and their own cultural development. The College employs four bi-lingual support workers who also work across schools in Christchurch.

Grow Waitaha

Members of the Hagley staff are participating in workshops being run by Core Education to enable a framework to be created to improve connections in the educational groups in Canterbury/Waitaha. The Grow Waitaha programme is providing a platform for educationalists to share ideas with each other to better meet the learning needs of all learners in Waitaha. It covers both ākonga and kaimahi wellbeing.

Van Asch

This year there are 3 deaf students attending Hagley. The College offers extensive courses to these students who are often very successful academically and grow in confidence during their time at Hagley. Van Asch is working with Hagley College to develop a place they can call their own when Hagley is re-built.

University of Canterbury partnerships

The academic support programme was run once again in 2018. See the student learning report. This is an excellent programme for students who have struggled to gain automatic entry to University and the programme Hagley delivers enables and encourages a better start to their academic life.

International students

International students studying at Hagley College fall into two groups:

Short trips:

Hagley hosted one trip in March 2018 from Nisshin High School (6 Japanese students). The Japanese students who came to study for 2 weeks were also welcomed with a mihi whakatau in our whare. The kapa haka group supported the welcome with waiata. The students are taught English both in separate English classes and in an integrated manner to experience the culture of our College. They also experience learning English by visiting popular tourist spots in Christchurch.

Full year study:

The College has not promoted international students for eight years but gets students wanting to apply either from word of mouth or from our website. The full year students are placed in main-stream classes but also have an extra 4 hours of English with the ELL department.

The international number has dropped significantly and in 2018 we hosted only 5 students. These students came from; Indonesia (1), Thailand (2) Philippines (1) and China (1). Their stays were one or a half year during the 2018 school year. Hagley has a code of practice to cover the pastoral care of our international students and this has been reviewed in term 3 of 2018.

FORTE ITINERANT TEACHERS OF MUSIC PORTFOLIO

INTRODUCTION

The Forte attached unit continues to extend the reach of Itinerant music programmes to schools in and around Christchurch, through a collaborative delivery model. This collaboration enables a diversity of personalised programmes to be offered to students, by a team of teachers who are connected to new developments in education and supported by their host school, Hagley College. The team of Itinerant Music Teachers (ITMs) continue to be committed to developing key outcomes to foster student success, while providing a wide range of musical opportunities across Canterbury.

KEY OUTCOMES

1. Implement and develop the Forte Scheme of Learning.
2. Facilitate reflective teaching practices through inquiry and ongoing professional learning and development.
3. Effectively deliver the Forte itinerant music programmes in schools.

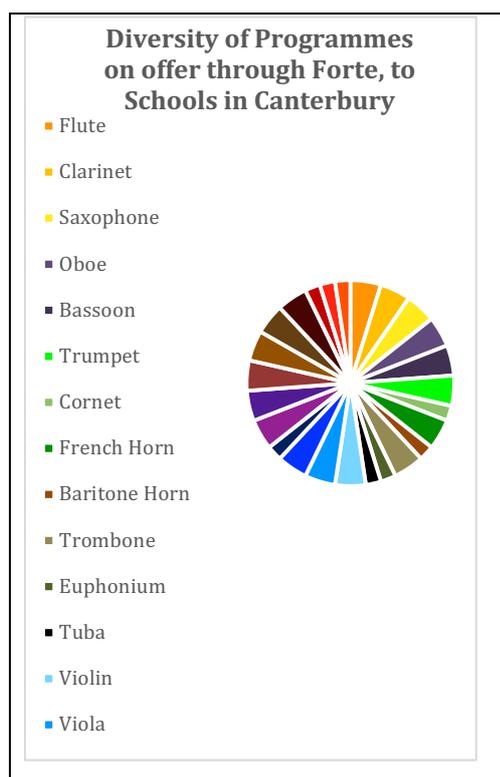
Outcome 1:

Implement and develop the Forte Scheme of Learning.

The Forte specialist music programmes are connected to the New Zealand Curriculum, Education Council requirements and NZQA and designed to foster best learning outcomes for students. Development of knowledge, skills and techniques are fostered sequentially and align with the levels of the curriculum while also allowing for a flexible approach, catering for individual student needs.

Over the last year the Forte Unit has further developed their Scheme of Learning, identifying three key elements: engaging students through 1/ Diversity of choice, 2/ Providing students with personalised programmes of learning, and 3/ Transitioning students from learning an instrument, to actively participating in performance music opportunities.

1. Engaging students through a diversity of choice



The first aspect of the updated scheme, underlines both the need for diversity to engage students and the ability of Forte to cover this.

Collaboration with schools enables Forte to engage a wide range of music specialists, who can provide a diversity of programmes. Schools are then able to offer a range of programmes to students with Forte providing the instrumental tuition to meet student demand.

In the last 12 months Forte developed data to illustrate not only the diversity of programmes on offer to schools, as shown here, but also personalised charts to show the programmes currently being offered by each school. Conversations were also had with the schools, to underline the value of offering a diversity of programmes to ensure students were exposed to the widest range of musical opportunities.

In 2018 there were approximately 1300 students engaged in itinerant music lessons across a team of 27 teachers.

2. Providing students with Personalised Programmes of Learning:

The second aspect of the updated scheme reflects the teaching component of Forte, describing the personalised programmes of learning and their connection to the New Zealand Curriculum.

The delivery of these programmes continues to be the central purpose of Forte. Through professional learning and development, as well as engagement in Teaching as Inquiry, the team continue to add new dimensions to their programmes, drawing on new knowledge and technology.

In the past year there has been a strong focus on reviewing and updating course outlines. While this task is not fully complete, some significant work has been done in this area. In addition to completing this task, it is hoped Forte will also be able to develop guidelines for assessments in the ITM programmes as well as course overviews, which will be made available to schools.

3. Transitioning students from Programmes of Learning to participation in performance opportunities:

The third aspect of our scheme reflects the importance of performance, a key element to any instrumental music programme and a direct outcome from student involvement in programmes of learning. It will be representative of diligent work as well as providing motivation for further attainment of knowledge and skills.

Forte continues to equip and connect students to a wide range of performance opportunities once they have achieved an appropriate level of ability, which in turn lead to further performance opportunities both in-school and out in the wider community, including audition preparation for potential tertiary study.

Forte is also active in the provision of opportunities, through the management and implementation of the Canterbury Schools Regional Orchestra and the New Zealand Secondary Schools Orchestra. In addition, members of the team actively support the Rural Schools Music Festival and contribute to a vast array of competitions, festivals and events in the community.

Outcome 2:

Facilitate reflective teaching practices.

As an attached unit to Hagley College, the Forte team is connected to developments and directives of the education community. Teachers are supported and mentored by the Forte leadership team, who connect and guide them through Hagley's appraisal framework. As a team, they are acutely aware of the need to embrace life-long learning by being open to new ideas, reflecting on their teaching practice and celebrating the amazing potential of students who come into their rooms each day.

Forte's weekly team meetings are a mix of professional learning opportunities, programme development and discussions around reflective teaching practice. The team continue to be involved individually in Teacher as Inquiry and what was once a new concept a few years ago, is now embraced by many as a time for rich reflection.

In the past year, many of the inquiry projects explored topics designed to improve student achievement, such as working with a drum student with dyspraxia, or building music literacy in a group of cello students struggling to

play music at sight. A number of other teachers explored topics designed to improve engagement, one focusing on Strength Based Learning and another the use of technology. This year one teacher explored a topic around the key competency of managing self with a focus on how students practice. Another teacher's inquiry had a bicultural focus, to see if attendance improved through the use of Cook Island drumming patterns with a group of Polynesian students.

In the past few years these inquiries have facilitated renewed interest by teachers, to reflect on individual practice and delve into new concepts designed to improve student outcomes. The presentation of these inquiries at Forte's Teacher Only Day enabled a sharing of new ideas and knowledge. All inquiries this year had a clear purpose and many showed evidence of teacher reflection.

In the upcoming year, further professional development will be needed in the areas of: differentiating Action Research and Teaching as Inquiry; Inquiry starting points; and evaluating Inquiry outcomes.

Outcome 3: Effectively deliver the Forte itinerant music programme in schools

A coordinated, collaborative approach

Through a number of complex collaborative relationships, Forte is able to deliver a diverse range of Itinerant music programmes to schools in the Christchurch region, utilising their collaborative delivery model.

- The first collaboration is between **Hagley College** and the **Forte Itinerant Teaching Staff**. Hagley continues to provide both a hub for the pooling of teaching hours and a base from which the team can be appraised and connected to the current developments in education. This partnership makes it possible for a diverse range of specialist secondary school teachers to be employed. Diversity is a unique characteristic of the Forte scheme and would be lost, if itinerant teachers were required to work independently around schools, in a "survival of the fittest" model.
- The second collaboration is between **Hagley College** (the host school) and **Other schools** (client schools). As the host school, Hagley College employs 27 full time or fixed term part time itinerant music teachers. Each year, schools have the opportunity to transfer all or some of their itinerant music staffing to Hagley College in exchange for itinerant music lessons. The 2018 negotiations resulted in a 0.65 FTTE increase in demand, lifting to 17.79 FTTEs from 29 schools. While this growth is encouraging, we are at capacity for what the Forte unit is able to support.
- The third collaboration is between the **Forte Teachers and Students** and the **Music Community**. The Forte teachers are individually connected to both school communities and various music communities related to their area of speciality. This connection fosters collaboration across many platforms to benefit student learning. A new initiative to the CSRO programme in 2018 has been the introduction of a road show to a selection of intermediate schools. This not only added a new dimension for the performers which they enjoyed but also exposed intermediate school students to the potential of engaging in performance music on their arrival to high school. Student numbers in 2019 appear to reflect an increased participation in programmes connected to these performances.

For all of these collaborative relationships to interact well, a large component of the management of Forte is fostering open communication and effective co-ordination across many groups. In 2019 this aspect of Forte appears to be running smoothly, with systems in place to ensure everyone is connected and informed.



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