



Section 1

STRATEGIC INTENTIONS

PRINCIPAL'S STATEMENT

Te Puna Wai o Waipapa - Hagley College is a school with a 165 year old history, which makes it nearly as old as Christchurch itself. Our mission statement, *life long learning accessible to all*, is no new thing. It has been with us a long time, back to the school that Charles Fraser founded in 1858 for those students who could not otherwise access learning within mainstream education.

Our whakapapa begins with the Christchurch Academy in 1858, then Christchurch High School in 1864, West Christchurch School in 1873, West Christchurch District High School in 1904, Christchurch West High School in 1936, Hagley High School in 1966 and then in 1991, Hagley Community College and officially in 2022, Te Puna Wai o Waipapa - Hagley College our place now.

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

The College offers over 2,000 full and part time adolescent and adult students across Christchurch access to a relevant secondary education designed to meet their individual needs and goals across our region. Students come from all over our city to attend Te Puna Wai o Waipapa – Hagley College. As an indication of how broadly we serve the Christchurch region, our 2023 Year 9 cohort of 125 students is drawn from over 40 schools.

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

We recognise that we are a part of a 165 year old legacy of education. Our role is as kaitiaki, or guardians on behalf of those who have preceded us, and those who will follow us. We are stewards of this place Te Puna Wai O Waipapa and what it stands for, charged with preserving our unique character, as well as enacting and passing on our mission statement and values.

MISSION

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

VISION

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

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

VALUES

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

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

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

It is how we work with students that sets our kura apart, valuing them as individuals: that is the Te Puna Wai o Waipapa kaupapa.

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

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

OUR COMMITMENT TO OUR BICULTURAL PARTNERSHIP

In demonstrable ways across the College, we value Māori culture, identity and language of all our students. We live out our commitment to Te Tiriti o Waitangi, particularly through how te reo Māori and tikanga are valued and promoted in the school. We are committed to Māori achieving success as Māori and to our bicultural partnership in Aotearoa / New Zealand.

We acknowledge the centrality of the teaching and learning relationship, that high quality teaching is the most important influence on education success for Māori as well as for learners from all backgrounds. We strive to practise the tātaiako competencies, in particular whanaungatanga, actively engaging in respectful relationships with learners and particularly Māori learners; manaakitanga, showing respect for Māori beliefs, language and culture; tangata whenuatanga, providing learning contexts where language, identity and culture are affirmed; and ako, where reciprocal teaching and learning are part of our pedagogy. Te Puna Wai o Waipapa is actively working to raise the achievement of its ākonga Māori through the introduction of curriculum-based priority learner positions.

We continue to examine our environment from the perspective of a Māori learner and whānau to identify and work on areas which are not culturally sustaining. We seek and welcome ongoing guidance from Ngāi Tūāhuriri and Ngāi Tahu to inform our school's cultural narrative in its redevelopment.

Our commitment to our bicultural partnership is reflected in developing te reo Māori as a main aspect of our curriculum, particularly at Years 9 and 10, leading to a strengthening of te reo courses in our senior programmes. We continue to expand opportunities to engage in Māoritanga and Toi Whakaari, including through kapa haka, Māori arts, manu kōrero, Matariki, te wiki reo Māori and ensuring the partnership is strongly reflected in key school events and awards. Staff te reo Māori lessons are included in our PLD plan through the work of a within school Teacher for our Kāhui ako for 2023.

The bicultural partnership is reflected at governance level through Te Urungi, a steering group within the school Board, whānau, ākonga and kaiako.

DIVERSITY

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

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

DESIGNATED CHARACTER SCHOOL

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

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

Our designated character is lived out by:

- Ensuring the Board, staff, students and the culture of the school is one that values trust, respect, integrity and personal responsibility
- Being open for instruction between the hours of 8.30am – 9pm to enable access to education by adult students
- Providing innovative learning programmes which:
 - include core curriculum, specialist pathways and collaboration with other regional groups.
 - provide for full time and part time students who are based both on the Hagley campus and in collaborative learning experiences across the city.
 - are for both adolescents (secondary students) and adults.
 - provide for disengaged adolescent and adult learners, students with previously limited aspirations and for those who now want to engage with learning but are finding it difficult to do so.

COMMUNITY CONNECTIONS

Links with whānau and whenua

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

We welcome whānau and encourage them to attend hui, communicate with Kaiako and enjoy meeting each other.

There are several After 3 courses in te reo from beginners to advanced, draw adult learners from our community.

Te Taura Here o Ōtautahi Kāhui Ako

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

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

- Wellbeing: happy, safe and responsible 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.

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

Links with refugee and migrant communities

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

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

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

Adult Education

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

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

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

Te Pito o Te Puna Wai o Waipapa Preschool

Te Pito has been on-site for over 40 years and is also an important partner in our redevelopment in providing early childhood education for tamariki of students, staff and our community. It operates from 8am to 4:30pm Monday to Friday throughout school terms and holiday periods.

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

Pre Professional Programmes

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

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

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

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

UC@Hagley

Hagley's partnership with the University of Canterbury has resulted in several tertiary pathway programmes which serve learners across the region, including the academic communication skills component of the Certificate in University Preparation and Catch Up College to complete University Entrance.

Ko Taku Reo

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

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

The Hagley Adult Literacy Centre

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

Forte Music

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

This collaborative model is actioned through a transfer of staffing hours from the user schools to our kura. The Forte staff offer weekly music lessons to individuals, small groups and ensembles. In 2022, the ITMs contributed to the musical development of approximately 2000 students from schools across the region.

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

SCHOOL CONTEXT

College Structure

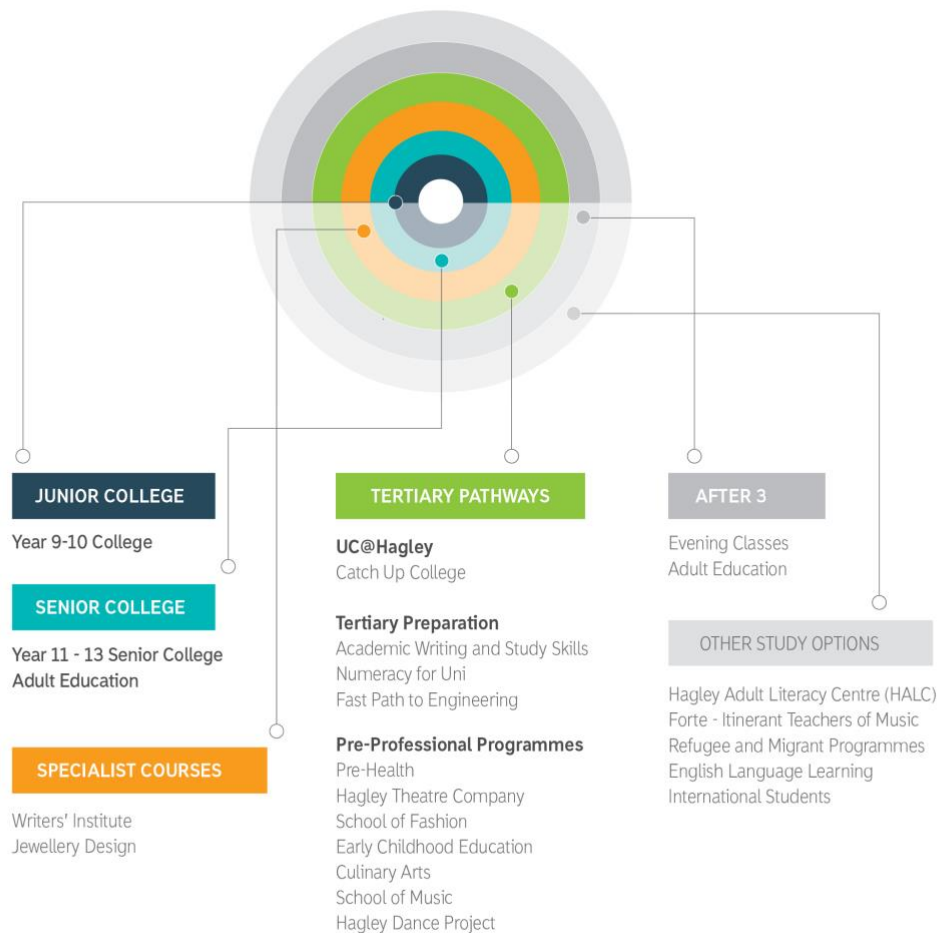
A student-centred focus is prominent in how the College is structured. The experience a student has, their wellbeing and their learning are central to all staff's work and focus.

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

Our school consists of a wide variety of learners. Students completing post-compulsory education can choose to study full time or part time. This means that the Hagley head count numbers around 2000 students, however our full time equivalent (FTE) roll is approximately 1250 students. We have a very large senior college. Over 800 new students enrol into the College each year, with many enrolling in January and February.

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

The following diagram sets out our structure and indicates why we are far from a conventional secondary school:



SCHOOL EVALUATION

School wide evaluation is central to Te Puna Wai o Waipapa's school improvement focus and operates at multiple levels. We learn and move forward by reflecting on our practice, acknowledging our strengths and where we need to improve as part of an iterative long-term process. Evaluation is centred on school improvement, particularly around improving student achievement. Teachers contribute to collaborative inquiry within departments with the focus on improving outcomes for students. Curriculum leaders complete annual subject reviews of teaching, learning and assessment against indicators of best practice. Directors and senior leaders complete and publish annual reviews. Meta-analysis of these evaluative practices guides the direction of whole school improvement, informing the school's work towards its strategic goals.

REVIEW OF STRATEGIC GOALS

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

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

HAGLEY'S STRATEGIC PLAN

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

Our priorities are centred on realising our students' high levels of engagement and achievement; on achieving equity in educational opportunity; on developing transferable skills critical for developing learners who live, learn, work and contribute as active members of their communities; and on ensuring success for Māori as Māori. Our goals place an emphasis on the growth and improvement of our Hagley staff as a critical step in order to achieve our student-centred goals. Our goals also reflect our mandate and responsibility to act as a designated character school, meeting the needs of learners of all ages across our region.

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

Our **goals** are to:

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

Goal 1: Strengthen Hagley's bicultural partnership to ensure ākonga Māori succeed as Māori

NELP Objective Number: 1 – Learners at the centre, Objective 2: Barrier free access, Objective 3 – Quality Teaching and Learning

Target Groups	Specific Actions	Success Indicators	Links to 4 Year Strategic Plan
All staff	<p>Kaiako lead a culturally responsive and restorative classroom. (3.5, 3.6, 1.2)</p> <p>Respectful and conscious use of te reo Māori and tikanga Māori by all staff. (3.5, 3.6)</p>	<p>A programme of PLD including teacher observations and related feedback is implemented.</p> <p>Kaiako engagement in specific support through a range of means including SCT, HOD's and the two restorative kaiako.</p> <p>Gather whānau voice with a specific focus on embedding literacy as a culturally responsive practice.</p> <p>Provision for further learning inside school for teaching and support staff through the kāhui ako and other means.</p> <p>Gather ākonga voice with a specific focus on frequency and accuracy of te reo Māori and tikanga Māori.</p>	<p>The identities of ākonga Māori are reflected in the environment and in the curriculum.</p> <p>Māoritanga is affirmed and opportunities to engage in te Ao Māori are present for ākonga and kaiako/kaimahi.</p> <p>Ākonga Māori prioritised in careers profiling and pathways education to best prepare them for their future.</p> <p>High expectations of the cultural capability of our staff.</p>
Senior ākonga Māori	Monitor achievement of all senior ākonga Māori through systematic termly tracking of NCEA progress and attendance data. (2.3, 1.2)	Reduce the number of senior ākonga Māori not entered in the required number of credits to obtain NCEA Level's 1-3.	
Year 10 ākonga Māori	Provide careers education and profiling for Year 10 ākonga Māori before subject selection occurs. (1.2)	All Year 10 ākonga Māori are careers profiled and the data is accessible to key kaiako for future tracking.	
All ākonga Māori	Promote and engage ākonga Māori in a range of kaupapa Māori through internal and external opportunities. (2.4, 3.5, 3.6)	<p>Promote kaupapa Māori opportunities to ākonga and whānau Māori.</p> <p>Gather baseline data on student uptake of opportunities.</p>	

Whānau Māori	Promote whānau involvement in our kura in formal and informal contexts. (2.4, 3.5, 3.6)	Gather baseline data on whānau Māori connection with our kura.	
Mana whenua - Ngāi Tūāhuriri	Strengthen our relationship with mana whenua. (3.5)	Exploration of ways to connect with Tuahiwi marae, and Ngāi Tūāhuriri mana whenua. Increased distribution of relational connections.	

Goal 2: Develop student's achievement in their learning

NELP Objective 1: Learners at the centre, Objective 2: Barrier free access, Objective 3: Quality Teaching and Leadership

Target Groups	Specific Actions	Success Indicators	Links to 4 Year Strategic Plan
Year 11-12 students	Refining school process of tracking and monitoring of withdrawals from standards across Year 11 and 12. This may include teacher and tutor tracking alongside the appointment of an academic adviser at Year 11. (1.2)	Reduce the number of students not entered in the required number of credits to obtain the appropriate certificate. In Year 11 fewer than (the current) 33% of students and in Year 12 fewer than (the current) 38% of students.	Students achieve to their full potential.
Year 11 Māori students	As above	Reduce the number of Māori students not entered in 80 credits to obtain their certificate from (the current) 53%	Students have the opportunity to pathway in to their chosen career. Teachers continuously improve their practice.
Year 9 Students	Track achievement and retention through tools which identify 'value added' with a particular focus on English and Maths. (2.4)	Students show evidence of improvement at the appropriate curriculum level for their year level or make accelerated progress, based on 2022 data (see 2022 portfolio report)	
Year 13 students	Track achievement of eligible students in progress towards University Entrance (2.4)	Continuation of an upward trend of eligibility to achieve University Entrance (60+ credits) In 2021 – 34% and 2022 - 50.3%	
Multi-lingual learners	Track achievement and retention of students in their first year of transition from ELL classes to mainstream classes. (2.4, 1.1)	Students continued attendance and progress in mainstream classes.	
All staff	Improvement of teacher understanding of discipline specific literacy so it can contribute to greater outcomes for students. (3.5, 3.6)	Teacher voice demonstrates shift in understanding (pre and post) about discipline specific literacy.	

Goal 3: Improve students' sense of wellbeing to increase success in learning

NELP Objective 1: Learners at the centre, Objective 2: Barrier free access, Objective: 3 Quality teaching and Leadership.

Target Groups	Specific Actions	Success Indicators	Links to 4 Year Strategic Plan
Senior students	Implement a Professional learning and development programme which defines the role of the tutor and supports development in effective mentoring and building strong relationships. (3.6)	Staff engagement in the PLD programme. Gather baseline data on numbers of whānau engaged in senior conferencing. Gather feedback post conferencing from parents and students.	Positive wellbeing is reflected in all classes across the College rather than seen as an add on subject.
Year 12 and 13 and two vertical tutor groups	Support tutors of students who are new to the College and have students for one year only. (3.6)	Tutors engage with students and whānau on par with tutors with an existing relationship to support wellbeing and learning. Tutor time attendance reflects the data gathered from existing groups. Whānau attendance at conferencing is on par with existing groups. Careers department data shows this group as a priority group and all students in both vertical groups have had careers advice and guidance.	New students are well connected to the College and feel a sense of belonging. Wellbeing is clearly linked to learning.
Year 9 students	Gather information and feedback on our Year 9 transition process to foster a sense of belonging. (1.1, 1.2)	Families engage with our survey and provide feedback. Review our transition processes based on this feedback.	
Year 9-11	Support positive attendance of students in years 9-11 and therefore increase a student's sense of belonging at school. (1.1, 1.2, 2.3) Provide support for chronic truancy through a connection with external agencies. (2.3)	Set targets based on 2019 and 2022 attendance data. Year 9-11 – 10% or fewer of students are categorised as chronically absent (0-70%) Through support from truancy providers and the Rock On process. Review outcomes of the Rock On roll on an annual basis.	
All students and staff	Progress towards our College goal of being the first fully restorative school in Aotearoa. (2.3, 1.1, 1.2)	Two restorative positions have been created to achieve two outcomes. One is to support and upskill teaching staff in behaviour management	

		<p>and secondly to provide a consistent and timely process to manage student removal from class.</p> <p>Support from an external facilitator for all staff and target groups</p> <p>All teaching staff receive feedback on their first ten minutes of classes over the course of the year</p> <p>The College leadership explores alternative means of managing student discipline.</p>	
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Goal 4: Grow students as global citizens

NELP Objective 2: Barrier free access, Objective 3: Quality teaching and leadership, Objective 4: Future of learning and work

Target Groups	Specific Actions	Success Indicators	Links to 4 Year Strategic Plan
Year 9 and 10 students	Monitor evidence of transferable skill development (4.7)	Progression in teacher focus on transferable skills observed through – 1 – Classroom observations of deliberate acts of teaching. 2 – Evidence from reporting	Embed teaching of transferable skills for all students across all curriculum areas. Create authentic learning experiences for all students.
	Develop the connected curriculum more widely in Years 9 and 10. (4.7)	A connected curriculum experience across selected curriculum areas in Years 9 and 10. Staff involved engage in PLD on a regular basis. Five additional staff engage each year in teaching of a connected class to build capacity.	Create a culture of student agency. Ensure students develop an awareness of possible pathways.
All staff	Share good practice on the use of technology for curriculum delivery. Re-visit the SAMR model. (3.6, 4.7)	Staff PLD and sharing opportunities. This could include class visits. Teachers develop a greater understanding of the use of technology as a tool within the classroom supported by E-Learning Leader.	
All students	Embed a Bring Your Own Device policy across all levels. (2.3, 4.7)	100% of students have access to a device to enhance their learning.	

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

NELP: Objective 1: Learners at the centre Objective 2: Barrier free access, Objective 3: Quality teaching and leadership.

Target Groups	Specific Actions	Success Indicators	Links to 4 Year Strategic Plan
Year 11 and 12 students	Review course entry requirements at Level 2 and the naming of courses to ensure that all students have equitable opportunities. (2.3)	Year 12 course entry requirements are reviewed by all subject leaders with the aim of working towards open entry for 2024.	All students experience feelings of success in learning.
Former refugees and migrant students	Remove barriers to attendance by exploring alternatives to transport issues. (2.3)	A pilot is implemented with various 'pick up' spots around the community. Student engagement with the pilot is recorded as baseline data.	Students have access to the pathway of their choice.
	ELL students enrolled in mainstream classes are tracked for achievement, attendance and retention to establish baseline data. (1.1, 3.6)	ELL students enrolled in mainstream classes have at least a 90% retention rate. Student voice indicates that they can access the learning.	All students have a key person at Hagley that cares about them and their learning.
	Access to equipment and technology reduces barriers to opportunities. (2.3)	Students are either the recipient of a long term loan device and/or the owner of other equipment to enable them to access greater opportunities.	
Students who have transferred to Hagley and are under 16 years	Utilise our special consideration enrolment policy and support a transition where Hagley is a viable option. We provide flexibility in timetabling to support an individual programme. (1.1, 1.2)	Successful transition, positive attendance and engagement in their programme of learning. Successful outcomes could include credits gained and/or positive social connections established.	
All students	Early identification of students who need additional support to keep them positively engaged in learning. (2.3)	Identified students are provided with a wrap-around service, delivered through a co-ordinated network of support. E.g Student Support Register.	
Students who identify as neuro diverse	Identification of our target group of students. Students are supported by our learning support team alongside their teachers and tutors. Upskilling of staff through our PLD programme. (2.3, 3.6)	A small target group of neuro diverse learners are monitored and their voice is collected at two points during the year to enable staff to better understand their diverse needs.	



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