



Annual Portfolio Reports 2020

Hagley College

2020 ANNUAL PORTFOLIO REPORTS

HAGLEY COLLEGE

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PORTFOLIO OUTCOMES

College Effectiveness

1. Develop Hagley's leadership role in our community of learning.
2. Coordinate Hagley's redevelopment.
3. Consolidate Hagley's role and sustainability as a designated character school.
4. Develop our role as a regional hub.
5. Complete an analysis of variance on Hagley's annual strategic priorities.

Student Systems

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

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

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

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

1. Enhance learner engagement and experiences for raising the achievement of multilingual learners in mainstream programmes at Hagley
2. Develop flexible and responsive adult learning programmes and pathways beyond the school day

Diversity Services

1. Strengthen Hagley's programme of support for refugee background learners and their whānau.
2. Empower communities to develop educational programmes responsive to their needs.

Staffing

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.

Forte [Itinerant Teachers of Music]

1. Foster participation and engagement in Forte's collaborative delivery model, for the teaching of itinerant music programmes to schools in and around Christchurch.
2. Develop and implement the Forte Scheme of Learning across a range of instrumental and vocal disciplines, to maximise student engagement with learning and achievement in performance music.
3. Facilitate opportunities for professional discussions, teacher inquiry and engagement in reflective teaching practices through Hagley's Professional Growth Cycle.

COLLEGE EFFECTIVENESS

INTRODUCTION

Hagley is diverse and a large part of our strength lies in that diversity. A strong and responsive Hagley is an integrated school where areas are aware of each other, complement each other and work together. It is important to continue to raise awareness across the College that, through a wide range of educational activity, Hagley fulfils multiple roles or many different learners in our region, adolescent and adult, full-time and part-time. 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 core strategic development this portfolio is responsible for is centred on defining our role within the region as we move into our fifth year as designated character school. It is critical that Hagley continues to develop our regional hub role, with one focus being on coordinating the work of Te Taura Here o Ōtautahi kāhui ako. The portfolio also coordinates Hagley’s redevelopment as part of the Canterbury Schools Rebuild programme and Hagley’s role as a founding partner in the multicultural hub development.

The role of portfolio reports

Portfolio reporting is one key aspect of how we learn and move forward by reflecting on our practice, acknowledging our strengths and areas for development as part of an iterative long term process. Hagley evaluation processes are centred on school improvement, particularly around achieving high expectations for all students.

School-wide evaluation is central to Hagley’s improvement focus and operates at multiple levels. Directors and senior leaders complete annual portfolio reports, published in this document. 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 reflect 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. This includes analysis of how learning areas are using data linked to priority groups’ achievement to inform teaching practice and to improve student outcomes. Meta-analysis of these evaluative practices guides the direction of whole school improvement, informing the school’s work towards its strategic goals.

Crisis response

In reviewing previous portfolio report documents, whole school crisis response has not been mentioned. In the face of events in Christchurch in the last two years, how the school has coordinated and developed its approaches to crises requires some mention. Our ability to lock the school down was severely but successfully tested on March 15 2019. Since that tragedy, we have refined our school lock down response, including the lockdown implications for split sites and for evening After 3 programmes.

Covid-19 has created and continues to create its own and distinctly different challenges, particularly in ensuring that information and steps the school is taking are shared fully, quickly and consistently across our school community via a variety of channels. Steps Hagley has taken in March 2020 to ensure that distance learning can successfully occur were developed and successfully implemented at what can only be described as incredible

speed. Distance-based whole school wellbeing initiatives were also implemented in a similar fashion. Details of Covid responses in both wellbeing and learning are detailed within the student wellbeing and learning portfolio reports.

It is heartening to observe that crisis response has strengthened Hagley's sense of school community. In responding to these most recent crises, the school has focused on timely, clear and reassuring communication, health and wellbeing, as well as support and empathy for all with particularly targeting towards vulnerable students and staff.

New strategic directions

Our structure detailed in the following diagram is designed to help Hagley grow and develop to meet new opportunities and challenges, and in particular to work towards our strategic goals and to work flexibly to meet the varying needs of the school.

While these reports are centred on developments over the last 12 to 18 months, this document also foreshadows some key new strategic directions. The team structure diagram identifies a shared 'leadership for excellence' focus aligned with Hagley's strategic goals. The goal of this approach is to build professional capacity and collective capability, including leadership of the professional growth cycle. A coordinated approach will be taken to achieve 'high expectations' in teaching, learning and wellbeing, with collaboration across the leadership of the three groupings of learning areas being a key feature. A 'learning for wellbeing' focus is a central strategy for 2021, underpinned by major developments in wellbeing and learning at Hagley over several years.

Building educationally powerful connections and relationships with families, whānau and aiga across the Hagley community, particularly for students from priority groups, also takes on a greater emphasis. This includes greater recognition and affirmation of diverse ethnicities, languages and cultures across the Hagley community, and actively building and sustaining their engagement and participation.

A key element of our regional hub role centres on Hagley's leadership of our kāhui ako, Te Taura Here o Ōtautahi, which commenced in 2020 and has created additional capacity within the school to integrate with and work towards our strategic goals.



HAGLEY COLLEGE –TEAM STRUCTURE

Marie Stribling Deputy Principal

Leadership for excellence

English, Learning Enhancement, Tertiary Pathways, ELL, Art, Social Sciences, Science, Practical Design

School curriculum design

Student learning

- Curriculum leaders
- Schools within Schools programme leaders

E learning

- Nathan Walsh, E Learning Leader

Tertiary Pathways

- Emma Lumb, Tertiary Pathways Manager

Learning Enhancement

- Kathy Constable, Director

Library

- Liz Jones, Librarian

School evaluation

- Professional growth cycle
- Inquiry mentorship and collaborative inquiry leadership
- Subject leader best practice review
- Appraisal

Curriculum PLD

- Curriculum leaders' group
- Teaching staff PLD programme
- Teaching staff PLD requests

NCEA and qualifications

- Michaela Heenan, NCEA Administrator

Jenni Holden Deputy Principal

Leadership for excellence

Hagley Adult Literacy Centre, Forte, After 3, Maths, Performing Arts

Community liaison

- Connections and relationships with parents, whānau and communities
- Learning Communities
 - Sarah Denny, Director
- Diverse Communities incl Homework Centre.
 - Ben Gresham, Manager
- Student and community compliments, concerns and complaints

Staff liaison

- Teaching and support staff leave
- Support staff PLD requests
- Teaching and support staff compliments, concerns and complaints

Teacher relief

Student Systems:

- Catherine Horne, SMS Manager
- Julie Davies, SMS Senior Administrator
 - Student data systems
 - Timetabling
 - School events

Enrolment Centre operations

- Sharon Cumming, Director

Senior Leadership Admin Staff

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

Ko Taku Reo day to day operations at Hagley

Education Outside the Classroom

Health and Safety

Rowan Milburn Associate Principal

Leadership for excellence

Wellbeing Team [year advisers, counsellors], PE / Health, Careers, Te Reo Māori

Student wellbeing

- Oversight of tutor system
- Student leaders
- Year Advisers and wellbeing support team
- Emma Lumb, Student Wellbeing Leader

Counselling team

- Mike Gilchrist, Counselling Leader

Year 9 - 12 students -discipline and management

- Suzanne Waters, Director of Students

Year 13 students -discipline and management

- Mel Rich

Wellbeing PLD

- Teaching staff PLD programme
- Wellbeing staff PLD requests

Stand downs and suspensions for Year 10 and 11 [under Education and Training Act 2020]

Oversight of staffing

Finance

- Annual budget planning cycle and budget development

Strategic planning and self review

- Review of strategic goals
- Annual plan development

Hagley redevelopment

- Development of Education Brief to inform master plan

Communications, Marketing and Design

- Leoni Combrink, Manager

Mike Fowler Principal

Community of Schools Leader, Te Taura Here o Ōtautahi Kāhui Ako

Hagley redevelopment

Bicultural development across the College, Including Te Urungi

ERO review

Teacher registration

Board of Trustees, board operations

Pre School Trust

- Jocelyn Wright, Preschool Director

Stand downs and suspensions for Year 9, 12 and 13 [under Education and Training Act 2020]

Designated character school implementation, including enrolment

Hagley development as an education hub, including multicultural hub development

Strategic planning and self review

- annual portfolio reporting

School Policies

Media

Legal

Liaison with MOE

Infrastructure and Digital Strategy

- Andy Gorton, Director: Hagley ICT and property teams



KEY OUTCOMES

1. Develop Hagley's leadership role in our community of learning.
2. Coordinate Hagley's redevelopment.
3. Consolidate Hagley's role and sustainability as a designated character school.
4. Develop our role as a regional hub.
5. Complete an analysis of variance on Hagley's annual strategic priorities.

Outcome 1:

Develop Hagley's leadership role in our community of learning

Te Taura Here o Ōtautahi Kāhui Ako

Our Community of Learning is made up of four schools [Hagley, Ao Tawhiti, Christchurch East School, Te Pā o Rākaihautū] and twelve early childhood education 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.

Our kāhui ako's achievement 2020 challenges are aligned to our work towards our strategic goals:

- Wellbeing: happy, safe and responsible akonga 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.

Covid-19 impact: a focus on in-school projects

The Covid-19 pandemic caused the kāhui ako to focus its 2020 attention on keeping our students and school community connected and engaged. In this regard, a major kāhui initiated focus in response to Covid centred on developing hybrid or distance learning approaches. A major piece of research focused on Investigating learning during lockdown and applying findings to improve blended and remote learning teacher practice. Recommendations about best practice remote teaching and learning and what can be applied to a combination of face to face and blended learning settings were shared with kāhui ako members, Hagley staff and ERO. This also led to the development of an eLearning induction programme for Year 9 students at the start of 2021.



Another new blended learning curriculum initiative included developing and delivering two new Year 13 courses in hybrid format. With kāhui ako input, the school designed and delivered a short term intensive course, Fastpath to Engineering, including face to face and remote learning approaches and integrating Maths and Physics. This course offered learning opportunities to students [particularly in the face of lost employment caused by Covid] and who previously had perceived barriers to taking a tertiary pathway. Fastpath prepared them for tertiary study in STEM areas and also strengthened Science pathways between Hagley and the University of Canterbury.

The STEM focus extended into develop a research-based pilot study into students' and teachers' mindsets about Maths and Science, with a goal of improving achievement and pathways at Hagley. This involved surveying parents of students starting Year 9 in 2021 and students exiting Year 10 regarding their attitudes to Science and Maths and research into good practice guidelines for shifting attitudes and growing confidence.

The kāhui ako focus on student engagement developed into a project where kāhui staff mentored students who joined Hagley in Year 9 to move successfully through to NCEA Certificate completion at Levels 1, 2, 3 and UE. An intensive late October / November 2020 programme focused initially on a 'finding out' stage, liaising and linking in with current mentorship through tutors, then through to regular checkpointing, then brokering with teachers in particular courses to complete designated internal standards and also encouraging students to prepare for and sit selected external standards. The project revealed learnings for staff and tutors in guiding students how to communicate more effectively with teachers about their NCEA credits throughout the year.

English Language Learning students' achievement and pathways was a Hagley kāhui ako project initiated in 2020 and continuing into 2021, examining the links between ELL and mainstream programmes and improving learning pathways between the two programmes. A student profile model was developed to share with teachers new to ELL students transitioning into their classes from ELL programmes. In 2021, this sees the co-teaching of a shared class with transitioning ELL students and trialling sharing successful strategies, with subsequent good practice recommendations to be shared widely across staff. More details on these projects can be found under the student learning portfolio report.

Across-school projects

Ākonga/Whānau Te Oranga Hinengaro: Mental health liaison

The kāhui ako gained Joint Schools Initiative Funding to address schools' limited capacities to meet needs of 'high end' students, working on barriers preventing engagement with school and to provide immediate crisis response. With school counselling and wellbeing services under considerable and ongoing pressure during 2020, it was identified that tamariki and ākonga with high mental health needs were not being well served. Engagement for these students had been significantly hampered post lockdown. This role will strengthen connections and communications between schools and external mental health services during 2021, via a referral system coordinated by the counselling teams at each kura.

Positive and successful transitions

The kāhui ako has considered how to collaborate and share best practice guidelines on how to effectively transition students into kura, particularly those with fragmented educational backgrounds, missing previous educational information and previously unsuccessful engagement with schooling. The goal is to improve students' experiences of transitioning into kura at a range of year levels. In 2021, this will include an audit of transition processes and information provided by schools, including information about their designated character status, followed by cross-school analysis and recommendations.

Priority Learners

There continues to be a whole school focus on priority groups at Hagley, with a coordinated approach using both Hagley and kāhui staffed initiatives. This focus is described further within the Student Learning portfolio report. A 2020 focus on the engagement and achievement of multi-lingual learners, a key priority group at Hagley, with a focus on Pasifika learners as well as multi-lingual learners of other nationalities, is outlined under Learning Communities.

A curriculum-based pilot programme focused on ākonga Māori in several learning areas within the school is being developed in 2021 with kāhui ako input. Key staff will have responsibility for leading projects within their curriculum areas, focused on increasing achievement for ākonga Māori within that learning area, with an emphasis on making teacher practice more culturally responsive.

Culturally Responsive Practice

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. In this regard, we are introducing an additional 'culturally responsive practice' achievement challenge in 2021, with the

desired outcome being that our kāhui ako will have high expectations for ākonga Māori so they can succeed as Māori . Possible indicators of success include expanding culturally responsive placed based learning, enhancing provision for te reo Māori, expanding how we engage with whānau and the scope of that engagement, and building culturally based PLD targeting ākonga Māori success.

Outcome 2

Coordinate Hagley's redevelopment.

The final designs for the two new hubs at the front of the school, Auripo and Wainuku, have been confirmed and the cultural narrative central to Te Puna Wai o Waipapa has been successfully integrated into the buildings. However, due to budget over-runs, the redevelopment project has been significantly delayed and the school has reluctantly readjusted its timeline expectations. The project roll out is 18 months behind, with the two new hubs now due for completion in mid 2022. The Hagley Board of Trustees has communicated formally with the Ministry of Education expressing its concerns about the delays and their adverse effects on student and staff wellbeing.

In regard to future stages of the school's redevelopment, the school has undertaken the updating of its Education Brief to inform long term master planning. High priorities are the Science and Writers' Blocks, both leaky buildings with short lifespans, as well as long term plans for X and B Blocks.

Hagley received special reasons MOE staffing to support the redevelopment in 2020 and this has also been granted was granted in 2021. The splitting of students over two sites impacts significantly on the running of the school. With the support of special staffing, Hagley has managed this process for both staff and students. The impact of the extended demolition works and the constraints created on the Hagley site have been significant. Several aspects of the redevelopment have challenged the school to sustain key wellbeing, learning and logistics services on both sites, which is a key reason special reasons staffing has been focused on these three areas. It needs to be recognised that the impacts of the 2019 mosque attacks and of Covid-19 have continued to overlay and amplify these redevelopment challenges. Given our situation and the unique roles Hagley plays in the region's education network, nothing is a quick fix.

Outcome 3

Consolidate Hagley's role and sustainability as a designated character school.

Enrolment patterns over 2020 repeated well established trends observed in previous years. The school was again oversubscribed with Year 9 enrolment applications for 2020 and required a ballot for places. No places were available for new entrants at Years 10 and 11 due to maximum roll numbers constraints. It is important that Hagley continues to fulfil its role as a part of the Christchurch education network and retains its long established 'T' structure: limited and set maximum numbers at Years 9, 10 and 11, with increased places in the senior college offering students across the city the opportunity to enrol at Years 12 and 13 [and with particularly large numbers of students enrolling both full and part time at Year 13]. Enrolment processes under our designated character status requires careful ongoing management and coordination with our Board, enrolment team, student director and senior team to ensure consistent and equitable practice.

In 2020, we focused on establishing clarity for our school community regarding what designated character status entails, both on our website and in various communications with prospective students and whānau. Families have at times have appeared unaware that students need to meet our designated character criteria to be eligible to enrol at Hagley. The criteria that can be challenging to determine is whether the school is confident that a student can be supported, that we can make a difference to their learning and that there is an identified and agreed programme that meets their needs.

Outcome 4

Develop our role as a regional hub.

Students and families from culturally and linguistically diverse communities form a significant part of Hagley, enrolled in a wide range of day programme courses as well as in community, vocational and academic English language learning programmes, many running outside the regular school day. Hagley is a preferred option for refugee and migrant families, often with multiple members of a family enrolled (preschool, adolescent and adult programmes, both part time and full time). Hagley embraces diverse ethnic communities as a vital part of the school, as it has done for 35 years. The appointment of a diversity services manager at the beginning of 2020 has strengthened our approach in this complex area. As well as overseeing the delivery of initiatives within Hagley, the diversity services manager plays a significant outward facing role in our work as a regional hub for culturally and linguistically diverse communities. This involves representing Hagley's interests in multicultural hub developments, representation at regional decision-making forums and liaison with other Christchurch schools, organisations and agencies.

Two new initiatives have begun in 2020, funded through MOE Covid 19 urgent response funding applications developed by this portfolio in collaboration with Diversity Services, Learning Communities and the English Language learning department. From 2019, we have been seeing families with complex social needs beyond the scope of normal counselling or bilingual family liaison support. A .5 bilingual counsellor for culturally and linguistically diverse students services was appointed during 2020 to address significant mental health and wellbeing challenges for approximately 60 CALD learners which have been intensified by the Covid 19 crisis. Many of Hagley's newly settled and former refugee students and their families have struggled under Covid 19. Students have been dealing with significant change and culture shock, which has led to frustrations and causes conflict and stress within the family, experiences which have been intensified by Covid 19. The newness of these families to New Zealand and the education system has placed additional transitional needs for students, which this new bilingual counsellor role has helped to address.

Our regional hub role has also been evident in the running of a weekly Muslim school and hui and in the appointment of a .6 youth worker role supporting Muslim secondary school students attending Christchurch schools through the aftermath of a particularly traumatic period, post-March 15 2019 mosque attacks. Following the sentencing of the terrorist convicted of the mosque killings during 2020, the trauma and impact of the March 15 attacks has continued to reverberate across the Christchurch Muslim community. Events such as anniversaries, court hearings and the sentencing continued to trigger painful memories. Loss of or injury to a parent, an extended family member or community member and lack of family support has been experienced by many Muslim families, as well as financial challenges, unfamiliar responsibilities and decisions and a sense of being overwhelmed. The Covid 19 situation has compounded many families' sense of isolation and vulnerability. The intensity of the unfolding events in the past 18 months on families is difficult to quantify. The Friday evening Muslim school and hui operating at Hagley in partnership with the MOE has been important in addressing social dislocation. Within Muslim families, the impact of secondary school students has been significant with depression and disconnection evident. Since their appointment, the youth worker has set up regular catch ups with Muslim secondary students at different schools and developed a mentoring programme to link Muslim youth to older youth or members of the community. The youth worker has already played a role in keeping these young people engaged in school and clearer about their future study plans, training and employment options. More details on these projects can be found under the diversity services portfolio report.

The aftermath of the tragic events of 15 March 2019 and the ongoing impact of Covid 19 continues to emphasise the imperative for the multicultural hub. The hub is closely linked to Hagley's mission statement: "lifelong learning that is accessible to all." Work towards this portfolio outcome has also focused on contributing as a founding partner to the realisation of the hub's location in the Christchurch Netball Centre in Hagley Park. Hagley's 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 will offer dedicated spaces for cultural celebrations and festivals, for education, recreation, social and financial wellbeing capacity building, community strengthening through first language maintenance as well as a location for various agencies from educational, public and civil agencies and sectors.

Outcome 5:

Complete an analysis of variance on Hagley’s annual strategic priorities.

STRATEGIC GOAL 1

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

<p>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.</p>		
<p>Four year strategic plan:</p> <ol style="list-style-type: none"> 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>Priority Groups An increased focus on the following priority groups in 2020:</p> <ul style="list-style-type: none"> – Māori and Pasifika students – CALD students joining Hagley in Years 12 and 13 enrolled in academic programmes – Student cohort joining Hagley in Year 9 – Students joining Hagley: <ul style="list-style-type: none"> ▪ at ‘non traditional’ times across each school year ▪ at Year 11, 12, 13 –[selected target group to be confirmed] <p>School Improvement Indicators</p> <ul style="list-style-type: none"> • Wellbeing is reflected in classroom interactions. Class time is a positive experience: eg - students greeted and acknowledged; social connections in class enhanced. • 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. <p>School Improvement Actions</p> <ul style="list-style-type: none"> • Restorative class practice is used and further developed across the school. • School wide wellbeing programmes are responsive to student need. • There is a specific focus on physical health: eat, sleep, move. • Conferencing programme introduced in 2019 is further developed. 	<ul style="list-style-type: none"> ▪ We consolidated and strengthened senior wellbeing modules and the Year 9 - 11 Hauora programme as vital long term aspects of wellbeing. ▪ The development and strengthening of the tutor system at all Year levels was a central conduit for our ‘learning for wellbeing’ approach. ▪ We strengthened our mentoring and goal setting focus, particularly with senior students, via academic conferencing and other approaches. ▪ We continued to grow opportunities for students to participate, to engage in leadership and to become more connected at Hagley. ▪ Wellbeing leaders undertook restorative practice training, with full staff professional learning also occurring. ▪ We increased our focus on successful transition processes for students into Year 9 and for senior students new to Hagley. ▪ We expanded peer leadership programmes. ▪ 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. 	<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>Annual Aim: We take an active and personalised interest in each students' engagement and achievement in their learning.</p>		
<p>Four year strategic plan:</p> <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. 		
2020 targets	Outcomes	Comments
<p>Priority Groups</p> <p>An increased focus on following priority groups in 2020:</p> <ul style="list-style-type: none"> Māori and Pasifika students Students enrolled in STEM courses First year Year 11 students whose qualifications goal is NCEA L1 Certificate Students whose qualifications goal is NCEA L2 or L3 Certificate / UE CALD students joining Hagley in Years 12 and 13 enrolled in academic programmes <p>School Improvement Indicators</p> <ul style="list-style-type: none"> Stronger teacher tracking processes. A stronger academic conferencing programme. A more responsive curriculum as well as improved access to the curriculum. This includes: <ul style="list-style-type: none"> Broadening of staff understanding about teacher expectations of students Increasing levels of student agency OECD <i>The Nature of Learning</i> principles of learning underpin programme design and delivery: <ul style="list-style-type: none"> Developing self-regulated learners Learning through social interactions Developing students' positive beliefs about themselves as learners Stretching all students Clear expectations of what learning is expected, and why Building connections across learning areas <p>School Improvement Actions</p> <ul style="list-style-type: none"> A more responsive curriculum as well as increased access to the curriculum. This includes: <ul style="list-style-type: none"> Revising presentation / content design of less accessible courses Developing enrolment processes, programme design and prerequisites to minimise blocks to student pathways Building connections across learning areas Culturally responsive practice, including affirmation of cultural identities, creation of an affirming class environment, acknowledgement of first languages, and making key curriculum skills accessible. 	<ul style="list-style-type: none"> The Years 9 and 10 curriculum was updated to reflect our focus on 21st century learning and transferable skills. 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. Curriculum integration was further developed via connected learning classes, with curriculum design across learning areas allowing for the deeper learning. A pilot collaboration/ team teaching model was introduced in Year 11 English, with all Year 11 English classes moving to this model in 2021 The senior 'Impact Project' programme was introduced, enabling Year13 students to work on a range of relevant real-life projects. We upskilled teachers in elearning strategies and approaches. We completed detailed surveying about remote learning with staff, students and our community, with 'Learning from Lockdown' study and recommendations published. 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. An intensive short duration blended course 'Fast Path to Engineering and Product Design' was introduced, leading on to Engineering at UC. We expanded our Tertiary Pathways programme. We continued to grow curriculum leadership via active mentorship and professional learning for curriculum leaders. We strengthened the collaborative inquiry model, with a shared focus on improving outcomes for students.. Curriculum leaders analysed their progress in 2020 towards gaining improved outcomes for at least one priority group. We developed pilot programmes and projects using both school and kāhui ako resourcing to improve outcomes for priority groups. 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. We introduced a programme to enhance better outcomes for multilingual learners in senior mainstream programmes. 	<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.

<p>Annual Aim: We engage in reflective evidence-driven practices to increase student engagement and achievement.</p>		
<p>Four year strategic plan:</p> <ol style="list-style-type: none"> 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>Priority Targets</p> <ul style="list-style-type: none"> • We target self-review around priority groups and focus areas identified in annual plan strategic goals. <p>School Improvement Indicators</p> <ul style="list-style-type: none"> • We collect information on: <ul style="list-style-type: none"> – Collaboratively focused inquiry, centred and gathered within each department area, and examine trends and patterns observed. – Student achievement data to improve practice, completed by each subject leader and collated within each department area by the HOD – Annual portfolio reporting completed by directors • OECD <i>The Nature of Learning</i> principles of learning underpin inquiry practice: <ul style="list-style-type: none"> – Developing self-regulated learners – Learning through social interactions – Developing students' positive beliefs about themselves as learners – Stretching all students – Clear expectations of what learning is expected, and why – Building connections across learning areas <p>School Improvement Actions</p> <ul style="list-style-type: none"> • Collaboratively focused inquiry practice is developed and strengthened. 	<ul style="list-style-type: none"> • We continued with our self-review practices at all levels. • Directors and senior leaders completed annual portfolio reports. • 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. • Heads of department reflected on their leadership of their teams, examining practices that support improved teaching and learning. • 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. • Meta-analysis of these evaluative practices guided the direction of whole school improvement. • Refer to further self review outcomes under Goal 2. 	<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.

<p>Annual Aim: We build an environment which actively fosters and reflects biculturalism.</p>		
<p>Four year strategic plan:</p> <ol style="list-style-type: none"> 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>Priority Groups</p> <ul style="list-style-type: none"> We target wellbeing, achievement and success for Māori. <p>School Improvement Indicators</p> <ul style="list-style-type: none"> 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. Creating a caring whānau environment within classes. Holding high expectations of all Māori students' potential and achievement. Continuing to build Māori students' sense of their cultural identity. <p>School Improvement Actions</p> <ul style="list-style-type: none"> Seeking and gathering information about iwi affiliation for all students enrolling into Hagley at all levels. Developing curriculum growth in reo Māori through: <ul style="list-style-type: none"> expanding extension reo expanding of reo courses for Year 9 and 10 students as part of the common learning area programme Expanding senior reo courses Expanding opportunities to engage in Māoritanga, including mahi toi [eg, Māori arts in Kete Wana] and toi whakaari [eg, kapa haka] 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. 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. 	<ul style="list-style-type: none"> We continued to emphasise the centrality of the teaching and learning relationship based on the tātaiako competencies. 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. We sought and welcomed ongoing guidance from Ngāi Tūāhuriri and Ngāi Tahu to inform our school's cultural narrative in our redevelopment. We continued to expand te reo Māori as a common learning area in our Years 9 and 10 curriculum. 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]. The bicultural partnership was strongly reflected in key school events and awards. 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. Our kāhui ako, Te Taura Here o Ōtautahi, is introducing a 'culturally responsive practice' achievement challenge into its work for 2021. In 2021, we are introducing curriculum-based priority learner positions to raise the achievement of ākonga Māori within learning areas. 	<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.

<p>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.</p>		
<p>Four year strategic plan:</p> <ol style="list-style-type: none"> We expand our NCEA based and other pathway options offered at Hagley, aimed at both adolescent and adult learners. 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. 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. We strengthen our partnerships with ITOs, businesses and tertiary institutions. 		
2020 targets	Outcomes	Comments
<p>Priority Groups</p> <ul style="list-style-type: none"> We target transition to further learning and pathways for the following priority groups in 2020: <ul style="list-style-type: none"> Māori and Pasifika students Students enrolled in STEM courses Tertiary pathways students whose goal is entry to university via Catch Up College and UC@Hagley. Students enrolled in Hagley's pre-professional specialist schools CALD students joining Hagley in Years 12 and 13 enrolled in academic programmes. <p>School Improvement Actions</p> <ul style="list-style-type: none"> 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. Reviewing and redeveloping existing programme design to improve pathway opportunities. 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. 	<ul style="list-style-type: none"> 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] We continued to review our specialist schools programmes to ensure fitness for purpose. We further developed careers-led transition plans. 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. 	<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.

<p>Annual Aim: Our staff and students define, enact and promote our values [whakawhirinaki -trust, mana - respect, tika - integrity and whakamarumarū - personal responsibility] so that they are part of the daily culture of Hagley.</p>		
<p>Four year strategic plan:</p> <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 whakamarumarū 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>Priority Targets</p> <ul style="list-style-type: none"> • 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. • We make connections between our values and restorative classroom practice. • We continue to present our values through a bicultural lens. 	<ul style="list-style-type: none"> ▪ We lived out our values - whakawhirinaki [trust], mana [respect], tika [integrity] and whakamarumarū [personal responsibility] through the relationships developed with each of our students. ▪ We continued to present our values through a bicultural lens, which included: <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. ▪ We continued to use a range of awards and imagery around the school to promote our values, including their acknowledgement in school celebrations. 	<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.

<p>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.</p>		
<p>Four year strategic plan:</p> <ol style="list-style-type: none"> 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>Priority Targets</p> <ul style="list-style-type: none"> • We continue active input into Hagley's redevelopment. • 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"> – Wellbeing: happy, safe and responsible akonga 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: ākongā and whānau who successfully transition into our educational settings, within them and beyond them. • We continue to host and support regionally Forte [ITM] across schools’ music programmes and HALC programmes, building community and workplace literacy. • We continue to work towards the realisation of the Multicultural Hub to serve Christchurch’s culturally and linguistically diverse communities. 	<ul style="list-style-type: none"> ▪ We continued to implement our designated character mandate in our enrolments and school operations. ▪ We provided leadership for our kāhui ako' 'Te Taura Here o Ōtautahi'. ▪ We continued to support FORTEⁱⁱ and HALCⁱⁱⁱ to deliver quality learning programmes for diverse learners across the wider region. ▪ We continued to develop Hagley’s role as a turangawaewae to support migrant and refugee learners and communities. ▪ 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. 	<p>Targets achieved.</p> <p>Refer to the 2020 portfolio report document for specific details of 2021 planning.</p>

STUDENT SYSTEMS

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. The work of this portfolio underpins a great deal of the day to day running of the school, from communicating with students and whānau, to timetabling and reporting, to providing data to many different key stakeholders to better inform decision making. 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 also 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.

Facilities

The last two years have seen a greater emphasis for this portfolio on the use and allocation of facilities as the College Rebuild gets underway. Several classroom blocks have been demolished (E block, Theatre, HALC). This has had two major effects: 1) The most greatly affected stand-alone departments have shifted to our new Champion St satellite campus in Edgware; and 2) all other classes have had to squeeze in to fewer classrooms than usual. Thankfully, this has been accomplished in large part to the 7 option line timetable that was introduced at the start of 2019. Having fewer available classrooms has led to some sub-optimal allocations (with a handful of teachers being spread across 3 or 4 classrooms), but we will continue to attend to this over the coming years, minimising disruption to students and staff wherever possible.

The Champion St site has sufficient space for the largely adult student population of ELL, the Theatre Company, and HALC and, after some initial solvable issues, the site is now running well. ELL staff, in particular, appreciate their blocked timetables, and most staff teach either at the Champion St site or the Hagley site for the entirety of a school day, meaning that at most they would travel between sites once or twice a week for meetings. It has been an excellent team effort in getting the site up and running, and it continues to be a place that staff and students enjoy attending each day. In 2020, the Director of Student Systems visited the Champion St site on a weekly basis to ensure the site continued to run well and to iron out any issues. Looking ahead, we will assess the need for some student services to be offered at Champion St (e.g. Nurse and or Counselling staff).

Reporting

The intention for 2020 was to continue the reporting systems introduced in the previous year, with revamped Junior, Senior and Stocktake reports. However, the length of the nationwide lockdown necessitated more flexible arrangements. SLT agreed to minimise formal reports in 2020 and, to this end, all Term 2 reporting was cancelled. Regular reporting resumed in Term 3. It should be noted that the new reports implemented in 2019 were well received and fulfilled the intentions set out in this portfolio report in 2019.

Timetabling

The 7 option line timetable has continued to be accepted by staff and students with just minor tweaks for 2020 (this included extending interval by 5 minutes to 30 minutes, and adding a 10 minute interval before tutor time on a Wednesday). Tutor time is proving a valuable check-and-connect time for the vast majority of our day students. Usefully, we have also managed to implement 'off-grid' tutor times for those Year 12 and 13 students who do not attend on Wednesdays (as they do not have classes). This requires four more-flexible senior staff to take tutor time on alternate days so that students don't miss out on the vital wellbeing time. It is intended that this system will continue in future years.

Other changes have involved a revamped Year 12/13 wellbeing module system, now known as Ngā Kakano. This involves a significant amount of timetabling work behind the scenes, as students now have a 'core' wellbeing group, moving into optional modules for other blocks of time. This appears to be a more successful model than that tried in 2019, although it continues to primarily encompass Year 12 students, with few Year 13s opting in.

One further change has been a reversion from many 2-hour Junior College classes (trials in 2019) to more single hour classes. Many Year 9 and 10 students and staff found 2-hour blocks hard to manage and for students to maintain extended focus. However, some staff preferred the 2-hour blocks. So for 2020 and 2021, the majority of non-option classes are single hours, with some 2 hour classes where requested or unavoidable. Kete Wana classes ran as two 2-hour blocks in 2020.

For 2021, SLT decided to increase the study of te reo Māori to 2 hours per week for all Year 9 and 10 students. This was the main driver in reducing each Kete Wana class from 4 hours/week to 3 hours/week. We will continue to review how the timetable is meeting the needs of the students, amending it as necessary.

Other Improvements

- Attendance: Incremental improvements in staff compliance with attendance systems continue.
- Enrolment Centre: Continual improvement in developing quality data systems.
- NCEA Administration: Greater role in assisting with and upskilling a new staff member in this role.
- Building a team of people who assist with the Timetable, including the SMS Senior Administrator, to grow capacity in others and to spread the workload of this critical aspect of school operations.

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.

Data Analysis

A major re-focus of this portfolio is around data analysis. Work began towards the end of 2019 with the Deputy Principal: Student Learning tweaking the 'Indicator 4' aspect of subject reports, following discussions with HODs, TICs and the Director: Student Systems. The aim is to improve the quality and consistency of the subject reports, and to shift the focus to how data can best be used to assist student learning. Help was offered to staff to assist with this (and accepted by new HODs in particular). The intention is to continue to assist HODs and TICs to better understand their students' data, in order to use it to improve student learning.

As in previous years, annual Best Practice Workshops were led by the Deputy Principal: Student Learning, with assistance from the Director: Student Systems. Staff were guided through retention statistics of student numbers over the course of the previous year, and in-depth analysis of NCEA data with a view to using it to inform teaching practice and programming decisions. From 2020, a new aspect of comparison was also added: average class attendance at several points throughout the year, to give yet another avenue of data exploration to HODs/TICs.

Comparisons were also made with National and decile-equivalent achievement data, for both internal and external assessment.

Throughout 2020, the Director: Student Systems spent a significant amount of time investigating the use of data at Hagley. What do we currently use, why, and is the data we have fit for purpose, reliable and being fully utilised? In particular, two key areas of exploration were around Māori and Pasifika student achievement data at Hagley, and UE pathways and student intentions, with a particular focus on students 'at-risk' of not achieving particular academic goals. There has also been a focus on common assessment tasks in the Junior College, looking at what we currently do and how this may or may not demonstrate gains made over the two years. In 2021, we will make greater use of easTTle testing (adding in numeracy for the first time in many years), and streamline the collection of data in all subject areas for students in Year 9 & 10.

We have begun to explore new aspects of Hagley data, including 1) investigating students' changes of course and the reasons given; 2) the timing of After 3 course withdrawals and reasons for these; 3) student leaving data and specified reasons; and 4) tracking numbers of students in all courses over time. There is a great multitude of data available in any school. The key will be to discern what is most useful and practical to inform teacher practice and student learning moving forward. Work will undoubtedly continue with HODs, TICs, and Year Advisors to better understand their data, with a view to upskilling staff and streamlining what's required.

Improving Student Data Management

The Director: Student Systems, SMS Senior Administrator, and Enrolment Centre Manager continue to work closely 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. Keeping ourselves and key staff well-informed with KAMAR developments is critical for the smooth running of the school.

Outcome 4:

Grow strong professional learning and review models that 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 and trained on the changes that affect them. This has never been more true than when we migrated to the new-look version of KAMAR in November 2020. Even with a great deal of time taken to train staff in advance of changes, it is fair to say that the change has been difficult, especially for some areas of the College that utilise KAMAR as a major part of their role. Training of both teaching and support staff in their use of KAMAR will continue throughout 2021. In addition, as our understanding of Hagley data improves, it will also be important to increasingly upskill staff in the use and application of this data.

Summary

Strategically, moving forward the main foci will be to:

- Fully explore and understand Hagley 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
- Continue to review and develop the wide use of KAMAR throughout the College, with associated training requirements
- Provide data support for various Kāhui Ako projects
- Develop stronger subject choice procedures and possible online enrolments
- Implement new College initiatives in response to the COVID-19 lockdown and long-range economic impacts

INFRASTRUCTURE AND DIGITAL STRATEGY

INTRODUCTION

Hagley's vision for Infrastructure (Digital and Physical) is for the college to have a high-class infrastructure that is robust, flexible, and sustainable and is strategically planned and driven by agreed processes. In this way, the college can help provide first rate opportunities to students allowing them choice and flexibility in their approach to their learning. The Infrastructure should allow both evaluative and innovative practices.

There are several underlying principles that are followed so that the college can continue its commitment to meeting the vision for Infrastructure.

- **Reliability** – The college's infrastructure must be reliable, providing a positive learning and user experience.
- **Flexible** – The college's infrastructure model 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 college 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 and from its satellite site, 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 an ongoing task 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.

The ICT services team 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 construction phase of the college's redevelopment takes place and the new digital infrastructure in those buildings is brought online.

2019 / 2020 highlights

- A high majority of support staff desktops were replaced with little or no disruption to college activities.
- Three of the college's dedicated computer classrooms were all upgraded with new computers.
- An Equitable Access program was started by the college that supported learners who had no access to digital equipment during the Covid-19 lockdown period. Subsequently, this program has been extended to support all Year 9 students within normal college days.
- The new security camera system that was implemented in 2018/2019 was extended giving the college a high coverage from high definition surveillance cameras.
- The college School Management System was upgraded giving users access to the latest version of this software.
- The college's firewall security system and wireless access systems were upgraded and are now part of the N4L system. This offers the college a system that will be largely standardised across schools.
- The Senior members of the ICT Services team have worked with the college's redevelopment partners to solidify plans to take the college's digital infrastructure forwards into the rebuild stage of the redevelopment.

Looking towards 2021

- The Equitable Access Program will be extended to support Year 10 students and, some senior students at the college
- The ICT Services team will continue to upgrade the digital network Infrastructure as appropriate. This is vital for easy and smooth use of ICT equipment and to support e-learning.
- Whilst the plan going forwards for the college is to encourage and support the Bring Your Own Device initiative, there will remain areas of the college where powerful and dedicated computers will be needed and others where numbers of BYOD users remain fairly low. The ICT Services team will continue to upgrade equipment as appropriate. For example, the powerful computers used for animation purposes are likely to need an upgrade as the new builds come online.

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

The college has also 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. In addition to this, the college is updating many of its older spaces so that users feel welcomed into a high class learning and work environment.

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.

2019 / 2020 highlights

- Multiple classroom spaces have been upgraded with new modern furniture and seating, improved and more attractive acoustic treatments to the walls and, in some cases, a complete repaint.
- Multiple support staff spaces have been upgraded with similar facilities to those mentioned above
- In association with numerous 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 Counsellors' building (Simpson House) has had a short-term use change. It now houses the college's Preschool whilst a new preschool is developed.
- The Open Stage, ELL and HALC buildings were all demolished in 2019/2020 to make way for the planned two new larger buildings
- The college worked closely with the MOE and its own partners to gain funding to design a replacement Preschool. This funding has now been approved
- In association with the MOE, non-trivial repairs were carried out to some of the college's existing building stock including the Science block and Gym 1
- The college's new satellite school at Champion Street was upgraded and made fully operational for Hagley Adult Literacy Centre, the Theatre Company, and our adult ELL learners.
- The new music studio that was planned in 2019 was completed in 2020. This facility offers music students a first-class resource that will allow them to record a wider variety of musical genres and for larger numbers of musicians to be gathered at one time.
- Senior members of the college have continued to work closely with the MOE and their partners with development plans for Hagley's two new buildings as well as the masterplan for the college over the next 10-15 years.
- The college has now increased the mechanical cooling facility available within classrooms and offices to two of its main blocks. This was afforded by a grant via the MOE

Looking towards 2021

- The next stage in the redevelopment programme should start in 2021. The first new building (Auripo) should be completed in the early to mid-stages of 2022
- The college's new preschool should be complete during the early parts of Term 2 2021
- The college will continue with its commitment to providing better facilities for students by starting a decorating and update programme to the toilet facilities offered to students
- The external windows to the college's historic main building will be subject to repair in 2021
- The senior members of the college will continue to drive Hagley's redevelopment with the MOE so that the planned new facilities are made available to staff and students by mid-2022.

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

Over the last few years, the Infrastructure directorate has focused on four main strategies and processes:

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 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 allows Hagley to list and plan for any changes that need to happen over the next few years and thus be able to mitigate against potential issues. A proactive, strategic approach area will continue to be 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 (BYOD) and brought to college to aide with 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. Whilst it would be very difficult to extend this approach to all classrooms the college continues to strive for flexible usage of college facilities for both students, staff, and whanau. This will continue to be addressed within Hagley's Future Focussed approach.

2019/2020 highlights

- ICT Services upgraded the college's phone system in association with external partners. This was a large undertaking that took several months planning and implementation

- Security at the college was enhanced in 2020 with a new automatic lock system to most of the external doors of the college. This will allow the college to immediately lockdown areas of the college in times of emergency, better control access to areas as well as keep a log of those accessing areas out of hours.
- The college has continued to gradually update the lighting at the college to LED lighting to gain the efficiency and better power savings associated with LED lights.
- The Champion Street site is fully operational and supported by Infrastructure and ICT Services staff. There are an extra 2 members of staff onsite at Champion street at various times of the day to provide day to day operational support.
- The college has continued to use external partners to aid with grounds upkeep. This has allowed the college to upkeep certain areas as well as redevelop other areas, quickly and efficiently. The efficiency gained here has allowed other Infrastructure services staff to continue working on longer scale projects.
- During the Covid-19 lockdown, ICT Services managed to support a vast number of users remotely. This led to teachers being able to deliver lessons to classes and have the confidence to do so. This required high levels of coordination and cooperation with the college's e-learning coordinator as well as teachers.
- The uptake of OneDrive as a cloud service has continued to increase with staff and students also using Microsoft Teams to communicate and access stored files. This is an important development as use of a cloud service to store files provides efficiencies of scale and spending for the college as well as ease of access to learning and work resources.
- ICT Services has now implemented a new Mobile Device Management system to improve the efficiency surrounding managing college owned mobile devices.

Looking towards 2021

- The Infrastructure Services team will be realigned to include Cleaning Services. The senior people in this team will look for improvements both in efficiency, standards, and sustainability.
- The college will look to temporarily increase the size of the Infrastructure team to provide an overlap of skills, to cover long term absences and future changes in team members
- The final parts of the implementation and training for users of the new external locking system will be carried out

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 very important. In terms of Infrastructure, this process needs to encapsulate many factors including products and solutions knowledge, commercial sector relationships, and current practice. With this practice, 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 meets 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 rigors and demands of future focused environments and are sustainable if implemented on a larger scale.

2019 / 2020 highlights

- ICT Services have continued to review new equipment as it has become available. In 2020, this review process led to the purchase of two new powerful types of computers (rejecting two further devices) as replacements for the legacy equipment in two of the college computer classrooms.

- Following the site location decision for the new ECE (2019) the college has worked with multiple partners to gain the best design with the most economical benefits for the new college preschool.
- The Asset Management practices for ICT equipment that were reviewed and updated in 2019 were extended to Infrastructure Services in 2020. Whilst there is still a long way to go, the college is now in a far better position with regards accurately recording college assets than in previous years
- Senior ICT Services Team members reviewed the risks to college in terms of data loss and disaster recovery
- Solutions for data back-up for staff members were researched and the risks balanced against costs. Following this review, a high number of our teaching and support staff have their work now protected by a further layer of data back-ups
- Research with regards redevelopment of the college has continued with multiple variations in the buildings' design analysed to get the most economic fit that still meets the future demands of the college's learners and staff.

Looking towards 2021

- 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.
- Infrastructure Services will research and review pricing and potential contractors for the new ECE building.
- Infrastructure Services will continue with the project to accurately recording Infrastructure assets, their location and value
- Following the data loss and disaster recovery analysis, ICT Services will research any further ways of reducing risk to users and data as well as present findings to the Senior Management Team
- With the new college buildings needing a large amount of fixtures, fittings, learning equipment etc, the review of products, services and costs/prices will continue so that the college gains the best economies of scale as well as the most efficient and suitable equipment.

STUDENT WELLBEING

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 and life.

The Wellbeing team consists of an Associate Principal, a Director of Students, a Senior College Wellbeing Leader, a Head of Department Health and Physical Education, Year Advisers for Years 9-13, a Careers Department, a Guidance Department, the Nurse, a Wellbeing Team made up of staff and student volunteers 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. We incorporate wellbeing strategies in our classrooms through the curriculum and these supportive and caring relationships.

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 uses the Ministry of Education 'Everyday Matters' tool to gather data on attendance. This tool uses 90-100% attendance as their benchmark of regular attendance. The report they present to schools on a termly basis states - *'Regular' attendance is defined for statistical purposes as 90% or higher. However, Ministry of Education analysis shows every day has a cumulative impact on a child's learning and there is no 'safe' level of non-attendance.*

The table below summarises Term's 1-3 attendance at Hagley College by ethnicity as a percentage attendance within 90-100%.

2020

Ethnicity	Term 1	Term 2	Term 3
Māori	41.3%	48.8%	32.3%
Pacific	39.4%	47.1%	24.1%
Pākeha/European	45.2%	57.2%	37.8%
All	43.7%	55.0%	35.9%

In comparison with 2019, the attendance data from this source showed that for all students that attended between 90-100% of the time the figures for 2020 are up. Term 1, 2019 had 41.1% of students attending 90-100% of the time, Term 2 33.1% and Term 3, 30%. The increase for 2020 particularly in Term 1 and into Term 2 could be due to Covid-19 Lockdown which saw all students marked as present as our school was operating remotely. Continued involvement with this attendance data tool will enable us to have a closer view of attendance trends. The difficulty with this is the report format changes regularly so it can be difficult to pull comparative data. To support students with low attendance the College reviews attendance procedures, monitors year level attendance and engages with Te Ora Hou and our Rock On Team, to support students where attendance is below expectation and requires agency intervention.

Specific focus for 2021

- Continued use of the Ministry of Education tool 'Everyday Matters' to review and analyse attendance and lateness on a termly basis
- Focus on Māori as a target group
- Focus on Pacific students as a target group
- 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

Other than student attendance the Wellbeing team in 2020 met fortnightly for sharing of good practice and professional development. These sessions were focussed around better outcomes for our students. The team worked on responding to student wellbeing concerns and a key piece of work was getting an assessment overview online tool developed, trialled and implemented in 2020. This allowed students to view in their online calendar exactly when assessments for each of their subjects was being held. This is updated weekly to allow staff flexibility in assessment deadlines which aligns with the College's assessment policy. Students and tutors reported that although this could be more widely utilised by students, it is a valuable addition to enabling students to self-manage their assessment workloads.

We hosted other Ōtautahi secondary school students for a wellbeing hui that was student initiated and led with the support of Grow Waitaha. An action plan to continue student led wellbeing initiatives has been put in place to make it sustainable.

Alongside this, a student council with elected representatives also ran for the first time at Hagley College and this group had a wellbeing focus.

The wellbeing team also ran a daily breakfast club in response to student's nutritional needs.

Members of the wellbeing team also attended the Wellbeing Community of Practice as a networking and Professional Development opportunity. The wellbeing team also mapped the ERO wellbeing indicators to initiatives and programmes in the school. This highlighted, areas of strength as well as areas to focus on for 2021.

Planning for 2021

- To capitalise on the momentum of the wellbeing team and keep promoting this as a leadership opportunity for students and staff
- To align with external work around wellbeing groups and initiatives such as the Wellbeing Leads Network Group and the student wellbeing hui
- Run both the student council and a student wellbeing team so that more students can experience leadership with a wellbeing focus

An efficient and successful transition of students into Year 9 remains a priority for the College's Wellbeing Team. In 2020, we further refined and developed the Year 9 enrolment process to ensure students continued to experience a positive transition into the College. 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 began with students meeting their tutor in November for an introductory evening. Students identified as vulnerable were given the option to attend a more individualised orientation day in addition to the evening. Peer Support students were paired with Year 9 classes as part of the Year 9 orientation process at the beginning of the year and that has run intensively for Term 1 and may continue into Term 2 where there is a need. Students were formally welcomed into the school with a Mihi Whakatau on the first day and then spent time in their tutor classes getting to know each other and classmates and working with the peer support leaders for their class. Other parts of the transition process have been the Meet the Teacher evening in February, and the Year 9 Profile meetings held in March.

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 student's 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 2021

- Identification and training of new Tutors for 2021.
- Continued Professional development of staff in restorative practice.
- Regular meetings will continue to be scheduled for staff to discuss students learning and wellbeing. Tutor-led meetings involving classroom teachers will run twice a term. Year Advisors will also meet with tutors regularly so the information from their meetings are distributed with Year Advisors. Any students that are identified by the Year Advisor 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.
- Reviewing the three-day orientation programme and planning the 2021 programme.

Careers

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 students' selected career choice.

2020, saw our Careers team become more visible within the wider College and the consolidation of clearly defined staff roles and regular meeting times meant the Department remained productive across all tasks and events. Our SMS (Student Management System) is the primary place to store careers information meaning all staff can access, collect and share relevant student information. Careers profiling occurs across a range of means from class visits to individual appointments. Year 11 students takes place during Hauora classes. Year 12 students are profiled in within scheduled classroom time in Term 3, and year 13 student are profiled through targeted appointment times.

A collaboration was piloted between Careers Education and Tertiary Psathways which has led to a plan to support our students going on to tertiary education throughout the year.

A further collaboration was developed between Careers and the senior Year Advisers to ensure a clear process exists for students considering transitioning out of Hagley to further education or employment. This saw fortnightly meetings scheduled to maintain open communication between key areas of the school to allow effective transition.

Planning for 2021

- To continue to career profile all senior students in a more structured approach using a range of means
- Maintain the Careers Bites newsletter for tutors to use to communicate courses and events with students on a weekly basis.
- Implement a modified Gateway programme for interested students with successful outcomes.
- Gathering detailed student leaver data will enable wellbeing staff to identify trends in the data and develop a plan to follow up on student leavers to maintain support and contact with our community

Learning Enhancement Team

A key element of the work led by the Learning Enhancement Team is around successfully engaging and monitoring students that are at risk of not achieving for a range of reasons including learning challenges and or the need for additional pastoral supports. The team meet weekly as a collaboration between key members of the wellbeing team and learning enhancement. Students are identified, added to a support register and progress is monitored by a designated person from the team. As there are often more than one member associated with supporting the student the meetings are invaluable for communicating concerns and successes and using this to inform practice. Part of the brief of this meeting, is also to support successful transition of students. 2020, will see streamlining of processes such as the online register and better disseminating of information to wider staff such as Year Advisers who are often part of the referral process.

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. This is only used after classroom based behaviour management strategies have been implemented but not effective.

The table below shows the nature of our fast track data over the last three years.

Term 1 2016	86	Total 2016	298
Term 1 2017	37	Total 2017	149
Term 1 2018	30	Total 2018	203
Term 1 2019	24	Total 2019	166
Term 1 2020	39	Total 2020	157

Stand down and suspension data is also an indicator of engagement with school and in 2020 Hagley College had 24 stand downs, 6 suspensions and as a result one student was excluded after failing to meet Board of Trustees conditions.

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. It is important to note that students were taught remotely for the end of Term 1 and into Term 2 so this will be reflected in the data. It is also useful to note that there were a number of repeat offenders when it came to being fast tracked which may indicate more work needing to be done around repairing the student/teacher relationship and taking more time over this before a student returns to class.

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 2021

- Collaborate with the Senior Leadership Team on the delivery of a Professional Development Plan that reflects the strategic goals of the kura
- Review and provide ongoing support on restorative practices and techniques for all staff level using both external and internal expertise.

- Align school systems and policies with a restorative or relational approach
- Respond to trends in pastoral data, on a monthly basis, by sharing the data and providing resourcing and support to address specific behaviours.

In 2020, Hagley College further developed our academic conferencing led by tutors with students and whānau. Due to Covid-19 the first academic conferencing day was postponed with tutors meeting students individually but the September conferencing opportunity went ahead with whanau. The documentation that supports academic conferencing proved valuable for students and parents in monitoring success towards NCEA.

Planning for 2021

- To further review the reporting and conferencing timeline so that academic conferencing aligns with reporting
- Continue to promote the role of the tutor so it enhances the conferencing experience.

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 2020 in that wellbeing staff were involved with Professional Learning opportunities both as a group and as individuals. Specific wellbeing professional learning was delivered through the Positive Education conference and our involvement in the Wellbeing Community of Practice.

A specific focus on restorative practices as professional development for 2020, saw both staff and support staff attend a full day training on the basics of restorative practices. This linked to the schools PLD focus on creating a mana enhancing environment in our classes. Follow up to this included reviewing resources and offering follow up in small groups around a specific focus. Further training would be useful for support staff and staff members meeting with students where there are behavioural concerns that are not being resolved through other means. 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 feedback opportunity at a team meeting to share the impact.

Planning for 2021

- A clearly defined Professional Development Plan for 2021 will allow staff to make connections between the PLD and the school strategic goals
- A clearly defined PLD plan for support staff will work alongside teaching staff PLD and address areas that were identified by support staff in a 2020 survey around what they need to develop expertise related to their specific jobs in the school
- To further our work with Margaret Ross to share her expertise around behaviour management with our Year Advisers. This will align with the work on restorative practices.
- To continue working with Health Promoting Schools around our focus on eat, sleep and move to positively impact student wellbeing
- Capitalise on the Christchurch East wellbeing study and use key learnings to focus our wellbeing work at Hagley. This may occur in conjunction with our Kāhui ako achievement objectives

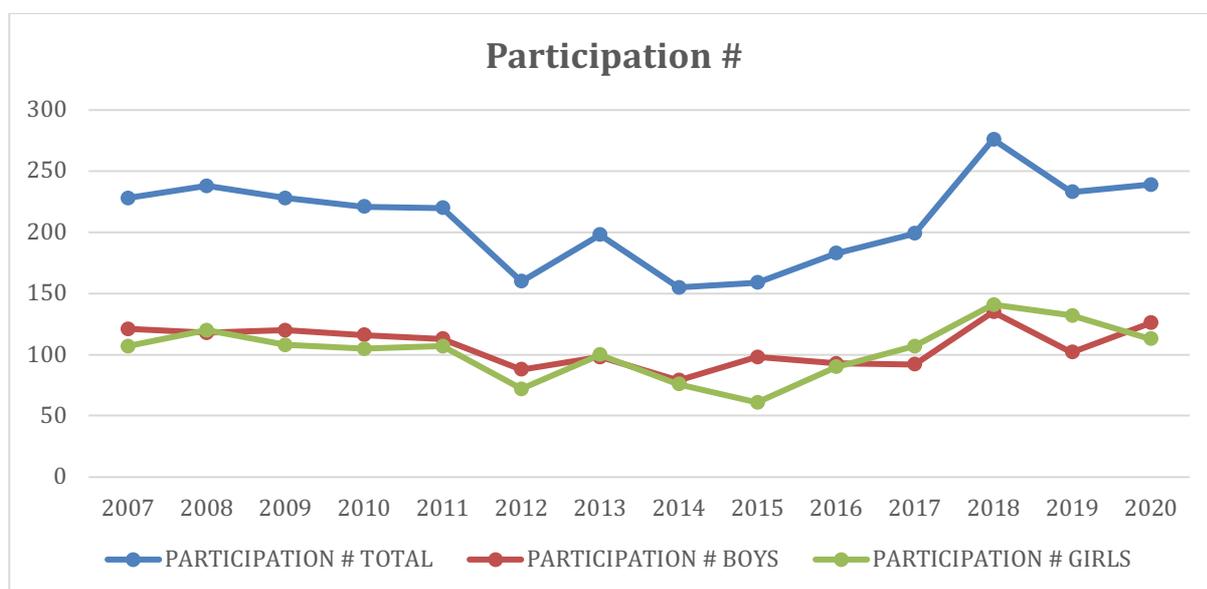
Outcome 3

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 2020, the primary focus was to build student leadership opportunities across all year levels. This involved the implementation of a student council led by the student representative on the Board of Trustees. This group fundraised for students needing bus money, breakfast and lunches, contributed voice to the strategic goals, planned and implemented events and worked on a nutrition policy.

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 2020 was no different. To maintain sports numbers during a Covid-19 year is a great achievement. The highlight being our ki-o-rahi team being selected for Nationals held in Waitangi in April 2021.



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 offsite 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.

Education outside the Classroom excursion data showed that a small number of Departments were utilising this context of learning, in some cases significantly, with many Departments not incorporating these experiences into their programmes of learning much at all as yet.

Planning for 2021

- To run a student wellbeing team to support the student council but focus specifically on initiatives that promote positive wellbeing for students
- To continue to develop Peer Support at Hagley. This will include Year 12 students being involved in Peer Support for the first time to allow some continuity year to year
- 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
- Continue to support student led wellbeing initiatives run across Ōtautahi
- Continue to grow sport within the capacities and structures we currently have, to include more students attending tournaments and local competitions

- To encourage staff to incorporate an authentic learning experience by offering Education outside of the Classroom.

Outcome 4

Use student, whānau and teacher voice to improve student wellbeing

The impact of Covid-19 on student wellbeing was significant and we are still understanding the implications of this on our young people. A survey conducted towards the end of lockdown showed that students found not attending school hard and found that they preferred face to face learning and missed the social aspect of school. Students also reported that they were concerned about their wellbeing during lockdown. On the return to school our student attendance got back to the expected pre-lockdown rate very quickly. Further work around understanding student engagement with remote learning is being undertaken.

Around 700 students were also surveyed as part of the strategic planning process for 2021-2024. As part of this process and the follow-up workshops students identified areas that they thought the school was doing well and areas that they would like to see changed. Many of these had a wellbeing focus and although often operational in nature they were responded to. An example of this was the condition and quality of water fountains. These surveys emphasised how important staff, students and whānau value the culture of diversity and inclusion that exists at Hagley as well as identifying Careers Education and Pathways for students in preparing students for their future as being significant to student success. Students and whānau also highlighted the positive and caring relationships between staff and students at Hagley College.

Student focus groups were also set up to provide feedback on the Year 11 Hauora Programme. Students identified elements of the programme that they deemed beneficial and aspects of the programme that could be tweaked to move it forwards. Although this feedback is often contradictory it gave students the opportunity to reflect critically on the content and nature of the teaching and learning within the programme.

The wellbeing team remains the key source of teacher voice and the representation of wellbeing in staff and support staff PLD is an ongoing means of this voice. In 2020 this focussed on restorative practices.

Whānau voice happens through a range of means, In 2020 we again held a successful Matariki Māori hui held for whānau which was very well attended. The numbers exceeded expectations and we are keen to grow this even further. Whānau were happy to be involved in the College and continued growth in Te reo Māori programmes throughout the kura has meant closer links to our Māori community. Te Urungi, a Māori akōnga, kaiako and whānau leadership group was set up and ran for the first time. This group provided valuable voice into our strategic planning and were significant contributors to gathering voice of our 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. Due to Covid these were restricted to an evening for new Year 9 (2021) parents around preparing your adolescent for econdary school and a beginning fo the Year event that introduced parents to the wellbeing team.

Planning for 2021

- All new students in Year's 12 and 13 will have an individual interview with an appropriate year adviser to support goal setting and assist with the settling in to a new school
- Continue to develop the role of the tutor as a means to gather student voice around wellbeing
- Gather strong whanau voice through an online feedback form available in the wellbeing part of our school website
- Develop a strong link between learning and wellbeing professional development based on high expectations for all, mana enhancing environment and growing global citizens

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 2020 was to review and develop the role of the Tutor in the College. This was a significant undertaking which saw the continuation of the Year 11 Hauora Programme into 2020, the refined version of the Senior Wellbeing Modules and a well resourced tutor time to support student learning and wellbeing.

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 twenty student receiving this targeted intervention.

2020 also saw the review of our crisis management procedures and we conducted a full school lock down drill and full evacuation. This was successful and will be revisited later in 2021 as part of our annual crisis management procedures.

Key developments planned for self-review across the student wellbeing portfolio for 2021 are:

- To evaluate how the Year 12 and 13 wellbeing modules have contributed to student wellbeing outcomes
- To identify target areas from the mapping of the ERO wellbeing indicators and target specific focus areas
- To review specific mentoring programmes such as our Pacific students group and the mentoring programme run by Te Ora Hou

STUDENT LEARNING

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. After 3 and HALC will be reported on separately.

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, collaborative 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 ākonga'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 ākonga's engagement with learning and achievement

Focus on 21st century learning and transferable skills

- Following on from our review of the junior curriculum in 2017 and 2018, the Years 9 and 10 curriculum was updated in 2019 to reflect the OECD's 21st century seven learning principles. Compulsory subjects for Year 9 and 10 students are English, Maths, te reo Māori, Science, Social Studies, Health and Physical Education. A significant aspect of the junior curriculum, however, is Kete Wana, our 'basket of inspiration', led by Director of Students Year 9-12, Suzanne Waters, which offers students greater agency in pursuing new skills in areas of interest to them from a large menu of 12 week block courses. 2020 was the second year of Kete Wana where students make six choices of courses each year. In 2020 course

¹ Organisation for Economic Co-operation and Development

selection has moved to an online process and there is continual review of the content and structure of Kete Wana. Most programmes are offered to combined classes of Years 9 and 10 students and this is reported by teachers to be a very successful change. A challenge we are continuing to address is that, while we offer choice to students, the New Zealand Curriculum (NZC) requires all students to engage with all eight learning areas, including the Arts and Technology which also includes Digital Technology. As detailed below, teachers have been engaging with 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 across the curriculum. In 2019 a mapping process was set up to monitor students' choices to ensure that, over the course of two years in Years 9 and 10, students cover the eight learning areas. Further work occurred in 2020 to refine this monitoring system.

An analysis of this monitoring process shows that the majority of students have covered all learning areas. Where a student hasn't covered an area, this has usually occurred as a result of wider social considerations, including mental health. Tutors have been involved in advising and guiding students with Kete Wana choices and this has strengthened their understanding of each of their students interests and goals. Further work is being undertaken to automate the tracking of coverage to link with the college database.

Curriculum integration and collaborative practice

- In 2019 and 2020 the progression towards curriculum integration in Years 9 and 10 has continued. The two Year 9 connected classes in 2019 continued into Year 10 in 2020. One further Year 9 connected class was introduced in 2020.

The connected classes at Year 9 and 10, led by Social Sciences HOD, Tamara Yuill Proctor, are based on three phases of learning, moving students from surface - to deep-to transference learning. Students work on a range of activities based around student- led inquiry and subject specialist teacher directed learning. The pedagogy that underpins these classes is based on both the science of learning (cognitive psychology and cognitive neuroscience) which includes the OECD's seven principles of learning² as well as relevant pedagogical content knowledge.

In these classes the curriculum has been connected across English, Science and Social Studies and in 2021 Maths will also be involved at the Year 9 level. These classes follow a transdisciplinary framework with learning connected around the United Nations sustainable development goals³ to provide a real-world context at a local, national, and international level. Year 10 students focus on the concept of Global Citizenship at local, national and international level.

As part of the review of this innovation, both student voice and teacher voice has been collected and it has been very positive. Teachers collaborate through weekly face- to- face meetings with the other teachers and online. A significant advantage identified by teachers is that the connected approach enables curriculum design which centres on the deeper learning which results when the barriers of silos are lifted. Teachers find the collaborative face-to-face meetings important as they are also a weekly time to discuss students and their needs, and provide a targeted approach across the learning that week. They have reported that this has supported teachers and students and led to consistent behaviour management.

One unexpected issue that has emerged, however, as part of this process is that the introduction of connected classes has tended to encourage a two- tier system, as the selection process into connected classes has tended to favour the self- motivated and self- regulated learners.

To address this in 2021 and to further build teacher capacity around collaborative practice and teaching in this connected way, all departments have been asked to consider a connected approach to curriculum

² <http://www.oecd.org/education/ceeri/50300814.pdf>

³ <https://sdgs.un.org/goals>

delivery in Years 9 and 10 for at least one unit of work from Term 2 onwards. Professional development will be provided for teachers in Term 1 to equip them for this change. This will mean that in 2022 the learning in all Year 9 classes will incorporate aspects of the connected curriculum. Clearly, this approach will not be without its challenges, however, as real connected learning requires several iterations of inquiry to fully embed the process both with teachers and students.

- A pilot collaboration/ team teaching model was introduced into Year 11 English in 2019. This has involved two teachers working together with two mixed ability English classes for 2019 and 2020. The initial model was organised to allow for a workshopping approach which involves teachers often working with students in small groups. The intent of this model is to more effectively differentiate and personalise the learning for students and to begin to remove the barrier of two levels of classes (ENI and ENA).

Results in 2019 suggested that this model delivered better outcomes for students and the decision was made for all Year 11 English classes to move to the mixed ability model in 2020. Results are positive with 48% of students achieving 14 or more credits. However, 57.2% of Year 11 students at Hagley achieved 80 credits across their subjects so it would appear that more work is required in English to raise the number of students achieving 14 or more credits to at least match Level 1 certificate achievement of 57.2%. Furthermore, the percentage of students achieving 10 or more credits (71%) suggests that there may be a need for further emphasis on teacher tracking in the last part of the year.

- In 2020 a new Year 13 course, Impact Project, was offered for the first time. Impact Project enables students to work individually or collaboratively on a range of relevant real-life projects. A highly flexible approach to course development is a feature of this course where students use their interests and passions from another subject they study at Hagley College to research, design and create their project. Students have key stakeholders from school and also industry who support and guide the project. In 2020 student projects included: painting a mural for the preschool, design a website for the elderly to develop links in the community and create a short film on teenage decision making. Impact Project is a University Entrance approved course where students can achieve 14 credits from within the Generic Technology domain.

In 2020 student results were:

Achievement Standard	Withdrawn	Not Achieved	Achieved	Merit	Excellence
91608	4	2	5	5	2
91610	4	1	6	5	2
91611	10		6		2

This highly successful pilot paves the way for subject areas to take a more flexible approach to course development. Going forward, teachers will be encouraged to consider drawing assessment opportunities from across learning areas and learning levels and in 2021 HODs will be encouraged to place this lens over their course development planning for 2022.

Planning for 2021 also includes working with Grow Waitaha to explore opportunities for developing a connected curriculum at senior levels. Funding from Grow Waitaha will support this and an initial meeting to scope this will be held with Lex Davis of Grow Waitaha in March 2021.

- In 2020 the Science department planned to move to a model for Year 11 Science which could give students greater flexibility and opportunity in Science learning. The existing model had two levels which meant that some students encountered barriers to entry to some courses. 2021 has seen the introduction of 11SCI classes only and in three option classes two classes are blocked together to allow movement and flexibility across the two classes within the option line. It is intended that this initiative will be monitored over the course of 2021 with a view to broadening the choices that students experience.

- In Terms 3 and 4 2020 a new partnership course with UC (linked to the kāhui ako⁴) was implemented. This course, true to its name, was designed to be a 'Fast Path to Engineering and Product Design' degrees. The course was taught in the After 3 by Dale Leckie and was a course which focused on Physics and the Maths needed for Physics – all of which ultimately leads on to Engineering at UC. 10 students enrolled for the course and it was completed successfully by five students. The intention is that these five students would go on to do a summer school foundation course at UC and then enrol in first semester Engineering at UC. It is hoped that as a result of the success of this inaugural course there will be an opportunity to repeat the course in 2021.
- In 2020 early discussions were held with other local schools around the establishment of a Climate change campus on red zone land around the former Avonside Girls High School in Cowlshaw St. This initiative has been led by former Christchurch Mayor, Vicki Buck, and it has the backing of MOE. Further discussions are continuing and the model has been adapted to include several primary schools.

The new campus, renamed Ōtautahi Climate Action Campus, will be led by Ao Tawhiti. "The vision is to create a climate action campus that will deal with all aspects of climate change and environmental and ecological improvement for students and teachers in Christchurch. This will be an education facility which will focus on the science of climate change and all practicalities, actions and opportunities that come from that. It will extend the curriculum to include NCEA level 1,2 and 3 and provide a model for other areas of New Zealand, and other countries, to provide real learning opportunities in a time of climate and ecological crisis."⁵

While there is no immediate plan for Hagley to have significant involvement with the new campus, Hagley has signed a Memorandum of Understanding which will allow us to provide access for students to the campus, should it be sought.

Reporting

- Changes to our reporting processes in 2019 offered the opportunity to revamp our junior and senior reports to allow a much stronger focus on our six transferable skills: self- regulation, maker mindset, collaborating, communicating, thinking and contributing. As part of this process teachers were provided with models to support their report writing. This focus has continued in 2020, and it had been planned to extend the real- time reporting occurring in the senior college into the junior college, but with the loss of time as a result of the COVID lockdown, adjustments were made to the reporting cycle and real- time reporting for Years 9 and 10 students was put on hold. It is hoped that this initiative can be progressed in 2021.
- In 2020 all leaders of subject areas in Years 9 and 10 completed a "value added" exercise to surface how they were able to demonstrate that they were adding to their students' knowledge and skills. Advice and guidance were given to teachers on better "value added" practice where needed and HODs were also asked to report on this process as part of their subject review. In their subject review document several departments identified that this was an area which still requires work and this will be monitored in 2021.

Professional development for teachers has been sourced to upskill English and Maths teachers in using e-asttle to show added value as well as to use it as a "next steps" tool for students and whanau. Years 9 and 10 teachers addressed this as part of their collaborative inquiry by developing rubrics which can show progression.

⁴ <https://www.education.govt.nz/further-education/communities-of-learning-kahui-ako-information-for-postsecondary-education-and-training-providers/>

⁵ Ōtautahi Climate Action Campus Information Pack for Schools

Building planning for curriculum

- Planning for building redevelopment has continued in 2020. This has included detailed planning meetings with relevant curriculum leaders to inform planning for the design of appropriate spaces which can enable teachers to deliver programmes supporting 21st century pedagogies, including one of the OECD's seven principles of learning⁶: building horizontal connections. In 2021 all HODs will be asked as part of their curriculum planning for 2022 to consider developing senior programmes which allow more natural cross-overs across subject silos. Some natural connections already occur, but further development in this area is desirable.

Te Reo Māori

- Curriculum and staffing planning took place in 2019 to enable two hours delivery of te reo Māori in all Year 9 classes in 2020. This meant that Year 9 English programmes reduced from four hours to three per week. A similar curriculum planning shift took place in 2020 to enable the continuation of two hours of te reo Māori for all Year 10 students in 2021.

It is hoped that one of the long term effects of this initiative is to increase the numbers of students studying te reo Māori in the senior school. Numbers appear to be growing gradually so that Year 13 te reo Māori was able to be offered as a separate course in 2020. Clearly this growth will need to be promoted in an ongoing way and students will need a high level of support and encouragement from across the school to see the importance of taking their learning of te reo Māori to Year 13.

The 2020 class composition and placement meetings identified that we had a number of students strong in Te Reo Māori. A Year 9 class grouping was created for 2020 to ensure these students received further language tuition at the appropriate advanced level. While it is difficult to measure the value of this class in supporting language growth it would seem that there were some significant behavioural/ social issues within this class which would lead us to question whether to follow this pathway in the future. There is not a significant number of bi-lingual students in the 2021 cohort so no affordance has been made for such a class.

NZ History curriculum

In September 2019 the Government announced their plan for NZ history to be taught in all schools and kura from 2022. The proposed changes to the new NZ history curriculum have now been published for feedback. In 2021 it will be necessary to work with the Social Science department, in particular, about the implications of these changes with respect to the delivery of this revised curriculum.

Specialist schools

- In order to respond to the changing patterns of enrolment there is a need to keep specialist schools under review. In 2019 changes were made to the School of Dance whereby hours for Dance were taught within the Theatre Company. The review also identified the need to reduce teaching Hours in the School of Cuisine for 2020, and this led to the School of Cuisine being put on hold for 2020.

More planning has occurred in 2020 to support these two specialist schools, in particular, to be sustainable. In 2021 the specialist Dance programme will be repackaged as the Dance Project and will be an 8 hour part time programme staffed by the Dance teacher, without the extended use of external Dance tutors, as has been the case in the past. Planning has also occurred for the rebranding of the School of Cuisine as the Creative Cook programme. This is a 12 hour part- time programme which will be taught by a new- to -Hagley chef/ teacher in 2021.

⁶ <http://www.oecd.org/education/ceri/50300814.pdf>

- Applications for two new New Zealand Certificates: The New Zealand Certificate in Career and Study Preparation (for the Pre- Health specialist pathway programme) and the New Zealand Certificate in Early Childhood Care (for the Early Childhood specialist pathway programme) were approved by NZQA in December 2019. In 2020 no awards were made for the NZC in Career and Study Preparation but 10 students were successful in achieving the NZC in Early Childhood Care. One of the complications which has arisen in awarding certificates in the NZC in Career and Study Preparation is that as part of the certificate students need to complete a module at Ara in Academic Communication Studies. Our MOU with Ara waives the enrolment cost for students but many of the students are on a Domestic Student visa and therefore would need to pay international fees to attend Ara. Discussions about this will be held with Ara in early 2021 to attempt to resolve this issue.

Tertiary pathways

This area of the College has grown significantly in the last three years and is led and reported on (below) by Tertiary Pathways Manager, Emma Lumb.

Certificate in University Preparation – UC partnership programme

- 2020 held some extra challenges for CUP and the *Academic writing and study skills* course. Even before Covid-19 the team had focused on enhancing the use of Learn, UC's digital platform, with continued PLD and course development to make the course more flexible and accessible for students in varied situations. A course materials book as a resource for students was also introduced.

A significant issue for teachers over the lockdown period was the lack alignment between Hagley's term dates and UC's. The result of this was that Hagley teachers had no break over the lockdown period. Teachers worked hard to maintain contact, identify needs, deliver devices and assist students to adapt to remote learning.

	UC@Hagley students			Hagley only students			Totals		
	Number enrolled	Number passed	Percentage	Number enrolled	Number passed	Percentage	Number enrolled	Number passed	Percentage
Sem 1	90 initially	53/90	58.9%	19 initially	9/19	47.7%	109 initially	62/109	56.9%
	3 official WD	53/87	60.9%	4 WD	9/15	60.0%	7 WD	62/102	60.8%
	87 retained	53/63	84.1%	15 retained	9/14	64.3%	102 retained	62/77	80.5%
	24 unofficial WD			1 unofficial WD			25 unofficial WD		
	63 retained			14 retained			77 retained		
Sem 2	78 initially	46/78	59.0%	26 initially	15/26	57.7%	104 initially	61/104	58.7%
	2 official WD	46/76	60.5%	2 WD	15/24	62.5%	4 official WD	61/100	61.0%
	76 retained	46/69	66.7%	24 retained	15/17	88.2%	100 retained	61/86	70.9%
	7 unofficial WD			7 unofficial WD			14 unofficial WD		
	69 retained			17 retained			86 retained		

Totals	168 initially	99/168	58.9%	45 initially	24/45	53.3%	213 initially	123/213	57.7%
	5 official WD	99/163	60.7%	6 WD 39 retained	24/39	61.5%	11 WD 202 retained	123/202	60.9%
	163 retained	99/132	75%	8 unofficial WD 31 retained	24/31	77.4%	39 unofficialWD 163 retained	123/163	75.5%
	31 unofficial D 132 retained								

- After a review of first semester the decision was made to move to a blended model for semester two, with one day on campus and one day taught remotely.

13 Tertiary Preparation

- 13TTP was a new class in 2020 that ran for one session (1hour 40min) once a week. The course was introduced in response to research⁷ which promotes the importance of preparing students, particularly priority learners, for their transition to university. The course provides an opportunity for Hagley students to access the learning available to students in CUP.

The class size was significantly impacted by Covid, with several choosing to drop the course to allow them to prioritise other subjects. For the three students who engaged in the classwork, each achieved at least one of the two level 4 standards - all who attempted the standards achieved. Students were positive about the value of doing the course, and each gained confidence in their skills, and spoke of feeling more confident about heading to university.

Currently there are 24 students in the class for 2021. An evening class, taught remotely, did not run due to insufficient numbers.

Catch Up College 2021

- Again, our January Intensive was considerably impacted by Covid, given the changes NZQA brought in for the UE requirements for 2020. We brought to NZQA’s attention complications with the usual way of reporting credits from summer programmes, initiating unprecedented changes to result reporting. The changes required by NZQA for us to report results back to students’ 2020 schools significantly increased the communications and liaising workload for the NCEA Administrator, but all has run very smoothly. Because results were released a week later than usual, we introduced a shorter official enrolment period of just four days, as well as the use of online forms for enrolments and interview booking.

Numbers are slightly down on previous years: Intensive = 76, and 6 so far enrolling to complete qualifications in time for a semester 2 enrolment. It seems likely that the requirement to only have 12 credits in each approved subject, and the awarding of Learning Recognition Credits, has meant many students who in a regular year may have required Catch Up have been able to gain their qualification based on their work during the year. Fourteen 2020 Hagley students enrolled to take advantage of the January Intensive to complete their qualifications.

Transitions Collaborative

- One of the College strategic goals in 2020 was to “Enable students to effectively transition to further learning or their chosen pathways”. As part of this, Tertiary Pathways has joined with Kim Swann

⁷ (Callister et al, 2006; Centre for Studies in Multiple Pathways, 2011; Hilman, 2005; McCarthy, 2002; PPTA, 2014).

(Careers) and Sarah Denny (CALD Transitions) to coordinate and develop our overlapping transitions initiatives and work.

As part of our Transitions Collaborative, we offered some introductory sessions to Hagley students heading to university, making explicit the differences between NCEA and university assessments, and the impact that those different systems have had on thinking. In 2021 we aim to develop an academic culture to allow students at Hagley who intend to go on to tertiary study the chance to meet, connect, support and hopefully motivate each other in fortnightly meetings.

A further initiative of this group is to work on demystifying university study for students, with a particular focus on Māori and Pasifika priority groups. One example of this is the plan to introduce APA referencing as a default format for citations and references as this will be a tool which students will need to be familiar with very early in their tertiary study.

Elearning

- Significant progress has been made by the elearning leader, Nathan Walsh, in upskilling teachers in elearning strategies and approaches. The eLearning Leader's role is guided by Hagley College Strategic Goal 2 which is to increase student achievement and engagement in learning. In 2019 and 2020 the eLearning Leader provided professional learning and development (PLD) and support by working directly with curriculum leaders and departmental staff, providing professional development to all staff. All PLD and support was based on staff feedback and need. Topics ranged from gaining student voice via Microsoft Forms, enabling collaboration via OneNote Class Notebook and using Stream to support students working at different levels of learning. In 2019, 23 staff PLD sessions were offered and 53 staff (some staff attended multiple sessions) attended the sessions.

In 2020, 20 face- to- face staff PLD sessions were offered and 21 staff (some staff attended multiple sessions) attended the sessions. There were also a large number of 1:1, curriculum area and full staff PLD sessions offered during the remote learning period. A large number of staff were engaged with remote learning PLD during this time.

In 2020, through a kāhui ako initiative, the elearning team has been expanded to include two other part time teachers. Both of these teachers are engaged in projects to support teachers with elearning and this will continue in 2021. Another aspect of this support in 2021 will involve all of the team running orientation sessions for Year 9 students, particularly regarding the use of Teams.

Lockdown as a result of COVID

- Due to the COVID pandemic, Hagley College was closed for instruction from Wednesday 25th of March until Tuesday 28th of April, and school did not fully reopen to all students until Monday 18th of May. In the week leading up to the remote learning period, all Hagley College teachers were provided with or offered PLD by the eLearning Leader, ICT staff or eLearning 'champions' within each Curriculum area. PLD primarily consisted of using Microsoft Teams – Hagley College's platform for blended and, later, remote learning. Some staff and students were already familiar with using Microsoft Teams as it was part of everyday blended teaching and learning.

During remote learning, 74% of staff were confident they could meet the needs of their learners and 58% of students were confident they could learn well during remote learning. For many teachers, remote learning consisted of one video call to each class call per week followed by independent learning tasks. Key messages for teachers during this time was to focus on student well-being and to have lower work output expectations of students in all year levels.

NZQA formulated a response to these difficulties created by the need for lockdown which including revising expectations for some learning areas, particularly those involving performance eg Drama. NZQA also provided templates for the collection of evidence, particularly for external standards to ensure quality evidence was collected in the event of the need for derived grades. Later in the year, NZQA announced a reduction in the number of credits needed for Levels 1/2/3 certificates, with the introduction of Learning Recognition credits (maximum of 10 for Level 1 and a maximum of 8 for Levels 1 and 2). Credit requirements for Level 3 approved domain subjects reduced from 14 to 12 for 2020.

The remote learning period was a challenging time for students and staff at Hagley College; however a positive outcome is that a larger number of teachers are using Microsoft Teams as part of their everyday blended learning teaching practice.

Digital technologies

- MOE professional development funding was sought in 2019 to work on the implementation of the Digital Technologies curriculum in Years 9 and 10. This involved engaging the services of ImpactEd to work initially with HODs, followed by whole staff professional development. Elearning leader, Nathan Walsh, has played a key role in the organisation of this.

Further work on the implementation of the Digital Technologies strand of the curriculum has occurred in 2020. ImpactEd representatives facilitated professional development over two full days to HODs and TICs Junior programmes from each department. The plan is for these 'champions' to work across their departments to build further capacity.

Further professional development to extend teacher knowledge is planned for 2021. A Year 9 and 10 Digital Technology curriculum matrix has been developed to determine current coverage of the curriculum, and where further focus is needed across the Junior College.

Learning enhancement

The Learning Enhancement team, led by Kathy Constable, continues to support and resource teachers in a variety of ways to help students who are at risk of underachieving to reach their potential. Some specific initiatives which occurred in 2019 – 2020, as well as some initiatives planned for 2021 are detailed below:

- New entrant assessment at year 9 in 2019 and 2020 showed that approximately 15% of students operate around curriculum level 1 & 2, and that 40% are below the expected curriculum level 3+ for reading.
- In 2019 the e-asTTle tool was realigned by the English department to focus primarily on 'Ideas'. The administration and use of e-asTTle is anticipated to be autonomous within the department by 2021.
- English and Maths teachers engaged in professional development in the use of Asttle in 2020.
- The Maths department will begin to use of e-asTTle in 2021.
- The number of students requiring SACs continues to rise: from 78 students in 2019 to 96 applications in 2020. 77 of these students used the SAC facility in external examinations.
- Professional development re-occurred with Curriculum Leaders in 2020 to give confidence for teachers to normalise a range of assessment practice into programmes of learning. This will continue to be a focus in 2021.
- Several initiatives occurred as part of the gifted and talented framework. These included student involvement in beyond the classroom activities such as a film competition, future problem solving competition and UC's 'the amazing race'. This also included a mentoring programme for young leaders in the Rangatahi Tū Rangatira programme. A meeting was held to establish a list of students who are twice exceptional. However, more work is needed in this area to consolidate this mandated initiative. Some consideration needs to be given in 2021 as to how best to provide for Gifted and talented and/or twice exceptional students in the school.
- A new referral form has been developed to provide clarity around learning support requests. It provides a direction for the intervention, that can be student and/or teacher focused.

- In 2021 the Learning Enhancement team will set up a programme of PLD for teachers which covers many aspects of learning challenges eg literacy, specific learning disorders, academic literacy.

Outcome 2

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

Leadership development

In 2019 professional development for leaders focused on building their understandings around instructional leadership and the leader's role in working with their team to build teacher capacity to improve outcomes for students. Leaders were introduced to the Education Council's Leadership Dimensions Matrix, and asked to focus particularly on Dimension 4: the use of data, acting as an instructional leader, knowledge of effective research based PLD, and developing an understanding of collective responsibility and how to foster it. Leaders completed individual leadership inquiries over the course of the year in 2019.

Collaborative inquiry model

In 2020 we moved from teachers completing individual inquiries to a model of collaborative inquiries within departments or teams led by HODs/ Team Leaders. Leaders were encouraged to identify an area where outcomes for students were lower than might reasonably be expected, and then to facilitate a process whereby teachers collectively inquire into the issue. Identification of an issue may have arisen through observation or through analysis of data as part of the subject review process. One of the key aspects to the collaborative inquiry was to create a culture within the team where all teachers recognise that there are always ways of improving outcomes for students through teachers learning new or different approaches.

Leaders were mentored through this process by the DP Student Learning and this mentorship involved helping leaders understand the nature of collaborative inquiry through access to online resources, regular meetings with leaders individually, providing readings and research, departmental meeting visits and feedback to leaders as well as encouraging a peer observation model within the departments.

Several departments identified underachievement in a particular group or level and chose to address it through an Assessment for Learning focus on providing more effective feedback.

- The English, Maths, Art and Health/ PE departments' focus on feedback involved work on building teachers' awareness of the need to link feedback to learning outcomes as well as using feedback to develop student agency. Some teachers also worked on developing greater awareness of the different types of feedback and the ways it should be used. For example, English teachers developed greater recognition of the difference between conceptual feedback and procedural feedback, and the need to more regularly focus on the former rather than the latter.
- The Science department also began with a focus on Assessment for learning and this evolved into work on questioning strategies, self- assessment and varying modes of assessment.
- In the Social Sciences department their work had two strands – developing rubrics for effective feedback in Years 9 and 10 and a peer coaching feedback model in senior classes.
- The te reo Māori department worked on the development of a check in process (tukunga) as a means of promoting students' wellbeing.
- The ELL worked on gaining better understanding of their learners through sharing articles linked to a specific aspect of ELL teaching. The presentations of these teachers were recorded on Teams and are a very useful archive of ideas for ELL teaching.
- Practical Design's focus was on developing a matrix for the monitoring of transferable skill development and enabling this through the development of a shared language .
- Performing Arts began to focus on building student's engagement with and achievement in external examinations through an academic literacy approach. However, a variety of factors inhibited progress with this inquiry, including time constraints as a result of COVID.

Teachers were asked to record their actions/ reflections as they proceeded and then to write a summary paragraph to contribute to a shared department report. Leaders will summarise this report as part of their subject review report in early 2021.

Feedback about the power of the collaborative inquiry from teachers was very positive; they reported that the collaborative nature of the inquiry provided a great deal of inspiration and opportunity for reflection for teachers. Teachers appear to have highly valued the opportunity for professional conversations within the context of their learning areas. Other important feedback from teachers was linked to the peer observation model used in several departments. Teachers universally commented on how useful it was to see others teach and how much they learnt from the process. Many departments plan to extend the model of peer observations within their departments in 2021.

Cross department sharing around collaborative inquiries had been planned for a Teacher Only day in November for teachers to talk about their department's focus, interventions and outcomes, but this was unable to go ahead because we were required to hold a TOD linked to NCEA review. A sharing of good practice from the collaborative inquiries is timetabled for a Leaders meeting in Term 1 2021.

Further development work will occur with collaborative inquiry in 2021 with the DP Student Learning having oversight of the process, with two other mentors (DP Community and Associate Principal) sharing with the DP Student Learning the provision of mentorship to allocated leaders.

- A MOE mandated Teacher Only Day was held in November 2020 to familiarise teachers with the NCEA review of standards (RAS) and the proposed changes to NCEA. Teachers were asked to consider aspects of their current practice with regard to assessment, including literacy and numeracy , accessibility and pathways. This feedback will help to inform the programme of PLD planned for Term 1 2021, focusing on learning for wellbeing.

Outcome 3

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

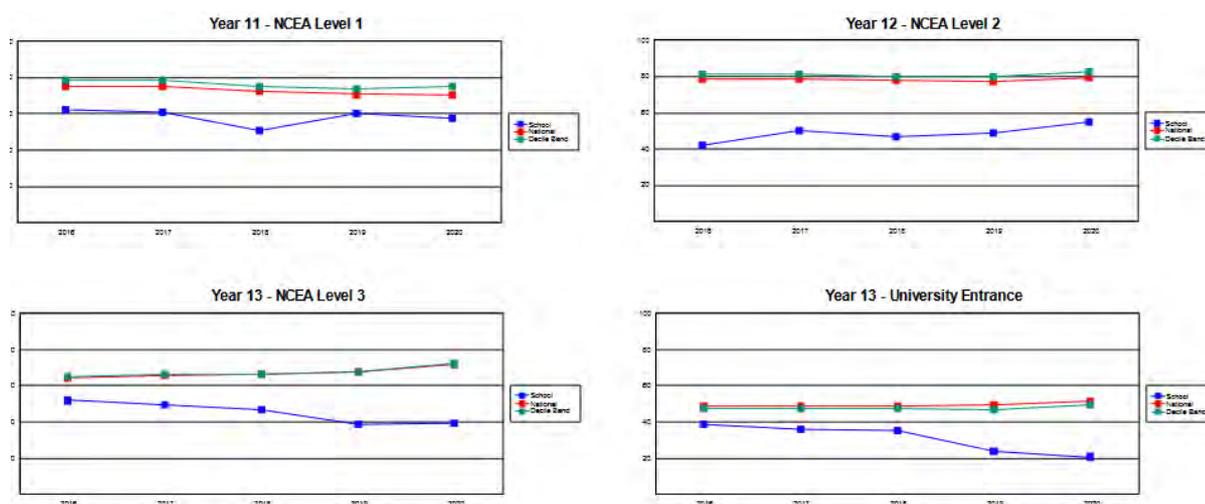
Review of assessment practice integrated with teaching and learning

Approximately 40 subject leaders attended the school's internal Best Practice workshops which are held in February each year. The workshop has a strong focus on review and are led by the DP Student Learning. 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 2021. This data was also shared with in -school and Hagley's across- school kāhui ako teachers.

In the workshop subject leaders are also prepared to write their own subject review document where they attest to matters of compliance as well as analyse their progress in 2020 towards meeting improved outcomes for at least one priority group, and additionally they set goals for 2021 linked to at least one priority group. Changes were made to this review document in 2020 to bring a greater level of robustness to data analysis for school improvement by subject leaders, encompassing both improved outcomes for teachers and strengthening of teacher practice through collaborative inquiry within departments. Further development in this area in 2021 will continue.

Whole school data

Below are graphs of overall student achievement supplied by NZQA, based on roll data.



However, the Year 12, 13 and UE graphs are not an accurate representation of student achievement as they are based on roll numbers at the two levels rather than on participation/ eligibility status (ie completing 60+ credits at the appropriate level).

As a general point, also, it should be noted that Learning Recognition credits were available to students in 2020, as a result of the COVID lockdown (maximum of 10 at level 1 and 8 at levels 2 and 3). Approved domain requirements for UE domain subjects also reduced from 14 to 12. All statistics, school, decile band and national statistics reflect these reduced requirements.

Level 1 data

NZQA's statistics show 57.2% attainment of Level 1 certificate (83/145 students).

- The achievement rate of Māori students was slightly lower: 50% (17/34 students)
- Pasifika achievement was 100% (2/2).
- The year 9 2018 cohort out-performed the total cohort: 72/102 (70%).

Level 2 data

NZQA's published statistics of 55.1% (97/176) achievement, although an improvement on the last five years' figures, do not fairly represent the actual achievement rate because 36/176 were not completing courses which would allow them to achieve 60+ Level 2 credits.

- The adjusted rate of achievement, therefore, was 69.2% which compare very favourably with 2019's adjusted statistics of 58.1%.
- Māori student achievement was lower than the total cohort at 58.3% (14/24)
- 2/2 Pasifika students achieved Level 2 certificates.
- The year 9 2017 cohort achieved below the total cohort at 64% (59/92) but this does not take into account the original cohort size of 116.
- 10/14 (71.4%) of students still at Hagley in Year 12 who identify as Māori achieved the Level 2 certificate.

Level 3 data

Again the Level 3 NZQA data of 15.6 % achievement of University Entrance does not accurately reflect actual student performance as it is based on the performance of 423 students whereas only 193 students were in programmes where they were eligible to achieve at least 60 credits at Level 3. Information regarding eligibility linked to three approved domains has not been analysed. A request has been made in 2021 for this information to be made available through NZQA's reports.

- Of these 193 students 66 initially achieved UE (34%). A further 13 Hagley students engaged with the January intensive Catch Up programme and, at the time of writing, all 13 of these had achieved UE as a result. This means that the final statistic is a 40.9% achievement rate which would be more in line with the performance of our decile band (4-7) at 44.2%.

- Adjusted Māori student achievement was 42.8% (9/21) and Pasifika achievement 13%.

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, particularly at levels 2 and 3 (UE). The real challenge for Hagley is to look at improving on results at all levels, and this should be a target for 2021.

A new initiative will be introduced in 2021 through the kāhui ako to which aims to address the achievement gap between Māori student achievement and other student achievement through the appointment of four 'lead teacher' positions which focus on Māori students achievement within those four learning areas.

Comparison of year 9 cohorts 2014-2016

Over the last three years there has been a significant improvement in tracking processes. One such important initiative is to monitor the progress of students who begin their secondary education at Hagley and who remain at Hagley until the end of their Year 13 year.

	2014 Yr 9- UE 2018		2015 Yr 9- UE -2019		2016 Yr 9- UE -2020	
Number in cohort	100		101		97	
Number still at Hagley in Yr 13	55		60		66	
Gained UE	16 -16% Year 9 cohort	29% - Year 13 cohort	20 -20% Year 9 cohort	33% - Year 13 cohort	26- 27% Year 9 cohort	38%- Year 13 cohort
Number of students eligible for UE entry	25		25		41	

The 2020 results are an improvement on the previous two years, both in achievement and eligibility. There is a need to continue to monitor this in 2021 to ensure that the upward trend continues.

Academic mentoring programme

The academic mentoring programme which was introduced in 2019, led by the Wellbeing team and Year Advisers, and implemented by tutors, has continued in 2020 and has strengthened our approach to tracking and monitoring student progress towards their goals. Further development in this area will occur in 2021.

STEM

Another area which warrants attention is Hagley's STEM⁸ data. In 2018 NZQA introduced an 'Equity in STEM' report with a particular focus on the achievement gap of Māori and Pasifika students in STEM subjects. NZQA's comparative data focuses on the percentage of students who achieve at least 14 Level 3 credits in one/ two/ three STEM subjects.

The following table (from NZQA) of the 2020 Year 13 data shows a gap in the performance of both Māori and Pasifika students and Other students in successful achievement of at least one STEM Level 3 subject.

⁸ Science , Technology, Engineering, Mathematics

Year 13 Students	Māori Students			Pacific Students			Other Students			
	Total #	Successful #	Successful %	Total #	Successful #	Successful %	Total #	Successful #	Successful %	
Achieved One or More STEM Subjects	2016	43	3	7.0%	13	0	0.0%	512	103	20.1%
	2017	53	3	5.7%	9	2	22.2%	502	101	20.1%
	2018	56	6	10.7%	11	0	0.0%	504	100	19.8%
	2019	50	4	8.0%	13	2	15.4%	387	60	15.5%
	2020	58	6	10.3%	15	1	6.7%	386	57	14.8%

While this table does not fully represent an accurate picture of student performance in STEM as the figures have not been adjusted to measure actual students participating as opposed to roll count, further analysis reveals that only 7 Year 13 Māori students and 2 Pasifika students were actually enrolled in a STEM subject. Of these students 6 Māori students achieved one STEM subject and 1 Pasifika student achieved one STEM subject.

In 2020 the STEM equity issue has been raised with curriculum leaders, and there has been an initiative within the kāhui ako to investigate attitudes toward Science and Maths in particular. This work will continue into 2021.

In 2021 there will be further encouragement and advice given to STEM subject leaders to limit barriers to entry into Science and Maths classes. Priority will also be given to ensuring that all students who wish to enrol for Science classes are accommodated, even if this means offering additional classes.

Multi-lingual learners initiative

- At Hagley, in 2020, an initiative was implemented, led by Director of Learning Communities, Sarah Denny, to enhance better outcomes for multilingual learners in mainstream programmes. Interventions focused on the use of student data, engaging with learners and their communities, and classroom teaching and learning practices.

55 multilingual learners were selected at Years 12 & 13 in mainstream programmes. 27 became a targeted focus group to investigate how learners might be supported (academically and personally), well informed regarding pathways, gain career competencies and have a clear sense of direction from where they are at, to their preparation and achievement in tertiary level study. Links were made with their whānau as well as teaching staff and year advisors.

In addition to face to face communication, on-line communication was also established through TEAMS, email, text and phone. Several learners and their whānau also used social media apps such as WeChat and WhatsApp.

- In 2021 a pilot Year 11 English class will be introduced to explore ways of raising students and teachers awareness of teaching students with diverse linguistic needs. This class will be a collaboration between two teachers as part of their kāhui ako involvement- one an English Language Learning (ELL) teacher and the other a 'mainstream' English teacher. It is intended that learnings from this pilot will be used to inform teacher practice with respect to embracing diversity in both the ELL and English departments and potentially across the school.

Subject review

In 2019 and 2020 teachers in charge of subjects conducted annual reviews of their subject area for the previous years (2018 and 2019), 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

Changes were made in 2020 to the requirements for analysing the 2019 data to inform practice (Indicator 4) so that the analysis was aligned to the goals of the school's strategic plan as well as to encourage more robust analysis of outcomes for students.

The 2019 report provided evidence that practice is improving in the data analysis area, but it is clear that there is still a need for more focused professional development for subject leaders around how they might provide more explicit evidence that they and their teachers are making a difference⁹ to students' achievement.

The addition of the indicator 'Departmental professional development is used to inform practice' in 2018 has enabled a clear picture to be gained of the important role played by strong leadership focused on learning within departments. In 2019 this was enhanced by the introduction of the leaders inquiry, whereby HODs led their teachers through a programme of professional development to improve teacher practice and hence student outcomes in an identified area of need. In 2020 the collaborative inquiry has replaced the leaders inquiry. (See Goal 2 Collaborative inquiry model above).

Subject leaders will complete a report on the 2020 year in March 2021. Further changes have been made to the reporting template for 2021 to reduce the number of indicators to four and to more clearly differentiate between a focus on matters of compliance (#1 and 2) and school improvement (#3 and 4):

- 1) Quality teaching, learning and assessment materials and procedures are used in programmes at all levels (years 9-13)
- 2) Assessment is at the national standard
- 3) Achievement data is used to inform practice
- 4) Ensuring quality teacher practice

NZQA moderation

NZQA's most recent 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.

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

⁹ <https://www.educationalleaders.govt.nz/Pedagogy-and-assessment/Building-effective-learning-environments/Teachers-make-a-difference-What-is-the-research-evidence>

such as Kete Wana and the connected learning classes at year 9, which were implemented in 2019.

- Parent/Whānau Coffee Meetings were held several times across the year in 2020, led by Director of Students, Suzanne Waters, and these will continue on 2021, with topics for discussion being driven by parent requests.
- In 2020 data were not collected with regard to curriculum programmes; rather, as part of the kāhui ako initiative led by elearning leader, Nathan Walsh, extensive data was collected from all groups regarding remote learning in lockdown. Below is an extract from the report:

“The investigation gathered qualitative and quantitative data via surveys and face to face interviews. Online survey questions were prepared by Hagley College Senior Leadership Team and kāhui ako teachers. Questions were designed to elicit a deep understanding of the remote learning experience for students, teachers, and caregivers. Online surveys were conducted using a Microsoft Form where people responded to questions allowing for option-based selections and provide open-ended qualitative feedback. Average survey completion time was about 15mins and all surveys were conducted while remote learning was occurring.

- 377 students responded to a student specific survey
- 86 teachers responded to a teacher specific survey
- 365 parents and caregivers responded to a whānau specific survey

Once remote learning had concluded and students and teachers returned to teaching at Hagley College, a select group of students and teachers were interviewed face to face. 42 students were identified by Hagley College teachers as students who learned very well during remote learning, possibly better than in the face to face classroom. Students were asked specific questions about what made their learning effective. Students were asked to name teachers who they felt were particularly effective at supporting their learning. Students were interviewed face to face by kāhui ako teachers about four weeks after they returned to school. Once student interviews were completed, 14 teachers, who were identified by students as having a positive influence on student learning, were also interviewed face to face. Teachers were asked mostly open-ended questions about their practice during remote learning.

Generally, students and teachers felt student learning progress was reduced while remote learning. 49% of students were less interested when learning remotely compared to at school learning and 35% of students felt that their learning progress was worse when remote learning. 52% of teachers felt that their students were less engaged when compared to face to face teaching and learning. Although the general findings suggest that interest and learning progress was lower when remote learning. A significant number of students (15%) who felt they were more interested when remote learning and 20% of students felt that their learning progress had improved when compared to at school learning. The Junior Learning Overview was frequently identified by teachers and parents as an important tool for students learning. The Junior Learning Overview was designed to be a ‘one stop’ location for students and caregivers to be able to see the required learning for the week.”

The full report may be accessed at <http://bit.do/HCCremote>

Outcome 5

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

A. Professional development for teachers

- The main focus of professional development in 2020 was on working with leaders/ teachers on collaborative inquiry. This work is detailed in Goal 2 above.
- In 2021 the Deputy Principal: Student Learning and the Associate Principal (Wellbeing leader) will collaborate on a programme of professional development for teachers which has as its focus 'Learning for Wellbeing'. It is intended that several learning/ wellbeing leaders will be involved in sharing the facilitation of aspects of the professional development, as appropriate.

B. Subject review processes (as detailed in Goal 3 above)

C. Developing robust teacher appraisal processes that focus on improving teaching and learning, as well as improving outcomes for learners

In 2019 teacher continued to 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 collaborated on completing a summary appraisal document which includes the identification of next steps for the teacher. This summary appraisal document took account of the types of evidence which EDUCANZ¹⁰ deem 'necessary' and 'sufficient': that is, evidence from:

- A range of sources
- A range of perspectives
- Teaching and learning
- Planning
- Improved student outcomes¹¹

Appraiser- mentors themselves completed a WIP and they were 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) presented summaries of their teachers' appraisals to the Senior Leadership Team. The SLT then completed a meta-analysis of teachers' appraisals to guide whole school improvement. The analysis identified action points for follow up with several HODs.

In 2020, however, in response to changes driven by PPTA's Accord¹² process (as part of a contract settlement with teachers), and to meet changes required by the revamped Teachers Council, appraisal of teachers was removed and replaced with the requirement for all schools

¹⁰ Education Council of New Zealand (now called Teachers Council)

¹¹ <https://educationcouncil.org.nz/content/appraisal-of-teachers-project>

¹² <https://www.ppta.org.nz/news-and-media/the-accord-what-happens-now/>

to develop their own contextualised Professional Growth Cycle (PGC)¹³ where teachers have the opportunity to meet the Standards¹⁴ for the teaching profession through their embedded practice. There was also a moratorium placed by PPTA in 2020 on the gathering of evidence as well as a recommendation for schools not to require teachers to complete an individual inquiry.

Schools were advised to begin the process of creating their PGC in Term 4 2020 through SLT consultation with teachers. This is a process which will begin at Hagley in Term 1 2021.

¹³ <https://teachingcouncil.nz/professional-practice/professional-growth-cycle/>

¹⁴ <https://teachingcouncil.nz/assets/Files/Code-and-Standards/Our-Code-Our-Standards.pdf>

LEARNING COMMUNITIES

INTRODUCTION

This portfolio focuses on the engagement and achievement of multi-lingual learners, a key priority group at Hagley, with a focus on Pasifika learners as well as multi-lingual learners of other nationalities. It also develops Hagley's After 3 pathway programmes.

KEY OUTCOMES

- 1 Enhance learner engagement and experiences for raising the achievement of multilingual learners in mainstream programmes at Hagley
- 2 Develop flexible and responsive adult learning programmes and pathways beyond the school day.

Outcome 1

Enhance learner engagement and experiences for raising the achievement of multilingual learners in mainstream programmes at Hagley

Aim:

To enhance learner engagement and experience so that multilingual learners achieve and become valued contributors to their own communities and Aotearoa society.

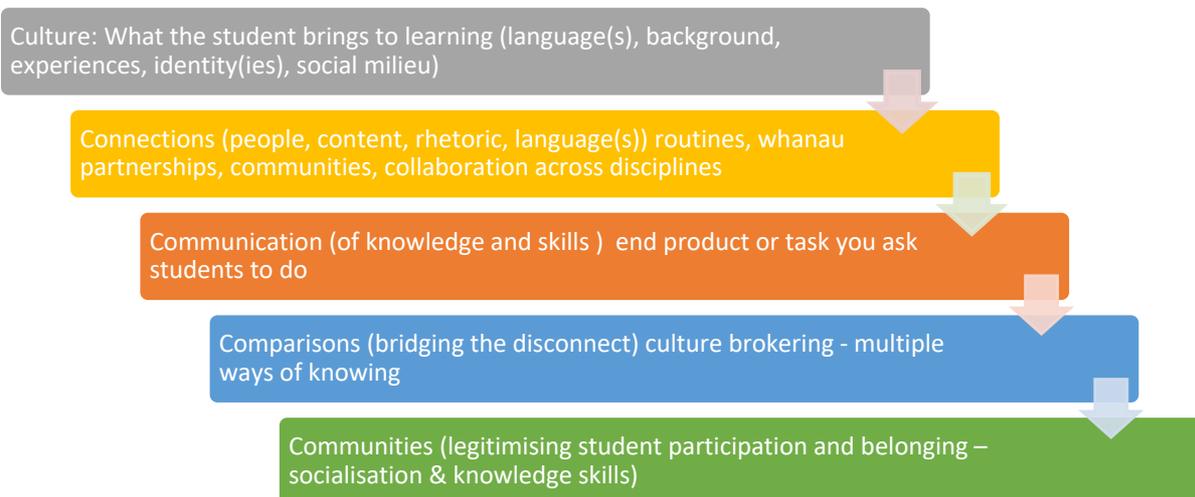
Acknowledged within multilingual groups is the special relationship Aotearoa has with people of Pacific Island descent. In particular, are our ties with Polynesia which include rights of residence and citizenship. As Aotearoa's identity continually shifts from being an outpost of the British Empire, new migrants, including those from Pacific nations, become increasingly significant to Aotearoa's identity, culture, economic and political future.

The government's education commitment is the provision of inclusive, equitable and connected teaching and learning. At the centre, is teachers supporting the progress and achievement of multilingual learners in schools. This means connecting with communities and families, alongside engaging teachers and learners in a reciprocal partnership of teaching and learning.

Learner engagement includes retention, attending class, a willingness to participate in activities and submitting work. In school, at home and in the wider community, learners work toward developing individual repertoires of language(s), tools and skills that enable them to succeed.

To engage in positive learning experiences, multilingual learners need to be able to identify, relate to and be proud of their language(s) and culture. A person who can stand strong in their identity(ies), is more likely to overcome challenges that impact their educational success. A number of teacher factors influence this. These include: feeling passionate about diversity, mana enhancing relationships, showing communities and families that you care, providing food and physical space, and being comfortable talking about things such as identity/ies, family, friends, faith, values and difference. Relationship building is the first step to engagement and engagement leads to achievement.

Integral to fostering achievement is an environment where culturally responsive teaching practices become *the norm*. At secondary school, this necessitates the explicit teaching of the language of school and/or academic literacies. These might be summarised under the 5 C's: Culture, Connections, Communication, Comparisons and Communities.



At Hagley, in 2020, several areas were identified to enhance better outcomes for multilingual learners in mainstream programmes. These focused on the use of student data, engaging with learners and their communities, and classroom teaching and learning practices.

55 multilingual learners were selected at Years 12 & 13 in mainstream programmes. 27 became a targeted focus group to investigate how learners might be supported (academically and personally), well informed regarding pathways, gain career competencies and have a clear sense of direction from where they are now to their preparation and achievement in tertiary level study.

Links were made with their whanau as well as teaching staff and year advisors.

In addition to face to face communication, on-line communication was also established through TEAMS, email, text and phone. Several learners and their whanau also used social media apps such as WeChat and WhatsApp.

Indicators

Student Achievement data:

multilingual learners are accurately identified and a range of data is used to plan pathways and support transitions

<ul style="list-style-type: none"> -up to date accurate achievement data -student voice/priorities -individual student plans -flow of data / communication between colleagues 	<ul style="list-style-type: none"> -goal setting/interview notes space on KAMAR was used regularly as a common space for learner/teacher information -pathway planning: individual student pathways were documented with a plan of how target is going to be achieved i.e. Literacy, Numeracy, 3 domains -collaboration took place and referring of students between key staff/areas CALD, Transition, Careers, Year Advisors -additional weekly liaison occurred around specific learners (Careers, CALD, Transition) -students were supported to engage with Careers and Guidance as well 'going to university' sessions
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Engaging with communities: *learners and families feel a sense of belonging*

<ul style="list-style-type: none"> -early positive contact with family -'go to' person to navigate school system (accessible & available) -multiple approaches of contact: phone, email, translation, promotional events -community leaders identified & known 	<ul style="list-style-type: none"> - 2021 goal set to investigate ways for collaboration between teachers and community leaders to co-construct learning -Pasefika whanau were contacted and invited in to Hagley – parent voice elicited -kai/group mentoring sessions were held within and across a range of ethnicities
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<ul style="list-style-type: none"> -communities' priorities identified: participation & contribution -flexible approaches: childcare, timeslots, food, transport; to reduce barriers of participation -celebrating <i>with</i>: achievements, cultural celebrations, language weeks, national cultural days, spirituality -reporting language was made accessible to learners and families 	<ul style="list-style-type: none"> -Learning Communities involvement in communities' cultural events (languages taster sessions in collaboration with A3), Tai Chi on lawn, women's only swimming, Splash Time for babies, Cooking and Dance demonstrations, Henna workshops, Belly Dancing evening, Kirant cultural night, Calligraphy, <i>neighbourly</i> dinners, water safety and tea ceremonies
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Identity: *explicit links are made between learning and identity with each learner's contribution valued*

<ul style="list-style-type: none"> -Mentor/Mentee meetings: mixed approach of planned KAMAR calendar College wide events, office 'drop ins', scheduled student group meetings, alignment with University visits, ARA -multiple approaches of contact: email, text, TEAMS, apps, College notices 	<ul style="list-style-type: none"> -affirmed student choice in identity/ies based on how learners choose to identify themselves -beyond learning <i>about</i> specific cultural practices and languages, teachers aimed to understand and share their own language, culture and identity/ies construction to learn more about intercultural competencies (starting with self) - all learners took part in comparative activities which helped move them from superficial ideas e.g. from <i>being a tourist</i> to genuinely learning (sharing food, dress, dance etc) within the experience of the <i>expert or L1</i> learner
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Contextualisation of content and Academic literacies

opportunities for learning are equitable and each learner's L1 is included as a learning resource

<ul style="list-style-type: none"> -accurately identifying students' personal and ethnic diversity so that when, what and how they learn is tailored/personalised -maintaining a focus on high expectations/ academic feedforward rather than seeing behaviours or learning characteristic of a group (eg ELLs) -provision of choice in content and assessment to respond to individual student strengths/what they <i>can</i> do rather than measuring what they can't -tasks and activities produce evidence of student learning 	<ul style="list-style-type: none"> -a professional learning focus on criteria for success and understandings of task being clearly identified and communicated to students -teachers checking in on progress toward goals -similarities and differences between use of language and understanding of content being made explicit with respect for cultural values, knowledge and practices (both ideas being valued not one replacing the other) -content at times included/was supported with stories, cultural metaphors (contextualise content– multiple ways of knowing) -teaching examples of building on what learners know and scaffolded next steps to support high levels of achievement -use of home language/s (L1) in classroom -provision of e-resources/apps that include visual material and accompanying texts that can support learners' engagement with content and class member discussion e.g. Jigsaw -extension of student knowledge and engaging learners with higher order ideas and thinking through deliberate questioning, discussion and grouping of learners
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A mana-enhancing environment:

the classroom environment protects and nurtures the well-being of the learner

<ul style="list-style-type: none">-classroom layout-groupings of students-cultural elements/bilingual signage	<ul style="list-style-type: none">-welcoming learners to help them feel accepted, acknowledged and comfortable: greetings in Māori and L1, low risk introductions, connections were structured and made in pairs/small groups (acknowledge, welcome, thank)-started to use mp3 sound bites or equivalent on name order (eg family name first), preferred name and pronunciation-acknowledgement and remembrance of National holidays, ---engagement through cultural artefacts or symbols-groupings of students enable reciprocal discussions that enable thinking to be extended on a topic
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Outcome 2

Develop flexible and responsive adult learning programmes (After 3) as pathways beyond the school day

Learning Communities in the After 3 context may be seen as communities comprising a rich web of overlapping and interacting networks and partnerships. Hagley's mission statement is *Lifelong learning accessible to all*. This is reflected in After 3 programmes which address the Learning Communities strategy: Inclusive and diverse programmes, Equitable access to education, services and resources, Community/learner participation and contribution to decision making, and Celebrate diversity (inclusion and connection).

Learning throughout life is important for social, cultural, economic and civic reasons. After3 involves all forms of learning and takes place across many disciplines and contexts. In 2020, After3 spanned formal and informal modes of learning, with home and wider community stakeholders providing important contexts for learning. The impact of COVID19 and associated growing reliance on technology, increased the influence of self-directed learning and provided new ways to extend learning opportunities beyond the school day. How to connect the various online platforms in coherent strategies became a central challenge, with *learning to learn* a key 21st century competence.

After 3 in 2020 comprised of:

- enrolment of 930 students (2 gender diverse, 235 male and 693 female)
- ethnicities (6 Pasefika, 30 ethnically diverse, 54 Māori, 139 Asian, 701 European)
- Age of students 17 years (1) to 83 years (2). Age range included 17-25 years (87), 26-45 years (383), 46-65 years (385) and 66-83 years (75).
- 46 courses across 8 learning areas (Art &Media, Food & Hospitality, Practical Design, Community Studies (Social Science), Languages and English Language Learning, Performing Arts, Science & Health Studies)
- 26 teachers ran courses with 8 teaching more than one course (mostly lower to higher levels). 17 teachers in After 3 are multilingual.

Key indicators

- Continue to raise awareness of the value of skills and benefits of adult learning
- Improve outcomes, access and quality of After 3 programmes
- Teacher professional learning that results in professional growth
- Increase student engagement and achievement
- Develop a reciprocal and positive association between Hagley and wider communities that lead to accessing new learning communities and active civic participation

Continue to raise awareness of the value of skills and benefits of adult learning

An ongoing challenge at Hagley is expanding awareness and understanding of the relevance and value of learning throughout all ages and stages of life. Developing Hagley as an inclusive adult learning provider and progressing lifelong learning, requires strategies that integrate social, educational, capital and economic objectives. Shifting the concept of adult education to that of adult learning, in many forms and contexts, necessitates College-wide recognition of the value of informal learning in many contexts, and the role of adult learning in building social identity and human capital.

Improve outcomes, access and quality of After 3 programmes

After 3 programmes fall into three broad categories: education opportunities that allow learners to: continue programmes that result in a formal qualification, build skills and knowledge for their workplace or career and to pursue areas of personal interest that may lead to self-employment and/or wellbeing outcomes. One of the great satisfactions of adult learning, regardless of purpose, is that each enrolled learner embarks on a journey that creates new capabilities and thus opens new doors and opportunities.

The content and number of courses which are offered reflect on-going learner needs and best-fit in terms of future pathways. Liaison takes place across Hagley day school and organisations that provide new or ongoing career opportunities. Of note is that the number of years in paid employment is at least 3x that of time spent at school so any learning that takes place in the context of employment is meeting a significant need. Benefits for the employer might include improved literacy (embedded in all A3 courses) and vocational skills and therefore reduced training costs for the organisation. Benefits for participants may lead to higher salaries or career progression.

Access to learning spans multiple ages and stages of learning and life. It is therefore challenging to estimate, out of the 930 students who participate, whose interests are best served. From teacher surveys carried out at distinct points in the course of the year, After 3, at best, captures learners who demonstrate:

- motivation to learn how to learn and thus further their knowledge and skills (this is evident in the number of students who progress in a course e.g. Level 1 – 3 and in learners who move from learning skills in one discipline to enrolling in another)
- a shortage of specific skills and associated literacies that are required in the labour market
- little or no previous engagement in formal education that results in a certificate, NCEA qualification or degree
- disenfranchisement by low language, traditional literacy or numeracy skills

For low skilled workers or those who have had interrupted schooling, a major hurdle is that it takes a lot to walk back into the system. A major goal of A3 teachers is to address the specific challenges and barriers that come into the classroom and help learners progress along some kind of continuum that leads to a shared objective. Incrementally, the combined benefits associated with life-long learning prompt small changes in behaviour that can change a person's life.

Teacher professional learning that results in professional growth

The quality of After 3 programmes is largely determined by having great teachers who are committed to professional growth. After 3 teachers engage in 10 professional learning cycles which follow a pattern of: participating in a workshop, trialling a new approach, strategy or skill, sharing and reflecting with colleagues and face to face mentorship. Beyond the classroom, the support that is offered the After 3 network are further professional growth opportunities, online resources, links with outside networks, collaboration with colleagues and where necessary, planned teacher/student contact. These factors, combined with most teachers choosing a *plus one* hour to engage learners with future pathways, contribute to the teaching quality and retention of students. The overlap between professional growth/training, links with future pathways, and attention to wellbeing, all answer important questions about the value of each course. Understanding the demand for employment related skills and training, new technologies and markets, as well as how wellbeing interactions contribute to learning, are all part of measuring programme success.

A basic measure of teacher effectiveness is carried out through teachers creating individual profiles for each learner with increased attention to goal setting and gathering of learner voice/folios to measure advancement.

Teachers are also observed and asked to respond to the effectiveness of professional learning and various initiatives such as across discipline specific learning activities, partnership teaching and initiatives involving external providers. This helps the DLC learn more about specific factors that help teachers and learners, as well as their challenges.

In 2020, teachers commented on the benefits of:

- a positive infrastructure in particular communication and facilitation of After 3 systems, support of field trips, flexibility to mix with other classes for set activities
- ongoing satisfaction with professional learning and teacher meetings i.e. times to get together as a learning community and develop knowledge *learn together and grow together*
- building trust through casual friendly conversations that led to confidence sharing 'non-perfect' practice
- increased sharing and showcasing successes: combined celebrations of learner work and contributing to real-life events and exhibitions
- opening up opportunities through browsing/joining classes e.g. Languages and Cuisine, Dance and Yoga (this often leads students to take a 'next step' through seeing what other classes do and experiencing it)

Increase student engagement and achievement

A central focus of After 3 programmes is that all learners will be empowered and enabled as self-directed learners to have the motivation and capability to continue to learn. This adds to their employability and personal fulfilment. Integral to programme planning is creating wider community learning partnerships and harnessing information and communication technology so that learning between College, wider community and home can be achieved.

A range of teacher data is gathered around learner engagement and achievement. This includes:

- learners identifying their personal learning goals
- learning outcomes being made explicit alongside the appropriate standard of knowledge and competence toward future next step or pathway (see course outlines)
- narrative on each learner's personal development in terms of key competencies
- reporting on each learner's level of satisfaction of achieving intended learning goal and outcomes

In professional learning sessions teachers reflect on observations of learners and their work gathered during class time, together with sharing some examples of learner surveys, examples of work, folios and so on.

Some of the more interesting teacher reflections also show unanticipated learner outcomes such as confidence and enjoyment. While few learners begin a course with *meeting people* as an end goal, after Lockdown, many learners reported social contacts and networking as outcomes that enabled them to continue learning. In this regard, *pleasure and rapport* are learning elements that need to be cultivated because inevitably they lead to other benefits such as improved learning outcomes, a healthier life, more fulfilment and no doubt, increased citizenship. Indeed, globally, the non-economic benefits of education are being looked at more closely as mental health rates soar. While building skills and progress toward qualifications are significant, there needs to be a much richer canvas in which to measure the benefits of adult learning opportunities.

Teachers can (and do) put in place systems to check that learning takes place, however fundamental to principles of adult learning is a trust in learners (and teachers) to know whether they have achieved.

Develop a reciprocal and positive association between Hagley and wider communities that lead to active civic participation and accessing new learning communities

Enabling adult learners to transition to further learning or their chosen pathway is the main After 3 goal. Central to this are the roles key stakeholders play in each programme and how this relates to community capacity building as well as individual benefit. How do you account for learning which is gradual, cumulative and takes place both after and over a long time. While this is difficult to quantify, the contributions each individual makes to a learning community is valuable in promoting qualifications, building vocational skills and personality traits, supporting values and attitudes, and expanding community networks. Engaging with local communities as part of an 'ecosystem' i.e. where sustainable communities exist in symbiosis with each other, means that through reciprocity, benefits come together for both parties. After3 programmes support a wide range of learning initiatives and organisations from inside Hagley to the home, local businesses and for wider civic participation. Networks enable

the wider benefits of learning to be achieved across broad areas of social partnerships, ICT enabled networks and economic activity. Increasing people capital enables the communities they frequent to be sustainable, innovative and creative (see table).

Learning area	Pathways	Collaboration
Languages	<p>Move into completing Level 1 NCEA credits in Chinese Post Beginners or embark on a full time Chinese Language course</p> <p>NCEA Level 1 and/or the TOPIK (Test of Proficiency in Korean) exam.</p> <p>After 3 Advanced Japanese course or apply for the full-time Foundation Japanese course at Te Ara</p> <p>Italian at Hagley After 3, Dante Alighieri Society membership</p> <p>Move into an NCEA Level 1 course, an ARA part-time language course, or a Level 1 French Language paper at the University of Canterbury</p>	<p>New Zealand China Friendship Society</p> <p>Canterbury Chinese Language Association</p> <p>Confucius Institution</p> <p>Deaf Society</p> <p>Deaf Club</p> <p>German Restaurant - Berlin Café</p> <p>Oktoberfest – Lincoln</p> <p>German Movie Festival</p> <p>Korean Restaurant – The Spring</p> <p>Korean Cultural Dance with Judy Yoom</p> <p>Ferragosto Insieme Mid-August celebration</p> <p>Italian Film Festival</p> <p>Akaroa visit with historian (French) – Robyn Burgess</p> <p>French Film festival</p>
English Language Learning	Hagley full-time programmes or another provider of Foundation to Level 3 ELL	Local community organisations related to content/tasks in course
Te Reo Māori	Further study at Hagley College, Te Wānanga o Aotearoa, ARA or the University of Canterbury	Local community organisations related to content/tasks in course
Food & Hospitality	<p>Level 3 Hagley full-time Hospitality Programme</p> <p>Hagley School of Cuisine</p> <p>Ara Hospitality Course</p> <p>ITO Hospitality providers for specialist programmes</p>	<p>Pizza Truck – How to make an Italian Pizza with an Italian Chef</p> <p>Flavours Bootcamp in collaboration with Spanish and English</p> <p>Conversation class</p>
Community Studies	Studies at Ara Institute (NZ Diploma in Business; Bachelor in Applied Management), Canterbury University (Bachelor of Commerce), or the Graduate Diploma in Not-For-Profit Management available through AUT	Associated providers related to pathways
Performing Arts	<p>Future pathways include study at Ara (formally CPIT Jazz School) towards a Bachelor in Music Arts, or courses offered at UC School of Music. The course is also of interest to students who may wish to transition into the Hagley School of Music program, and/or participate in the performing arts industries</p> <p>Level 2 (Contemporary Performance) or transition into Hagley Dance Company</p>	<p>Jazz at the Rolling Stone</p> <p>Christchurch Art Gallery - Te Puna O Waiwhetū</p> <p>Rebound Dance Company</p>
Science & Health Studies	Health and PE level 2, Diploma in Yoga Therapy, Naturopathy and Ayurveda	Sunrise Yoga - Diwali Celebration

		Collaboration with Dance and Cuisine
Art & Media Photography and Photoshop	Level 2 NCEA Hagley Photography programmes, the Hagley After 3 Photoshop programme or ARA Photography Full-time Art & Media courses at Hagley or prepare for a future in Graphic Design.	Field trips to Kaikoura, Banks Peninsula, McKenzie Country, West Coast
Practical Design	Tertiary level Design and Arts courses, Hagley NCEA Art courses Levels 1/ 2, Handcraft Design or alternatively build skills to study Otago Polytechnic’s Diploma in Ceramic Art (Level 6), Hagley After 3 Fashion Forward, Hagley School of Fashion	Little River Gallery Exhibition Risingholme in collaboration with Ceramic class Raku firing pottery group - Ceramics Creative Junk – utilization of gathered pieces. Creating with Kauri Exhibition - Flyer -Practical Design
Art & Media	Hagley programmes or ARA Applied Visual Art, Interior Design, Bachelor of Design, Design and Arts College of New Zealand	After 3 End of the Year Exhibition Arts Film Festival - Arts Fava Café Exhibition Ferrymead Print Society

Covid 19: Use technology to extend learning environments and transform the way we learn

Influencing the accessibility and quality of After3 programmes during Covid 19 Lockdown was to a large extent dependent on how competent teachers were with diverse online platforms, together with the adaptability of the learner to move to an online environment. Hagley’s preferred platform was TEAMS, however due to teacher and learner comfort level a wide range of learning opportunities (online and in hard copy) were offered. Common to all programmes was personal contact with each learner and the ongoing availability of learning resources and teacher communication. In many instances, learners were able to ‘chat’, share and comment on each other’s work through private social media platforms. Interesting over the lockdown period were unanticipated outcomes such as learners reporting how they independently set up learning challenges with class-members (who became Lockdown learning buddies) and how these connections also helped them to make changes in health-related behaviours such as trying something new, sharing a new meal while online together or monitoring their exercise e.g. meeting up online after a walk. Learners also reported that they talked more around social and political attitudes in their chat times and had more government and civic interest. Where students previously had mentioned the benefits of class in relation to their learning, a positive association became apparent between accessing their class community online and their communication, confidence, self-esteem and family relationships (especially Mums). Online learning increased in importance, for many learners, during isolated and stressful times.

The consistent use of online platforms was challenged by learners’ access to technology, sharing of devices in families and the extent of family commitments in the home. Almost all teachers checked in with learner wellbeing as well as progress, though in most cases the learning load was lightened with shorter activities toward an endpoint (in each lesson). Concrete outcomes versus more abstract dialogue or reflection were preferred alongside social chat time. All A3 teachers and most learners felt well supported and connected to Hagley. The table below shows the breadth and use of online tools by A3 teachers. A video link showing examples of work during LOCKDOWN is [here](#).

Specific tool for purpose of completing a learning activity e.g vocab learning	General use by teachers
Quizlet ‘in touch’ design + workbook Audacity Jigsaw	TEAMS Group email Private email Zoom + email Zoom + videolinks

	WhatsApp videolink + email Private Instagram group Private Facebook group YouTube videos (private channel) Pre LOCKDOWN posted package of materials + email Mix of TEAMS, Zoom, Individual tutoring on line, ensemble group projects, Facebook Office 365 tools
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The way forward

A need exists to continue to address the key indicators of this report and through partnerships and collaboration share the vision of After 3 as a means to increase adult learners' capacities to adapt to change, generate new knowledge, increase skill levels and strengthen employability. These need to make close links with Hagley goals and objectives.

Drivers of change in future programmes are likely to include demographic change, ageing of the workforce and the growth of casual and part-time work.

Key stakeholders are critical to building learning communities in After 3. Their engagement is a vital investment in After 3's future. Foremost, is legitimising the outcomes of extending partnerships and collaboration. These need to be supported by coherent policies to support learning through life in many contexts.

The full impact of technology and how it influences the way we learn has not fully been realised in terms of its potential to progress learning and will be an ongoing priority.

DIVERSITY SERVICES

INTRODUCTION

The Diversity Services portfolio oversees Hagley's engagement with refugee background communities, our refugee and migrant sector engagements and assists in strengthening the programme of support Hagley offers refugee background learners and their whānau.

KEY OUTCOMES

1. Strengthen Hagley's programme of support for refugee background learners and their whānau.
2. Empower communities to develop educational programmes responsive to their needs.

Outcome 1

Strengthen Hagley's programme of support for refugee background learners and their whānau

The Diversity Services portfolio works closely with the Manager of Hagley Adult Literacy Centre, Preschool director, HOD ELL and Director of Learning Communities to ensure Hagley's programme of support for refugee learners and their whānau is responsive to the needs of Hagley's diverse students. This includes supporting with interpreting, bilingual family liaisons and supporting in the classroom with bilingual teacher aides.

Though COVID-19 related border closures impacted the number of new refugee background students arriving in the second half of 2020, there were steady numbers of new arriving refugee students until around June. A large proportion of these were from Eritrea. In response to this need a new Tigrinya speaking bilingual support worker was employed with support from additional funding from the Ministry of Education through the Flexible Funding Programme.

Hagley had eight part time bilingual support staff assisting with Hagley's day programmes in 2020. Bilingual staff assist in the classroom as bilingual teacher aides, support with the welcoming and orientation of new students and whānau, assist in communication with families and help teachers and other staff to understand the wellbeing needs facing students and their whānau. They play an essential role in raising attention to issues facing students, enabling us to keep students and their families informed of developments, facilitating engagements and communication as well as translating important messages. Diversity Services supported bilingual staff with upskilling during the lockdown on using Teams, Zoom and other online tools to communicate and engage with students remotely. They were a vital part of Hagley's ability to connect with vulnerable families during the lockdown period.

With the restarting of Christchurch as a resettlement location in 2019 we have noticed a growing number of new refugee background families with complex needs. This has been further complicated by the 2019 Mosque attacks and the COVID-19 pandemic. To strengthen the wellbeing support for our refugee background learners and whānau an Urgent Response Funding application was successfully applied for to the Ministry of Education. This has enabled us to add additional pastoral care hours to bilingual staff members timetables to provide wellbeing support. A stronger link to the school counselling team has been made and a flexible funding pool has been established to resource specific individualised bilingual counselling and wellbeing support interventions when needed. This may require additional interpreting support or contracted specialist support depending on language and needs.

Diversity Services also assisted with coordinating in-class enrichment sessions on NZ living related topics for ELL students. Sessions were presented by Eco Central (Recycling), Electoral Commission, NZ Police, Fire and Emergency NZ, and Kāinga Ora (Housing NZ) with bilingual staff assisting with interpreting.

Hagley's leadership, partnerships and engagement in the refugee and migrant sector

Hagley College is seen as a leader in the diversity space and plays an active role in strengthening the migrant and refugee sector across Christchurch. Hagley continued to be actively represented in networks such as INFORM alongside an INFORM Employment and training sub-group that was set up in response to needs that arose directly after the COVID-19 lockdown. Diversity Services has a close working relationship with Red Cross who manage the resettlement programme of quota refugees arriving in Christchurch. This included collaborations on a cultural literacy session on Eritrea to ESOL teachers, a term and summer holiday programme, recruitment of Tigrinya bilingual worker and strengthening the coordination and communication around new arriving families.

As part of a new initiative from the Ministry of Education to support migrant communities understanding of the NZ education system, Hagley was consulted in the early stages and also hosted two afterschool community groups at Hagley to run these programmes (elaborated on below). From the programme involving the Muslim community a need for wellbeing support for Muslim youth was identified that would work across schools. A partnership with Purapura Whetu (a Kaupapa Maori Wellbeing NGO) was established to offer a Muslim Youth worker role. Purapura Whetu has an existing Muslim Wellbeing Team that was setup in response to the March 15 attacks in 2019. Hagley College successfully applied for funding for this role through the MOE's Urgent Response Fund. This fund will be used to contract Purapura Whetu to carry out the role and also a portion has been held by Hagley to support with pathways and career advice.

Diversity Services Manager worked in partnership with the Ministry of Education's Senior Advisor Migrant and Refugee Support to run a professional development session for interested ESOL teachers in 2020 on refugee background students. The session included experiencing an authentic Eritrean coffee ceremony run by Hagley's bilingual support worker and one of Hagley's Eritrean students. As a follow up to this session, Hagley will be piloting a refugee focused cluster network meeting in 2021. This will enable Hagley more collaborative working relationships with other schools working in this area. Current ESOL clusters are broken into primary and secondary and have a broader focus including migrant and international students. It is hoped that a refugee specific focus working across primary and secondary in Christchurch will strengthen our understanding of student and family needs and ensure a more collaborative approach to support these.

Outcome 2

Empower communities to develop educational programmes responsive to their needs

At the heart of the Diversity Services Portfolio are the communities that we support. Hagley offers a number of after school community programmes as part of its standard support for refugee background learners but also works with communities to develop bespoke programmes in response to their communities' particular needs. Hagley continues to run its flagship homework centre for refugee background students. This is a combination of support for secondary students through MOE's Flexible Funding Pool and for primary students (years 3 to 8) through MOE's Study Support Centre funding. This caters for students from around Christchurch. Adult Community Education (ACE) classes for adults and those over 16 years old are also run after hours. In 2020 ACE classes in cooking, sewing, driving theory, and digital literacy were run. These are part of Hagley's general after hours support for refugee students and their families.

A number of specific community run programmes were also held in 2020. The Kateb Language school run by members of the Afghan Hazara community continues to run on Sunday mornings at Hagley helping their children learn and maintain Farsi Language. A Muslim community group ran a pilot Learning Communities Hub programme on Friday evenings at Hagley as part of a new initiative by the Ministry of Education to support migrant communities learn about aspects of the NZ education system. The group has continued to engage its community in educational learning on Friday evenings at Hagley including running a Reading Together Programme to help parents reading with their children at home. A similar MOE supported programme was run with the Kateb Language school parents on the Sunday at Hagley. As a follow on to the Muslim community sessions a group of engaged Arab parents were supported by the Diversity Services Manager to develop an afterschool programme for

their children. This included partnering with an outside provider to deliver the programme and supporting the community group to source funding.

An NCEA holiday programme was run during the term 3 holidays to support students to prepare for their NCEA examinations. New refugee background students were also supported during the holidays to ensure they were engaged and able to participate in relevant activities run during the holidays by Red Cross. For the summer holidays a programme of support was developed in consultation with Eritrean community leaders to support the new Eritrean youth to stay connected and continue with their learning. This included a holiday programme with ESOL and life skills alongside bilingual support workers keeping in touch and visiting students and families at their homes.

Hagley also collaborated with the Canterbury Refugee Resettlement and Resource Centre to host a World Refugee Day which saw the successful attendance and participation of about 100 people from students, families and organisations in the refugee and migrant sector.

STAFFING

INTRODUCTION

It is important when reading the 2019 and 2020 report to recognise the situation Christchurch teachers, support staff and students have been through with the mosque shootings and COVID 19. Both these events placed stress and strain on Te Puna Wai o Waipapa community just as the earthquake had done in 2011. It has not been an easy time for staff, students and families.

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.

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 areas. Ensure staff wellbeing is paramount and the College is responding to individual need to effectively meet personal and professional needs and responsibilities.

Qualified Staff 2019

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 2019. One LAT completed her teaching qualification and moved to a provisional practicing certificate at the end of the year, while another staff member was supported to apply for an LAT during the year in preparation for the 2020 school year. There were 15 provisionally registered teachers employed by the Hagley Board of Trustees; 4 were moved to full registration during the year. The College has approved 17 teachers for leave longer than one week, including 2 teachers who were granted leave without pay for a full year. Parental leave was taken by 5 staff in 2019. Two of our staff have also been working improving their qualifications.

Newly Appointed Staff in 2019

The College employed 17 teaching staff, 18 support staff and 5 After 3 staff in 2019.

Teachers: Dale Leckie, Rebecca Morris, Louise Oskam, Sarah Parder Paula Haworth (also Van Asch), Dan Jakes, Chantelle Rakich, Carole Robertson, Clyde Smith, Sakura Smithers, Allan Taylor, Nathan Walsh, Vida Zelenka, Stephen Dickson, Manu Somerville, Samuel O'Sullivan and Jane Coppell (Homework Centre).

Support Staff: Julie Davies, Samantha Browne, Margot Button, Erin Tahī, Veronica Tong, Seema Kalra, Nikos Kazakos, Austin Standeven, Farhiya Abdi, Indriaty Beazer, Amber Martin, Sharon Anwo, Girdhari Kadariya, Ash Perry, Rongomai Callaghan, Molly McLaren and Shawn Tan and Isaac Keelty (ICT Cyclone contractors).

After 3: Penny De Jong, Carrie Dingwall, Moonsun Choi, Chris Smith (formerly a day school -teacher aide) and Francesca Festa.

Staff at Hagley 2019

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 2019 is 290 staff divided between these two categories. There are 148 teaching staff and 142 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.

Forte ITMs	27
Teachers	121
Total Teaching Staff	148
Support Staff	
Sports Assistant	2
Theatre Company/Dance	2
Teacher Aides – Learning Support	11
ELL Teacher Aides	4
Attendance/Wellbeing	2
Liaison Officers	4
Homework Centre	15
Nurse	1
Technicians	4
Refugee Liaison	1
Library	3
Finance	4
Music/Jazz	1
Careers	2
General Admin/Enrolments	11
Cafe	5
Marketing	1
Cleaners	16
Property Services	4
HALC	26
After 3	23
Total Support Staff	142

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

Qualified Staff 2020

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 4 Limited Authority to Teach teachers (LATs) approved for 2020. One LAT completed her teaching qualification and moved to a provisional practicing certificate at the end of the year, while another staff member was supported to apply for an LAT during the year in preparation for the 2021 school year. There were 14 provisionally registered teachers employed by the Hagley Board of Trustees; 2 were moved to full registration during the year. The College has approved 16 teachers for leave longer than one week, including 1 teacher who were granted leave without pay for a full year. Parental leave was taken by 5 staff in 2020. Three of our staff have also been working improving their qualifications through study awards.

Newly Appointed Staff in 2020

The College employed 21 teaching staff, 12 support staff and 3 After 3 staff in 2020.

Teachers/kaiako: Chris Smith, Vince Brannigan, Ruth Gamblin, Emma Dow, Mary Bock, Juanita Miln, Manpreet Kaur, Sandi Harrison, Lucy Holland, Catherine Kelbrick, Louis Meehan, Bee Williamson, Fiona MacDonald, Matt Summers, Chris Patalano, Emlyn Wright, Nicola Thorne, Carolyn Heyward-Judd, Laura Currie, Wendy Frew, Emma Moloney.

Support Staff/kaimahi: Namrud Gebreab, Ali Nightingale, Zelda Theunissen, Maera Tuhiwai, Seddon Smith, Ben Gresham, Jonathan Hayes, Emma Dow, Tracey Pratten, Sandra Elliott, Tessa Dawes, Debra Pierce.

After 3: Sabrina Sparano, Awatea Pokai, Tyson Tangaroa.

Staff at Hagley 2020

Hagley College has a wide range of skilled staff to support students in their learning. These staff fall into two major categories: support staff/kaimahi and teaching staff/kaiako. The total staffing of the College for 2020 is 291 staff divided between these two categories. There are 160 teaching staff and 131 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.

Kaiako	2019	2020
Forte ITMs	27	27
Teachers	121	133
Total Teaching Staff	148	160
Kaimahi		
Sports Assistant	2	2
Theatre Company/Dance	2	2
Teacher Aides – Learning Support	11	10
ELL Teacher Aides	4	4
Attendance/Wellbeing	2	3
Liaison Officers	4	3
Homework Centre	15	14
Nurse	1	1
Technicians	4	4
Refugee Liaison	1	1
Library	3	3
Finance	4	4
Music/Jazz	1	1
Careers	2	2
General Admin/Enrolments	11	11
Cafe	5	5
Marketing	1	1
Cleaners	16	11
Property Services	4	4
HALC	26	24
After 3	23	21
Total Support Staff	142	131

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.

PCT programme

"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 (2019), Nik Densem (2020) 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".*

PCT who have moved to full registration:

2019

Lindis Chetwynd, Aimee Mahuta, Anna Holmes, Ciaran Searle, Rachel Schonberger and Carl Chung

2020

Kat Anderson, Nerida Britten TER, Naomi Hnat, Dan Jakes, Jennifer Sanders TER and Daniel Wiseman. Also gaining re-registration Wendy Frew through the Teacher Education Refresher scheme.

Outcome 2

Develop the College's commitment to Maori achieving success as Māori and to our bicultural partnership. Kaiako are aware of our Māori ākonga and there is a real sense of endeavouring to fulfil the Engagement, Achievement, Retention and Transitions for Māori in Te Ao .

He waka eke noa

In 2019 and 2020, Te Puna Wai O Waipapa met the 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.

- 1 The College welcomed manuhiri in an appropriate manner through mihi whakatau. In both 2019 and 2020 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 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.

In 2020, Te Urungi was formed to allow a collaboration between whānau, kaiako and ākonga. This rōpū was to have a senior leadership representative to enable action to happen quickly to meet the needs of our community.

Resulting from this came a programme for Māori language week that was organised by ākonga for ākonga. This was very successful and will assist in growing leadership skills through the 3 year 10 rangatahi and the 3 year 13 ākonga.

The 8 steps to auditing Te Puna Wai o Waipapa, based on Anne Milne's research of colouring the white spaces, have been started in this rōpū. Establishing this rōpū was very successful and will assist in growing leadership skills through the 3 year 10 rangatahi and the 3 year 13 ākonga and responding to whānau voice.

- 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. Kapa haka was grown in 2019 with the appointment of Chantelle Rakich and entered the regional Kapa Haka competitions and performed very well. They hope to enter again in 2021. Kapa haka was asked to perform at other venues such as the Art gallery and this boasts our Māori presence in our community.
 - d. Manu Kōrero 2019 was entered for the first time in many years and the regional festival took place at Lincoln University. Our rangatahi performed with confidence and although it didn't proceed in 2020 Te Puna Wai o Waipapa held its own manu korero at our very successful Matariki hui in July 2020.
 - e. The year 9 cohort of Māori rangatahi was strong in 2019 and 2020 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 noho marae in our own Whare. The ākonga really enjoyed getting to know each other better whilst using reo Māori in the context of everyday life.
 - f. 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
 - We hope to see these buildings develop with their cultural narratives over the next two years. Thanks to Sam for developing this in collaboration with Te Puna Wai o Waipapa.
 - The College were privileged to have 16 Kaiako guided around the inner-city narrative by Ngāi Tahu. The Kaiako were all excited and will incorporate this into ākonga learning in 2021.
- g. PE has included Māori games in their programme at year 9 and 10 in 2019 and 2020. Our Ki O Rahi team was successful in 2020 and will travel to Northland for competitions in 2021 and have been invited to stay on Te Tii Marae
- h. We held 3 successful Pizza lunches for Māori ākonga in both 2019 and 2020:
- 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.
- i. We ran a rakau programme through the wellbeing modules for year 12 and 13 in 2020. It was an excellent opportunity to discover all aspects of rakau.
- 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 both 2019 and 2020. These classes are overflowing with all having 25 to 30 ākonga.
- Kura Reo Kāi Tahu – this is a 5 days immersion Māori course to foster language development. The College had 4 Kaiako on the April 2019 course and our te reo kaiako went on every holiday course having 15 days in total. Due to Covid it did not run in 2020.
 - 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 2020.
 - The science classes are encouraging Māori ākonga to take more Science courses and Phyllis Callaghan has been guiding Mary Bock in increasing STEM curricular to make it more adaptable for Māori ākonga.
 - 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 compulsory te reo programme at year 9 in 2019 and in 2020 increased this to 2 hours for year 9. Year 10 allowing Te Ao Māori to be explored in a meaningful way across the span of two years. 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.

- We had two kaiako go on Science, Technology, Engineering, Math (STEM) PLD in 2020 and we are looking to prepare and work With Massey University to introduce access to STEM in 2020. The percentage of Maori taking STEM subjects is low compared to non-Maori.

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.

4 Grow rangatahi leadership participation in:

- a. Coaching has been very successful in using basketball and Ki o Rahi and other sport to grow a sense of belonging and keeping rangatahi engaged and attending kura.
- b. The leadership camp at the beginning of 2019 and 2020 assisted Māori ākonga into becoming Peer Support leaders and working with year 9 rangatahi.
- b. Leadership Laboratory, the rangatahi are often keen to learn te reo and some have been attending the kaiako te reo classes.
- c. Student Council or the leaders' group.

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.

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.
 - 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.

FORTE ITINERANT TEACHERS OF MUSIC

INTRODUCTION

The Forte attached unit provides 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.

With the onset of Covid early in 2020, there was a need for us to shift our focus to find ways we could support student learning and wellbeing while we delivered lessons remotely. We were also mindful of the need to remain connected as a team, supporting one another as we adapted our practices to the new situation we found ourselves in. Through this time the team of Itinerant Music Teachers (ITMs) remained committed to delivering key outcomes to foster student success, while providing a wide range of musical opportunities across Canterbury.

KEY OUTCOMES

4. Foster participation and engagement in Forte's collaborative delivery model, for the teaching of itinerant music programmes to schools in and around Christchurch.
5. Develop and implement the Forte Scheme of Learning across a range of instrumental and vocal disciplines, to maximise student engagement with learning and achievement in performance music.
6. Facilitate opportunities for professional discussions, teacher inquiry and engagement in reflective teaching practices through Hagley's Professional Growth Cycle.

Outcome 1: Foster participation and engagement in Forte's collaborative delivery model for the teaching of itinerant music programmes to schools in and around Christchurch.

Forte continues to build relationships with schools in a variety of ways, including an annual report to principals that summarises the ITM year and highlights student successes from the ITM programme in their school.

While there is always a fluctuation in the hours transferred to Hagley for the delivery of ITM lessons overall, Forte is maintaining a high level of engagement with schools. In the period from 2018-2019 there was an increase from 17.97 Full Time Teacher Equivalents (FTTE's) to 18.26 FTTE's. In the period 2020 - 2021, a transfer of 18.02 FTTEs has been actioned, with eleven schools rolling over their ITM hours, six schools reducing hours and eleven schools increasing their time.



Forte Collaborative Model
Excellence in Performance Music Tuition is our Forte



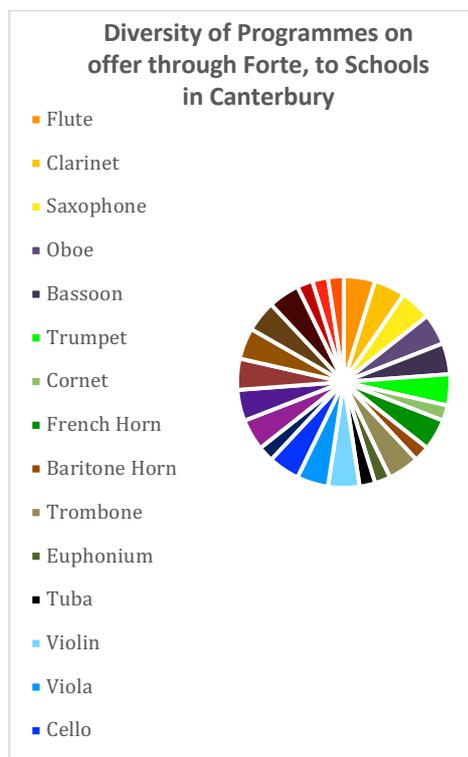
In 2020 the Forte team of 29 teachers, moved around 28 schools in and around the Christchurch region.

In 2020 the team taught 1465 students, often in 20-minute individual or small group lessons and lead 59 co-curricular groups, which reach a further 643 students.

There were 376 students in their programmes taking NCEA performance music.

And in 2019, 16 students from the Forte programmes were known to have pursued music to tertiary level.

Outcome 2: Develop and implement the Forte Scheme of Learning across a range of instrumental and vocal disciplines, to maximise student engagement with learning and achievement in performance music.



The Forte team provided schools with a number of performance music programmes which were underpinned by the Forte Scheme of learning in the areas of voice, keyboard, strings, woodwind, brass, guitars and percussion.

These programmes are connected to the New Zealand Curriculum, Teaching Council of Aotearoa and New Zealand Qualification Authority requirements 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.

Forte has actively encouraged schools to provide a range of vocal/instrumental music lessons so that students can choose a musical pathway that reflects their individuality and will lead to a variety of musical opportunities in the future. Fostering this diversity was actioned through ongoing ITM demonstrations in schools, celebrating student successes in a range of musical events and more formally through a principal report tailored to each of the schools we teach in.

As the country moved into Lock down due to the Covid pandemic, the focus of the team shifted to online delivery of lessons and student wellbeing. There was a need for significant reorganisation of programmes to ensure ongoing student engagement in this new remote learning environment. As schools use a variety of learning platforms that we can't always access, the decision was made to use Zoom as our primary platform for lesson delivery. The team were quick to learn how to use this and developed effective synchronous and asynchronous learning programmes.

Toward the end of lockdown, Forte surveyed the team to gather data on their remote teaching experience. In this survey we found that there was high teacher engagement, with most ITM students being offered a programme of learning throughout this time. This was achieved by the team working well beyond their allocated time, seeing the students who could connect with them individually, rather than in groups. Teachers also reported while remote learning had its challenges, it also provided opportunities for teachers to reflect on their programmes, integrate new learning from the professional learning and development and develop new ideas that they will use moving forward.

The survey also gathered data on student engagement and found while this varied from school to school, it also varied from instrument to instrument. For students who had their instrument at home, there was a stronger uptake in lessons. Some students chose to share video recordings of their performances and receive written feedback, while others preferred face to face Zoom lessons. Where students didn't have access to instruments, the ITM shifted the lesson focus to develop broader musical skills. The figures below reflect the initial uptake by students across all the Forte Programmes.

Students engagement under 50%	19%
Students engagement 51% - 75%	41%
Students engagement 76% - 100%	40%

With most community events cancelled for the remainder of the year, the ITM's needed to reconsider how to provide students with performance opportunities, not only to meet assessment requirements, but also to provide students with an outlet and opportunity to be musically engaged. This meant return to school was not a return to prelockdown teaching and learning, but an ongoing period of creative problem solving and collaboration. Some examples of this were: preparing students for school variety concerts that were live streamed, working with schools to assess performances through the use of digital platforms, engaging students in the wind festival (one of the few that went ahead) but with social distancing in place, and engaging students where ever possible in informal courtyard concerts within the school.

Outcome 3: Facilitate opportunities for professional discussions, teacher inquiry and engagement in reflective teaching practices through Hagley's Professional Growth Cycle.

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 Professional Growth Cycle.

At the start of 2020, the Forte team undertook professional learning and development (PLD) around the Paul Harris Simultaneous Learning approach. Concepts presented in this approach could be applied across the team. In addition to this PLD, the team also undertook a lot of new learning around online lesson delivery.

The PLD on Simultaneous learning underpinned our collaborative inquiries. Once the team had identified their priority learners, they explored specific aspects of Paul Harris' approach and considered whether these ideas could overcome barriers to learning. Actioning these ideas was largely individual, though the ITMs had the opportunity to collaborate with others exploring a similar idea. A summary of each area of inquiry was shared with the team in term four. Some of the topics were: Engaging students in new learning by "teaching through the musical ingredients", Reinforcing student learning by "broadening the program to include more ingredients" and Improving student achievement by "Teaching so there are no mistakes."

It was agreed that many of the interventions were not only successful but were a lifeline for ways to deliver online lessons. From inquiry the team were able to reflect on student outcomes and formulate next steps which have informed their goal setting for 2021.

Despite 2020 being an exceptional year, there have been some exciting outcomes for student learning and professional growth.

ⁱ Kahui Ako: Community of Learning

ⁱⁱ FORTE: Forte Itinerant Teachers of Music unit based at Hagley serving Christchurch schools

ⁱⁱⁱ HALC: Hagley Adult Literacy Centre



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