



Charter and Annual Plan 2021

Hagley College

Section 1

STRATEGIC INTENTIONS

PRINCIPAL'S STATEMENT

Hagley is a school with a 163 year old history, which makes it nearly as old as Christchurch itself. Our mission statement, *life long learning accessible to all*, is no new thing. It has been with us a long time, back to the school that Charles Fraser founded in 1858 for those students who could not otherwise access learning within mainstream education.

Our whakapapa begins with the Christchurch Academy in 1858, then Christchurch High School in 1864, West Christchurch School in 1873, West Christchurch District High School in 1904, Christchurch West High School in 1936, Hagley High School in 1966 and then in 1991, Hagley Community College, Te Puna Wai O Waipapa – our place now.

The school Charles Fraser established in 1858 was to offer “a broad curriculum that allows students across Christchurch City to access a relevant education designed around their individual needs”. Those words are taken from the original mandates for education at the school (1858 and 1873). Fittingly, they are republished in our gazetted designated character statement in 2016. Those words are as relevant now as they were 160 years ago.

Hagley offers over 2,300 full and part time adolescent and adult students across Christchurch access to a relevant secondary education designed to meet their individual needs and goals across our region. Students come from all over our city to attend Hagley. As an indication of how broadly we serve the Christchurch region, our 2018 Year 9 cohort of 125 students is drawn from over 40 schools.

Hagley is a unique educational institution in New Zealand that has continued to introduce and develop a broad range of innovative practices. This also is not new, as innovation and adapting to meet diverse educational needs in this city have driven Hagley's development over the last 50 years. It is therefore essential that our redevelopment continues to foster this ability to evolve and adapt.

We recognise that we are a part of a 163 year old legacy of education. Our role is as kaitiaki, or guardians on behalf of those who have preceded us, and those who will follow us. We are stewards of this place Te Puna Wai O Waipapa and what it stands for, charged with preserving our unique character, as well as enacting and passing on Hagley's mission statement and values.

MISSION

Our mission is, *'lifelong learning that is accessible to all'*. The beliefs which underpin our mission are that education should be available to all and that we should do our utmost to create opportunities for lifelong access to secondary learning for adolescent and adult students.

VISION

Our vision is that captured in our whakatauki: *ka puāwai te koru, ka puāwai te tangata: as the koru opens, so too does the person.*

That whakatauki is about inspiring our students' futures and transforming their lives. We believe that effective engagement in learning is based on the relationships we build with each of our students and on each student's wellbeing. We do this so that, like a koru opening, each student will achieve to their full potential, will develop the personal values and competencies critical to successfully learning, living and contributing in society, and will transition successfully from Hagley to further learning, training or employment.

VALUES

Enacting Hagley's values brings our mission statement to life. Our values - *whakawhirinaki [trust], mana [respect], tika [integrity]* and *whakamarumarū [personal responsibility]* are based on the relationships we build with each of our students. Those relationships are the foundation of student wellbeing and learning.

Our values are represented by the image of a koru. The tuakana (older koru) shelters the taina (younger koru) as it grows and unfurls.

Our values have been developed collaboratively with involvement from all parts of our school – our board, staff, students, parents, whānau - so that everyone is informed about them and connected to them. We are aware of the importance of giving prominence to our values, particularly in the actions of our staff and students and how they interact with each other every day.

It is how we work with students that sets Hagley apart, valuing them as individuals: that is the Hagley way.

Hagley's informal friendly atmosphere, where everyone is on a first name basis and there are no uniforms, was also identified as a highly appreciated aspect. We have a strong focus on making Hagley a turangawaewae for the many new students who start new each year. In our large Year 12 and 13 senior college, adolescent and adult students are comfortable working alongside each other in the same classes.

What does our major focus on student wellbeing mean for our students? They feel that staff notice them, that staff are interested in them and care about their learning, they feel that they are experiencing success. We foreground the key principle that positive emotions and feeling confident are critical for effective learning.

OUR COMMITMENT TO OUR BICULTURAL PARTNERSHIP

In demonstrable ways across the College, we value Māori culture, identity and language of all our students. 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. We are committed to Māori achieving success as Māori and to our bicultural partnership in Aotearoa / New Zealand.

We acknowledge the centrality of the teaching and learning relationship, that high quality teaching is the most important influence on education success for Māori as well as for learners from all backgrounds. We strive to 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, where reciprocal teaching and learning are part of our pedagogy. Hagley is actively working to raise the achievement of its ākonga Māori through the introduction of curriculum-based priority learner positions.

We carry out an ongoing bicultural audit of Hagley's learning environment informed by Ann Milne's approaches, including our physical and digital spaces, our communications and everyday use of te reo Māori. We continue to examine our environment from the perspective of a Māori learner and whānau to identify and work on areas which are not culturally sustaining. We seek and welcome ongoing guidance from Ngāi Tūāhuriri and Ngāi Tahu to inform our school's cultural narrative in its redevelopment

Our commitment to our bicultural partnership is reflected in developing 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. We continue to expand opportunities to engage in Māoritanga and Toi Whakaari, including through kapa haka, Māori arts, manu kōrero, Matariki, te wiki reo Māori and ensuring the partnership is strongly reflected in key school events and awards.

The bicultural partnership is reflected at governance level through Te Urungi, a steering group within the school of trustees, whānau, ākonga and kaiako which reports to the Board of Trustees and regularly liaises with Senior Leadership. Our kāhui ako, Te Taura Here o Ōtautahi, has introduced a 'culturally responsive practice' achievement challenge into its work.

DIVERSITY

We reflect and welcome the diversity of our student population: age, race, religion and gender. It is critical that we embrace diversity in the widest possible sense, including support for students who are questioning and establishing their gender identity.

Inclusiveness of diversity is clearly valued by all parts of our community in survey data about what aspects of Hagley are most appreciated. We offer an environment that enhances students' and staff's feelings of safety and connection with each other, in order to minimise social isolation and increase a sense of belonging.

DESIGNATED CHARACTER SCHOOL

As a designated character school, we act as a regional re-start hub across the greater Christchurch network for students, particularly those of post-compulsory age, who have experienced barriers that have prevented them from successfully engaging in learning.

Our gazetted designated character statement sets out that we provide students with a significantly different learning environment achieved through delivery models not offered in conventional high school settings. We offer a unique education for students who would not otherwise access learning within mainstream education. We offer a broad curriculum that allows students across Christchurch City to access a relevant education designed around their individual needs. Students who demonstrate a willingness to be adaptive, flexible, and work collaboratively with Hagley will be given preference for enrolment.

Our designated character is lived out by:

- Ensuring the Board, staff, students and the culture of the school is one that values trust, respect, integrity and personal responsibility
- Being open for instruction between the hours of 8.40am – 9pm to enable access to education by adult students
- Providing innovative learning programmes which:
 - include core curriculum, specialist pathways and collaboration with other regional groups
 - provide for full time and part time students who are based both on the Hagley campus and in collaborative learning experiences across the city
 - are for both adolescents (secondary students) and adults
 - provide for disengaged adolescent and adult learners, students with previously limited aspirations and for those who now want to engage with learning but are finding it difficult to do so.

COMMUNITY CONNECTIONS

Links with whānau and whenua

We have been gifted by Ngāi Tahu both the cultural story of central Ōtautahi and our name, 'Te Puna Wai O Waipapa' [the freshwater spring of the Waipapa area]. There were natural springs on this site and Māori in the area came to collect water. In many respects, the role of our place now is similar, with people in our region coming here for what Te Puna offers now as a regional hub.

We welcome whānau and encourage them to attend hui, communicate with kaiako, enjoy meeting each other as well as learning important features of their tamariki education. Te reo and tikanga courses have grown and are offered from Years 9-12.

There are several After 3 courses in te reo from beginners to advanced, draw adult learners from our community. We also offer programmes in te reo for kaiako. Ao Māori has certainly grown in the last five years. Future community involvement is inspiring and offers increasing understanding of tikanga for kaiako and ākonga.

Te Taura Here o Ōtautahi Kāhui Ako

We are part of a Community of Learning with four schools [Hagley, Ao Tawhiti, Christchurch East School, Te Pā o Rākohaitū] and twelve early childhood education centres, all located in and around the central city of Christchurch.

Our kāhui ako's achievement challenges are aligned to our work towards our strategic goals:

- Wellbeing: happy, safe and responsible ākonga who are positive and have a strong sense of identity and belonging in Aotearoa.
- Future focused education: communities working collaboratively to contribute to our inner city environment and surrounding areas.
- Pathways: ākonga and whānau who successfully transition into our educational settings, within them and beyond them.

Our kāhui ako acknowledges Ngāi Tūāhuriri as holding manawhenua over the land of this area. We recognise the importance of the shared cultural narrative underpinning our work towards the achievement challenges.

Links with refugee and migrant communities

Hagley has a large number of connections with educational and community based organisations and we wish to increase those levels of collaboration. We foster and encourage access for diverse communities within our region, including refugee and migrant communities.

Hagley is recognised for its significant and successful commitment to learning and support for refugee and migrant people over the last three decades. Hagley is the recipient of two New Zealand Diversity Action Awards in 2010 and 2014. We are working in partnership with the Christchurch City Council and culturally and linguistically diverse communities to implement a Multicultural Hub.

Hagley already hosts groups including English language learners during the day, evenings as well as at weekends, first language maintenance programmes in Farsi (Persian), Russian, a large homework centre for primary, intermediate and secondary students from all over Christchurch, among other programmes for migrants and former refugees. It has strong relationships with the Canterbury Migrant Centre, the Canterbury Refugee Council, PEETO [The Multi-Cultural Learning Centre], Christchurch Resettlement Services and Pegasus Health.

Adult Education

Hagley College has led the way in adult education both within and beyond conventional school hours for over forty years. As part of Hagley's designated character status, adults study part time and full time in both day and evening programmes.

After 3 programmes help adults pathway into curriculum subjects, tertiary study, career choices and fields of special interest. In this way, the programmes target adults who are re-engaging in education for personal or career goals, or whose learning may have been previously unsuccessful.

Students in the After 3 programmes draw from an expansive learning network which encompasses city-wide community groups, businesses and experts with skills to offer. Students get hands-on experience and access to expertise beyond the classroom. All After 3 programmes contribute to Hagley's commitment to make learning accessible and therefore improve adult literacy and skills outcomes.

Hagley Preschool

Hagley's preschool has been on-site for over 40 years and is also an important partner in our redevelopment in providing early childhood education for tamariki of students, staff and our community. It operates from 8am to 5pm Monday to Friday throughout school terms and holiday periods.

It is important that the preschool is included in planning the redevelopment.

Our full time Early Childhood Education programme completes training placements at the Hagley Preschool and other ECE Centres in the city.

Tertiary Pathways Programmes

Many of our full time specialist schools have long term connections across our community. These schools are successful because they have a clear purpose and focus, often emphasising 'real world' project based learning; they have charismatic programme leadership; and they are nested within strong faculty structures.

As indicative examples of how these specialist schools work, our Theatre and Dance Companies draw audiences from across Christchurch throughout the year, as well as perform in a range of settings outside Hagley.

Our School of Fashion competes in external competitions, as does our School of Music with its strong connections into tertiary courses at Ara.

Hagley Pre-Health students complete placements in various health care institutions, and also pathway into Ara.

UC@Hagley

Hagley's partnership with the University of Canterbury has resulted in several tertiary pathway programmes which serve learners across the region, including the academic communication skills component of the

Certificate in University Preparation, Catch Up College to complete University Entrance, and the newly introduced pre-tertiary courses to ensure students have the skills necessary to progress successfully in these undergraduate university courses.

Ko Taku Reo

Ko Taku Reo Deaf Education Centre has had a satellite unit at Hagley since 2008. This learning context provides deaf and hard of hearing students a unique opportunity to belong to a community of both deaf and hearing learners. This provision caters for up to 12 students Year 11 and above.

Because of Hagley's designated character status, young adult and adult learners are welcomed and fully included in the programmes fitting well with Ko Taku Reo's ability to provide deaf education up to 21 years old.

The Hagley Adult Literacy Centre

The Hagley Adult Literacy Centre has been sited at Hagley for two decades and focuses on developing learners' skills for employment of further education. Its programmes involve intensive literacy and numeracy classes both onsite and offsite in the community and in the workplace, community group tutoring, workplace literacy, youth guarantee programmes and English language learning classes.

Forte Music

The Forte Itinerant Music Teachers (ITMs) are based at Hagley. This professional body of twenty-eight qualified and registered secondary school music teachers are dedicated to the delivery of specialised music programmes to schools.

This collaborative model is actioned through a transfer of staffing hours from the user schools to Hagley College. The Forte staff offer weekly music lessons to individuals, small groups and ensembles. In 2015, the ITMs contributed to the musical development of approximately 2000 students from schools across the region.

Forte Itinerant music teachers offer music programmes across the region via face to face tuition and distance learning through video conferencing from beginner to advanced levels. These programmes enable students to achieve at the top level of NCEA performance standards and inspire students to love music through instrumental and vocal experiences.

It is important that students learning in the Forte programme at Hagley as well as in Hagley music classes have access to performance as well as practice spaces through our redevelopment. Such spaces need to be carefully located and acoustic attenuation issues addressed, due to implications for other learners.

SCHOOL CONTEXT

College Structure

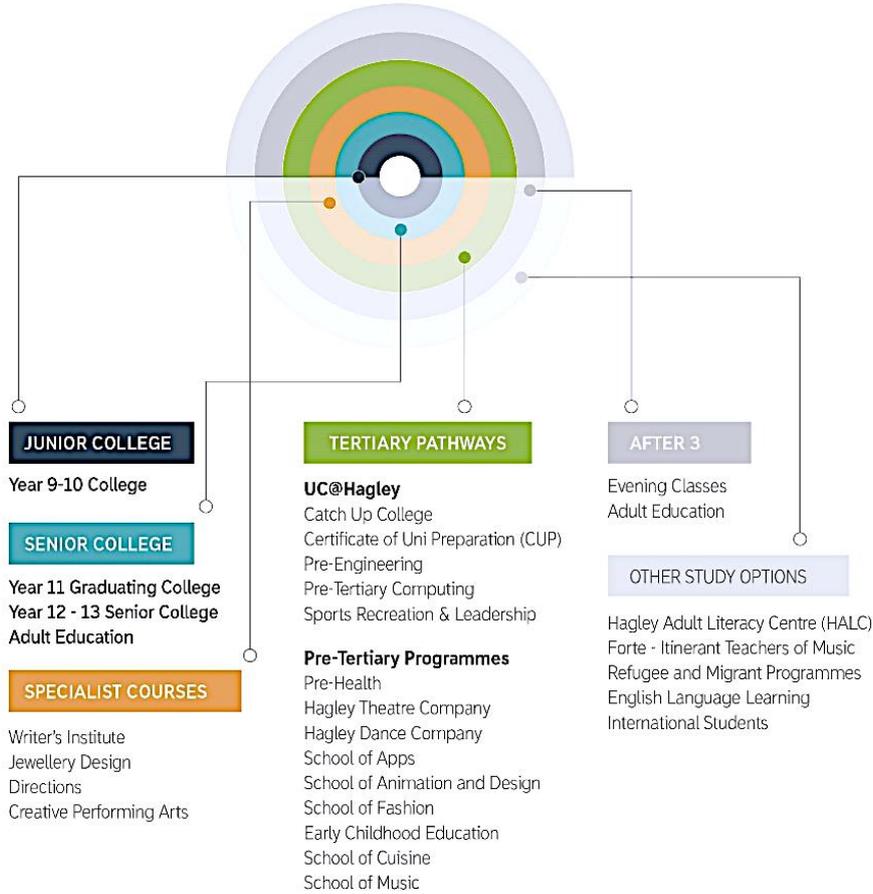
A student-centred focus is prominent in how Hagley is structured. The experience a student has at Hagley, their wellbeing and their learning are central to all staff's work and focus.

Hagley's strategies for organising its curriculum are due to its unique structure and enrolment patterns. At most high schools, students start at Year 9 and progress year by year in age group cohorts. A small group of Hagley students follow this pattern. We have an oversubscribed junior college which, as part of our designated character school status, we keep deliberately small at 125 students each at Years 9 and 10.

Our school consists of a wide variety of learners. Students completing post-compulsory education can choose to study full time or part time. This means that the Hagley head count numbers around 2300 students, however our full time equivalent (FTE) roll is approximately 1400 students. We have a very large senior college. Over 1,000 new students enrol into Hagley each year, with many enrolling in January and February.

Duration of programmes varies widely from a few days, to a university semester, to full year length. Study choices are diverse: short term programmes like Catch Up College, full year evening programmes, full time specialist schools, full or part time study in Hagley's day programmes. Students are aged both under and over 19.

The following diagram sets out Hagley’s structure and indicates why Hagley is far from a conventional secondary school:



SCHOOL EVALUATION

School wide evaluation is central to Hagley’s school improvement focus and operates at multiple levels. We learn and move forward by reflecting on our practice, acknowledging our strengths and where we need to improve as part of an iterative long term process. Evaluation is centred on school improvement, particularly around achieving high expectations for all students and improving student achievement. Teachers complete inquiries centred on improving outcomes for students they teach mentored by their curriculum leaders, with common focuses for collaborative inquiry centred within departments. These shared focus inquiries examine trends observed within a department area to improve teacher practice and therefore student achievement. Heads of department focus their inquiries on their leadership of their teams, examining practices that support improved teaching and learning. Curriculum leaders complete annual subject reviews of teaching, learning and assessment against indicators of best practice. Directors and senior leaders complete and publish annual reviews. Meta-analysis of these evaluative practices guides the direction of whole school improvement, informing the school’s work towards its strategic goals.

REVIEW OF STRATEGIC GOALS

Review and consultation occurs each year. The strategic goals set out in this Charter describe the targets that the College as a whole is aiming towards, as well as reaffirm our core beliefs and what we stand for.

During each year, the strategic goals are developed collaboratively so that everyone feels informed about and connected to them. All parts of our school – our board, staff, students, parents, caregivers and whānau – contribute to develop a shared document that will guide our work over the next year, as well as describe where we would like to be in four years' time and what success and achievement will look like.

HAGLEY'S STRATEGIC PLAN

Our five goals set out in our strategic plan describe how we give effect to the National Education and Learning Priorities and to the priorities our school has collectively established. The 'specific actions' and 'success indicators' listed under each goal form our annual implementation plan.

Our priorities are centred on realising our students' high levels of engagement and achievement; on achieving equity in educational opportunity; on developing transferable 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.

Each year, we undertake a collaborative process to review and set our goals so that everyone is informed and connected to them.

Our **goals** are to:

1. Strengthen Hagley's bicultural partnership to ensure Māori students succeed as Māori
2. Develop students' achievement in their learning
3. Grow students as global citizens
4. Improve students' sense of wellbeing to increase success in learning
5. Develop equitable opportunities for students who have experienced barriers to their learning



This visual represents how our strategic goals links to other school initiatives.

On the outside of the visual are our 'Big Ideas' that we introduced to staff during 2020. These were significant in the development of our strategic goals and provide consistency between 2020 and 2021 as this work remains ongoing within our kura. The layer inside the strategic goals represent the 'how'. What resources we are going to use to shape and inform our thinking. They include staff and student wellbeing, the New Zealand Curriculum and the 7 Principles of Learning from the Nature of Learning document. In the centre of the circle is our key Professional Learning and Development focus, Learning for Wellbeing. This represents our students and their educational outcomes as being the biggest driver of change.

Goal 1: Strengthen Hagley's bicultural partnership to ensure ākonga Māori succeed as Māori			
Target Groups	Specific Actions	Success Indicators	Links to 4 Year Strategic Plan
Ākonga Māori	<p>Collaborate with our wider school community to complete a 'White Spaces' Audit</p> <p>A continuation of staff professional development around high expectations teaching and learning with ākonga Māori experiences reflected</p> <p>Foreground cultural narrative of Te Puna Wai ō Waipapa as our turangawaewae</p> <p>Monitor achievement by identifying ākonga Māori and tracking ākonga through ongoing individualised mentoring</p> <p>Promote and engage ākonga Māori in leadership opportunities</p> <p>Continue to develop our relationship with mana whenua</p> <p>Build strong connections with whānau</p> <p>Strong whānau involvement and voice in ākonga Māori education.</p>	<p>A completed 'white spaces' audit and an action plan to address white spaces.</p> <p>Evidence of high expectations teaching and learning in our classrooms.</p> <p>Identification of ākonga Māori and use ākonga Māori voice to shape programmes of learning.</p> <p>The teaching of our cultural narrative within Social Sciences and in our Year 9 Orientation programme.</p> <p>High attendance rate of ākonga Māori and whānau at academic conferencing and other mentoring sessions. Māori achievement data is equal to or better than non-Māori achievement in NCEA across Years 11-13.</p> <p>An increase in the profile of Te Urungi in our kura in 2021.</p> <p>High attendance rate for students involved in the Rangatahi to Rangatira mentoring programme for Year 10 students involved in the programme.</p> <p>An increase in the number of students standing in manu kōrero than previous years.</p> <p>Ongoing strong and positive relationships with mana whenua and whānau</p> <p>We continue to expand opportunities to engage in Māoritanga and Toi Whakaari, including through kapa haka, Māori arts, manu kōrero, and through ngā whakanui [Matariki, te wiki reo Māori and other events].</p>	<p>Ākonga Māori see themselves in the spaces and the curriculum.</p> <p>High expectations for ākonga Māori so they can succeed as ākonga Māori.</p> <p>Ākonga Māori prioritised in careers profiling and pathways education to best prepare them for their future.</p> <p>Ākonga Māori have visible academic role models.</p> <p>Ākonga Māori have values central to Māori culture reinforced everyday.</p>

Goal 2: Develop student's achievement in their learning			
Target Groups	Specific Actions	Success Indicators	Links to 4 Year Strategic Plan
Māori and Pasifika Year 11-13	Track achievement and mentor students through the tutor programme and other school initiatives.	Achievement of NCEA qualifications at or better than the appropriate cohort.	<p>Students achieve to their full potential.</p> <p>Students have the opportunity to pathway in to their chosen career.</p> <p>Teachers continuously improve their practice.</p>
Year 10 Students	Track achievement through tools which identify 'value added' across all curriculum areas.	Student achievement at either the appropriate curriculum level for their year level or make accelerated progress.	
Year 11-13 students at risk of underachieving	Track achievement and mentor students both ongoing and through tutor led academic conferencing	<p>Teacher engagement in professional development focused on literacy.</p> <p>Teacher engagement in professional development focused on discipline specific literacies.</p> <p>Curriculum leader's analysis of student achievement data informs a review of practice in their department.</p>	
	Use student achievement data to identify areas of lower than expected academic performance to review practices and trial interventions through collaborative inquiry	Stronger academic performance by students.	
Multi-lingual students enrolled in Year 12 and 13 academic programmes	<p>Track achievement and mentor students both through tutors and a designated role.</p> <p>Develop a discipline specific literacies programme for students.</p> <p>Work alongside teachers to develop their understanding of discipline specific literacies.</p>	Multi-lingual student achievement at or above the appropriate cohort.	
All staff	Deliver teacher professional development which creates a connection between effective practice and outcomes for students with a focus on learning for wellbeing	Evidence of a shift in thinking through teacher voice	

Goal 3: Grow students as global citizens			
Target Groups	Specific Actions	Success Indicators	Links to 4 Year Strategic Plan
Year 9 and 10 students	<p>Monitor evidence of transferable skill development</p> <p>Build student awareness of careers education including the changing nature of work</p> <p>Develop the connected curriculum more widely in Years 9 and 10</p>	<p>Progression in teacher focus on transferable skills observed through –</p> <p>1 – Classroom observations</p> <p>2 – Evidence from reporting</p> <p>3 – Involvement and engagement in Professional Learning and Development.</p> <p>Implementation of a Year 9 and 10 Careers Programme.</p> <p>A connected curriculum experience for all Year 9 classes.</p>	<p>Embed teaching of transferable skills for all students across all curriculum areas.</p> <p>Create authentic learning experiences for all students.</p> <p>Create a culture of student agency.</p> <p>Ensure students develop an awareness of possible pathways.</p>
Year 11-13 students	<p>Work with learning areas to create cross curricular connections in a selection of Year 11 – 13 classes</p> <p>Pilot different delivery models</p> <p>Review reporting of transferable skills at Years 11-13</p> <p>Work with Grow Waitaha to explore the development of a connected curriculum at senior levels</p>	<p>Course proposals for implementation for 2022.</p> <p>Introduction and ongoing monitoring of hybrid learning classes at Year 13.</p> <p>Evidence of teacher development in transferable skills reflected in reports.</p> <p>A more connected curriculum student experience at senior levels.</p>	
All students	<p>Embed a Bring Your Own Device policy across all levels</p>	<p>Equitable student access to a device to enhance their learning.</p>	

Goal 4: Improve students sense of wellbeing to increase success in learning			
Target Groups	Specific Actions	Success Indicators	Links to 4 Year Strategic Plan
Year 11 students	<p>Term 1 professional learning and development programme led by senior leadership which focuses on wellbeing for learning</p> <p>Continued development and review of the Year 11 Hauora Programme</p> <p>Tutor led programme which focuses on goal setting and mentoring</p>	<p>Evidence of teachers using the OECD 7 Principles of Learning to underpin practice.</p> <p>Positive engagement in the Year 11 Hauora Programme.</p> <p>Student positive engagement with goal setting in Term 1.</p>	<p>Positive wellbeing is reflected in all classes across the College rather than seen as an add on subject.</p> <p>New students are well connected to the College and feel a sense of belonging.</p> <p>Wellbeing is clearly linked to learning.</p>
New students to Hagley in Year 12 and 13	<p>Term 1 professional learning and development programme led by senior leadership which focuses on wellbeing for learning</p> <p>Tutors identify new students within tutor groups and develop an understanding of the student as a learner. This includes gaining an understanding of prior learning including review of the student's Record of Achievement.</p> <p>Year Advisers meet with each student individually to determine learning goals.</p> <p>Opportunities exist for students to experience feelings of belonging and connection</p>	<p>Evidence of teachers using the OECD 7 Principles of Learning to underpin practice.</p> <p>Effective student mentorship by tutors.</p> <p>Completed spreadsheet of goals shared with the tutor who then mentors students to achieve the goal both ongoing and through academic conferencing.</p> <p>Events to welcome new students and whānau. Implementation of wellbeing modules. Mini orientation held.</p>	

Goal 5: Develop equitable opportunities for students who have experienced barriers to their learning

Target Groups	Specific Actions	Success Indicators	Links to 4 Year Strategic Plan
Under 19 Year 12 and 13 new students to Hagley	<p>Review course entry requirements and the naming of courses to ensure that all students have equitable opportunities</p> <p>Tutor teacher professional learning and development enables tutors to mentor students effectively</p>	<p>Course entry requirements are reviewed annually.</p> <p>Effective student mentorship resulting in improved academic outcomes</p>	<p>All students experience feelings of success in learning.</p> <p>Students have access to the pathway of their choice.</p> <p>All students have a key person at Hagley that cares about them and their learning.</p>
Students aged 19-25 returning to education	<p>Students are mentored and checked and connected with on a weekly basis to ensure any barriers to engagement in learning is picked up and acted on as quick as possible</p> <p>Create a strengths-based approach to address the needs of students who have gaps in their learning and/or for students who are returning to education</p>	<p>Effective student and whānau connection to the school.</p> <p>Effective student connection with their learning.</p> <p>Effective course counselling ensures successful outcomes for students.</p>	
Multi-lingual students	<p>Greater recognition and affirmation of diverse ethnicities, languages and cultures across the Hagley community, and actively building and sustaining their engagement and participation</p>	<p>Multi-lingual learners are recognised and affirmed in all aspects of Hagley life.</p>	
Year 9 and 10 students	<p>Build awareness with teachers of how students' mindsets impact future pathways</p>	<p>Students have unrestricted entry into all subjects of their choice in Year 11.</p>	



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