



## Analysis of Variance 2020

Hagley College



## ANALYSIS OF VARIANCE 2020

### INTRODUCTION

Our strategic goals set out how we give effect to the priorities our school has collectively established and to the National Education Guidelines.

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.

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].

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

### OUTCOMES

We want all Hagley students to be successful learners. Our mission is to build success, achievement and a desire for lifelong learning for every student. There are four key intended outcomes to enable students to be successful: engagement, retention, achievement and transitions.

1. **Engagement:** Improving our students' engagement in school and in their learning are fundamental to our work. This involves the active development of student wellbeing, built on understandings about how our students feel about their school and their learning. We focus on authentic relationships and our teachers becoming significant adults in the lives of their students.
2. **Retention:** Students being connected to their learning is vital to retention and success. We are committed to retaining students in their programmes and to reaching goals they have co-constructed with their teachers. These goals include qualifications, pathways and transitions to further learning, training or employment.
3. **Achievement:** The development of transferable learning skills and the gaining of qualifications are fundamental to success in students' lives at and beyond Hagley.
4. **Transitions:** We play a role in establishing appropriate pathways for students and support them in transitioning into their 'next steps'. Positive outcomes for all our students are the advancement to further learning, training or employment.

### STRATEGIC GOALS

To meet our commitment to improve engagement, achievement, retention, and transitions, the following strategic goals for 2020 were identified:

1. Enhance our students' sense of wellbeing so that they flourish at and beyond Hagley.
2. Increase students' engagement and achievement in their learning.
3. Build Hagley as a strong self-reviewing school.
4. Build Hagley's bicultural partnership.
5. Enable students to effectively transition to further learning or their chosen pathways.
6. Enact Hagley's values.
7. Enact Hagley's role as a designated character school and as a regional hub; enact Hagley's Education Brief in its redevelopment.

## STRATEGIC GOAL 1

### Enhance our students' sense of wellbeing so that they flourish at and beyond Hagley.

**Annual Aim:** 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.

#### Four year strategic plan:

1. 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.
2. We focus on, as a first priority, 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.
3. We develop an environment which enhances students' and staff's feelings of safety and connection with each other.
4. We act on wellbeing iteratively, building and responding to a comprehensive long term picture of wellbeing at Hagley.
5. Through our redevelopment, we create new initiatives to increase students' sense of wellbeing.
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.

2020 targets	Outcomes	Comment
<p><b>Priority Groups</b> An increased focus on the following priority groups in 2020:</p> <ul style="list-style-type: none"> <li>- Māori and Pasifika students</li> <li>- CALD students joining Hagley in Years 12 and 13 enrolled in academic programmes</li> <li>- Student cohort joining Hagley in Year 9</li> <li>- Students joining Hagley:               <ul style="list-style-type: none"> <li>▪ at 'non traditional' times across each school year</li> <li>▪ at Year 11, 12, 13 –[selected target group to be confirmed]</li> </ul> </li> </ul> <p><b>School Improvement Indicators</b></p> <ul style="list-style-type: none"> <li>• Wellbeing is reflected in classroom interactions. Class time is a positive experience: eg - students greeted and acknowledged; social connections in class enhanced.</li> <li>• Students become more connected to each other at school through interactions within all classes they take and in their tutor groups, as well outside the timetabled school day.</li> </ul> <p><b>School Improvement Actions</b></p> <ul style="list-style-type: none"> <li>• Restorative class practice is used and further developed across the school.</li> <li>• School wide wellbeing programmes are responsive to student need.</li> <li>• There is a specific focus on physical health: eat, sleep, move.</li> <li>• Conferencing programme introduced in 2019 is further developed.</li> </ul>	<ul style="list-style-type: none"> <li>▪ We consolidated and strengthened senior wellbeing modules and the Year 9 - 11 Hauora programme as vital long term aspects of wellbeing.</li> <li>▪ The development and strengthening of the tutor system at all Year levels was a central conduit for our 'learning for wellbeing' approach.</li> <li>▪ We strengthened our mentoring and goal setting focus, particularly with senior students, via academic conferencing and other approaches.</li> <li>▪ We continued to grow opportunities for students to participate, to engage in leadership and to become more connected at Hagley.</li> <li>▪ Wellbeing leaders undertook restorative practice training, with full staff professional learning also occurring.</li> <li>▪ We increased our focus on successful transition processes for students into Year 9 and for senior students new to Hagley.</li> <li>▪ We expanded peer leadership programmes.</li> <li>▪ In 2021, we are introducing a 'learning for wellbeing' focus. We are running clearly defined whole school PLD, making strong connections to our strategic goals.</li> </ul>	<p>Targets achieved.</p> <p>Refer to the 2020 portfolio report document for specific details of 2021 planning.</p>

## STRATEGIC GOAL 2

### Increase students' engagement and achievement in their learning.

<p><b>Annual Aim:</b> We take an active and personalised interest in each students' engagement and achievement in their learning.</p>		
<p><b>Four year strategic plan:</b></p> <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. 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.</li> <li>3. Transferable skill development is a prominent focus in programmes across Hagley.</li> <li>4. 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.</li> </ol>		
2020 targets	Outcomes	Comments
<p><b>Priority Groups</b></p> <p>An increased focus on following priority groups in 2020:</p> <ul style="list-style-type: none"> <li>– Māori and Pasifika students</li> <li>– Students enrolled in STEM courses</li> <li>– First year Year 11 students whose qualifications goal is NCEA L1 Certificate</li> <li>– Students whose qualifications goal is NCEA L2 or L3 Certificate / UE</li> <li>– CALD students joining Hagley in Years 12 and 13 enrolled in academic programmes</li> </ul> <p><b>School Improvement Indicators</b></p> <ul style="list-style-type: none"> <li>• Stronger teacher tracking processes.</li> <li>• A stronger academic conferencing programme.</li> <li>• A more responsive curriculum as well as improved access to the curriculum. This includes: <ul style="list-style-type: none"> <li>– Broadening of staff understanding about teacher expectations of students</li> <li>– Increasing levels of student agency</li> </ul> </li> <li>• OECD <i>The Nature of Learning</i> principles of learning underpin programme design and delivery: <ul style="list-style-type: none"> <li>– Developing self-regulated learners</li> <li>– Learning through social interactions</li> <li>– Developing students' positive beliefs about themselves as learners</li> <li>– Stretching all students</li> <li>– Clear expectations of what learning is expected, and why</li> <li>– Building connections across learning areas</li> </ul> </li> </ul> <p><b>School Improvement Actions</b></p> <ul style="list-style-type: none"> <li>• A more responsive curriculum as well as increased access to the curriculum. This includes: <ul style="list-style-type: none"> <li>– Revising presentation / content design of less accessible courses</li> <li>– Developing enrolment processes, programme design and prerequisites to minimise blocks to student pathways</li> <li>– Building connections across learning areas</li> </ul> </li> <li>• Culturally responsive practice, including affirmation of cultural identities, creation of an affirming class environment, acknowledgement of first languages, and making key curriculum skills accessible.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Years 9 and 10 curriculum was updated to reflect our focus on 21<sup>st</sup> century learning and transferable skills.</li> <li>▪ Staff engaged in professional development around Digital Technologies to ensure that this aspect of the Technology learning area is taught in an embedded way in a variety of contexts.</li> <li>▪ Curriculum integration was further developed via connected learning classes, with curriculum design across learning areas allowing for the deeper learning.</li> <li>▪ A pilot collaboration/ team teaching model was introduced in Year 11 English, with all Year 11 English classes moving to this model in 2021</li> <li>▪ The senior 'Impact Project' programme was introduced, enabling Year13 students to work on a range of relevant real-life projects.</li> <li>▪ We upskilled teachers in elearning strategies and approaches.</li> <li>▪ We completed detailed surveying about remote learning with staff, students and our community, with 'Learning from Lockdown' study and recommendations published.</li> <li>▪ We developed distance learning extensively across the school in response to Covid -19, with learnings applied to benefit hybrid and blended learning approaches, resulting in multiple initiatives occurring in 2021.</li> <li>▪ An intensive short duration blended course 'Fast Path to Engineering and Product Design' was introduced, leading on to Engineering at UC.</li> <li>▪ We expanded our Tertiary Pathways programme.</li> <li>▪ We continued to grow curriculum leadership via active mentorship and professional learning for curriculum leaders.</li> <li>▪ We strengthened the collaborative inquiry model, with a shared focus on improving outcomes for students..</li> <li>▪ Curriculum leaders analysed their progress in 2020 towards gaining improved outcomes for at least one priority group.</li> <li>▪ We developed pilot programmes and projects using both school and kāhui ako resourcing to improve outcomes for priority groups.</li> <li>▪ We further developed the analysis and use of NCEA achievement data to improve student outcomes, with an iterative analysis of student achievement focused on whole cohort performance at each NCEA level, as well on designated priority groups.</li> <li>▪ We introduced a programme to enhance better outcomes for multilingual learners in senior mainstream programmes.</li> </ul>	<p>Targets achieved.</p> <p>Refer to the 2020 portfolio report document for specific details of 2021 planning.</p>

## STRATEGIC PRIORITY 3

### Build Hagley as a strong self reviewing school.

**Annual Aim:** We engage in reflective evidence-driven practices to increase student engagement and achievement.

**Four year strategic plan:**

1. We learn and move forward by reflecting honestly on our practice, acknowledging both our strengths and where we need to improve.
2. Self review for improvement and accountability occurs at multiple levels as an integrated, iterative process.
3. Our teachers' evidence gathering and review practices focus on improving student wellbeing and achievement.
4. Our self review practices actively inform our work towards College strategic goals.

2020 targets	Outcomes	Comments
<p><b>Priority Targets</b></p> <ul style="list-style-type: none"> <li>• We target self-review around priority groups and focus areas identified in annual plan strategic goals.</li> </ul> <p><b>School Improvement Indicators</b></p> <ul style="list-style-type: none"> <li>• We collect information on:               <ul style="list-style-type: none"> <li>– Collaboratively focused inquiry, centred and gathered within each department area, and examine trends and patterns observed.</li> <li>– Student achievement data to improve practice, completed by each subject leader and collated within each department area by the HOD</li> <li>– Annual portfolio reporting completed by directors</li> </ul> </li> <li>• OECD <i>The Nature of Learning</i> principles of learning underpin inquiry practice:               <ul style="list-style-type: none"> <li>– Developing self-regulated learners</li> <li>– Learning through social interactions</li> <li>– Developing students' positive beliefs about themselves as learners</li> <li>– Stretching all students</li> <li>– Clear expectations of what learning is expected, and why</li> <li>– Building connections across learning areas</li> </ul> </li> </ul> <p><b>School Improvement Actions</b></p> <ul style="list-style-type: none"> <li>• Collaboratively focused inquiry practice is developed and strengthened.</li> </ul>	<ul style="list-style-type: none"> <li>• We continued with our self-review practices at all levels.</li> <li>• Directors and senior leaders completed annual portfolio reports.</li> <li>• Teachers completed inquiries centred on improving outcomes for students they teach mentored by their curriculum leaders, with common focuses for collaborative inquiry centred within departments.</li> <li>• Heads of department reflected on their leadership of their teams, examining practices that support improved teaching and learning.</li> <li>• Curriculum leaders completed annual subject reviews of teaching, learning and assessment against indicators of best practice. This included analysis of how learning areas are using data linked to priority groups' achievement to inform teaching practice and to improve student outcomes.</li> <li>• Meta-analysis of these evaluative practices guided the direction of whole school improvement.</li> <li>• Refer to further self review outcomes under Goal 2.</li> </ul>	<p>Targets achieved.</p> <p>Refer to the 2020 portfolio report document for specific details of 2021 planning.</p>

## STRATEGIC PRIORITY 4

### Build Hagley's bicultural partnership.

**Annual Aim:** We build an environment which actively fosters and reflects biculturalism.

**Four year strategic plan:**

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.
2. Our commitment to Māori achieving success as Māori and to our bicultural partnership in Aotearoa is explicit in our work as a school.
3. 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.
4. 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].
5. Our te reo programme development continues to maximise our students' engagement and achievement.
6. In demonstrable ways across the College, it is clear that we value the culture, identity and language of all our students, and particularly Māori.

2020 targets	Outcomes	Comments
<p><b>Priority Groups</b></p> <ul style="list-style-type: none"> <li>• We target wellbeing, achievement and success for Māori.</li> </ul> <p><b>School Improvement Indicators</b></p> <ul style="list-style-type: none"> <li>• Addressing structural barriers to Māori access and participation in senior programmes and in doing so, creating an awareness of STEM subject opportunities for Māori and higher levels of engagement and achievement.</li> <li>• Creating a caring whānau environment within classes.</li> <li>• Holding high expectations of all Māori students' potential and achievement.</li> <li>• Continuing to build Māori students' sense of their cultural identity.</li> </ul> <p><b>School Improvement Actions</b></p> <ul style="list-style-type: none"> <li>• Seeking and gathering information about iwi affiliation for all students enrolling into Hagley at all levels.</li> <li>• Developing curriculum growth in reo Māori through: <ul style="list-style-type: none"> <li>– expanding extension reo</li> <li>– expanding of reo courses for Year 9 and 10 students as part of the common learning area programme</li> <li>– Expanding senior reo courses</li> </ul> </li> <li>• Expanding opportunities to engage in Māoritanga, including mahi toi [eg, Māori arts in Kete Wana] and toi whakaari [eg, kapa haka]</li> <li>• Continue regular hui with our kaiārahi reo Māori and senior leadership team, aimed at increasing our bicultural partnership across the school as well as targeting Māori ākonga and whānau engagement.</li> <li>• Continue to seek guidance from Ngāi Tūāhuriri and Ngāi Tahu to inform appropriate tikanga for our school redevelopment and our work within the kāhui ako.</li> </ul>	<ul style="list-style-type: none"> <li>• We continued to emphasise the centrality of the teaching and learning relationship based on the tātaiako competencies.</li> <li>• We carried our 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.</li> <li>• We sought and welcomed ongoing guidance from Ngāi Tūāhuriri and Ngāi Tahu to inform our school's cultural narrative in our redevelopment.</li> <li>• We continued to expand te reo Māori as a common learning area in our Years 9 and 10 curriculum.</li> <li>• We continued 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].</li> <li>• The bicultural partnership was strongly reflected in key school events and awards.</li> <li>• The bicultural partnership was 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.</li> <li>• Our kāhui ako, Te Taura Here o Ōtautahi, is introducing a 'culturally responsive practice' achievement challenge into its work for 2021.</li> <li>• In 2021, we are introducing curriculum-based priority learner positions to raise the achievement of ākonga Māori within learning areas.</li> </ul>	<p>Targets achieved.</p> <p>Refer to the 2020 portfolio report document for specific details of 2021 planning.</p>

## STRATEGIC PRIORITY 5

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

**Annual Aim:** 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.

#### Four year strategic plan:

1. We expand our NCEA based and other pathway options offered at Hagley, aimed at both adolescent and adult learners.
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.
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.
4. We strengthen our partnerships with ITOs, businesses and tertiary institutions.

2020 targets	Outcomes	Comments
<p><b>Priority Groups</b></p> <ul style="list-style-type: none"> <li>• We target transition to further learning and pathways for the following priority groups in 2020:               <ul style="list-style-type: none"> <li>– Māori and Pasifika students</li> <li>– Students enrolled in STEM courses</li> <li>– Tertiary pathways students whose goal is entry to university via Catch Up College and UC@Hagley.</li> <li>– Students enrolled in Hagley's pre-professional specialist schools</li> <li>– CALD students joining Hagley in Years 12 and 13 enrolled in academic programmes.</li> </ul> </li> </ul> <p><b>School Improvement Actions</b></p> <ul style="list-style-type: none"> <li>• A careers-led transition plan is introduced for students leaving during the school year without NCEA Level 2 or without clear, valid transitions / pathway destinations.</li> <li>• Reviewing and redeveloping existing programme design to improve pathway opportunities.</li> <li>• Looking for opportunities to develop further pathways within Hagley which provide new pathway opportunities, as well as lead into our specialist schools, tertiary pathways programmes and tertiary study.</li> </ul>	<ul style="list-style-type: none"> <li>▪ We created opportunities to develop further pathways within Hagley which can lead into our specialist schools, tertiary pathways programmes and tertiary study. [Refer to details under Outcome 2]</li> <li>▪ We continued to review our specialist schools programmes to ensure fitness for purpose.</li> <li>▪ We further developed careers-led transition plans.</li> <li>▪ We mentored students who joined Hagley in Year 9 to move successfully through to NCEA Certificate completion at Levels 1, 2, 3 and UE, in order for them to take the next step in their learning.</li> </ul>	<p>Targets achieved.</p> <p>Refer to the 2020 portfolio report document for specific details of 2021 planning.</p>

## STRATEGIC PRIORITY 6

### Enact Hagley's values.

**Annual Aim:** 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.

**Four year strategic plan:**

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 whakamaramaru 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."

2020 targets	Outcomes	Comments
<p><b>Priority Targets</b></p> <ul style="list-style-type: none"> <li>• We enhance the relevance of our values and how they linked to our broader goals of developing global citizens who value social justice, sustainability, identity and cultural diversity.</li> <li>• We make connections between our values and restorative classroom practice.</li> <li>• We continue to present our values through a bicultural lens.</li> </ul>	<ul style="list-style-type: none"> <li>▪ We lived out our values - <b>whakawhirinaki</b> [trust], <b>mana</b> [respect], <b>tika</b> [integrity] and <b>whakamaramaru</b> [personal responsibility] through the relationships developed with each of our students.</li> <li>▪ We continued to present our values through a bicultural lens, which included:               <ul style="list-style-type: none"> <li>– referring to our values in reo Māori as well as in English</li> <li>– continuing to promote the tuakana taina narrative as a metaphor for understanding and living out of values.</li> </ul> </li> <li>▪ We continued to use a range of awards and imagery around the school to promote our values, including their acknowledgement in school celebrations.</li> </ul>	<p>Targets achieved.</p> <p>Refer to the 2020 portfolio report document for specific details of 2021 planning.</p>

## STRATEGIC PRIORITY 7

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

**Annual Aims:** We enact our designated character school mandate, acting as a regional education hub for students, staff, whānau and diverse communities. We ensure our redevelopment enacts the Education Brief developed by our community to shape future education at Hagley.

**Four year strategic plan:**

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.
2. We enact our mandate and responsibility to act as an education hub for students, staff, whānau and communities across our region.
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.
4. Our Education Brief is realised through Hagley's redevelopment.

2020 targets	Outcomes	Comments
<p><b>Priority Targets</b></p> <ul style="list-style-type: none"> <li>• We continue active input into Hagley's redevelopment.</li> <li>• We are engaging in the first year of working towards addressing our kāhui ako's achievement challenges, which are aligned with our work towards our other strategic goals:               <ul style="list-style-type: none"> <li>– Wellbeing: happy, safe and responsible akonga who are positive and have a strong sense of identity and belonging in Aotearoa.</li> <li>– Future focused education: communities working collaboratively to contribute to our inner city environment and surrounding areas.</li> <li>– Pathways: ākonga and whānau who successfully transition into our educational settings, within them and beyond them.</li> </ul> </li> <li>• We continue to host and support regionally Forte [ITM] across schools' music programmes and HALC programmes, building community and workplace literacy.</li> <li>• We continue to work towards the realisation of the Multicultural Hub to serve Christchurch's culturally and linguistically diverse communities.</li> </ul>	<ul style="list-style-type: none"> <li>▪ We continued to implement our designated character mandate in our enrolments and school operations.</li> <li>▪ We provided leadership for our kāhui ako<sup>i</sup> 'Te Taura Here o Ōtautahi'.</li> <li>▪ We continued to support FORTE<sup>ii</sup> and HALC<sup>iii</sup> to deliver quality learning programmes for diverse learners across the wider region.</li> <li>▪ We continued to develop Hagley's role as a turangawaewae to support migrant and refugee learners and communities.</li> <li>▪ We have successfully worked to secure confirmation of the Multicultural Hub and to work with the City Council as founding partners in the formation of the hub.</li> </ul>	<p>Targets achieved.</p> <p>Refer to the 2020 portfolio report document for specific details of 2021 planning.</p>

<sup>i</sup> Kahui Ako: Community of Learning

<sup>ii</sup> FORTE: Forte Itinerant Teachers of Music unit based at Hagley serving Christchurch schools

<sup>iii</sup> HALC: Hagley Adult Literacy Centre





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