



2022 ANNUAL PORTFOLIO REPORTS

TE PUNA WAI O WAIPAPA

HAGLEY COLLEGE

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PORTFOLIO OUTCOMES

College Leadership

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.

Bicultural Partnership

1. Expand opportunities to engage in Māoritanga.
2. Increase the presence and mana of ākonga Māori in our kura.
3. Create an environment that promotes the achievement of equitable outcomes for ākonga Māori.
4. Lead the development of relationships with mana whenua and whānau.
5. Reflect and strengthen tikanga Māori, mātauranga Māori, te reo Māori and te ao Māori in our strategic documents and across our kura.

Student Learning

1. Lead curriculum design, development and delivery across the College to maximise our students' engagement with learning and achievement.
2. Lead best practice in assessment integrated with teaching and learning in order to maximise student achievement.
3. Grow strong professional learning and evaluative models which build teacher practice and inform curriculum design development and delivery across the College.

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.

Student Wellbeing

1. Lead wellbeing across the College to ensure positive outcomes for students and staff.
2. Develop and promote opportunities for student participation and leadership.
3. Grow strong professional learning and evaluative models which build teacher practice and inform effective approaches to student wellbeing across the College.

Community and Staff Liaison

1. Grow strong professional learning and evaluative models which build and grow educationally powerful connections and relationships with families, whānau and aiga across the Hagley Community.
2. Lead the processes of appointment and retention of quality teaching and support staff.
3. Lead the management, strengthening and development of Hagley student systems which includes the promotion of the use of data for planning and auditing purposes.

Diversity Services

1. Strengthen Hagley's programme of support for refugee background learners and their whanau, empowering communities to develop educational programmes responsive to their needs.

Student Systems

1. Management, operation, and development of Hagley's student data systems, including the student management system, timetabling and facilities use, MOE returns, attendance data, student and caregiver reporting and other student data systems tasks.
2. Being up to date with current thinking and research into best practice in student data management and analysis, and applying these understandings to improve student data management and analysis across the College.
3. Collecting and evaluating data in order to:
 - Inform Hagley's emphasis on achieving high expectations for all its learners and in particular its identified priority groups
 - Inform the work of all College portfolio areas
4. Promote and present collaborative teacher PLD which builds teachers' capacities to make effective use of the student data systems within the College
5. Integrating strategic planning, review and reporting to demonstrate effectiveness within the student data systems portfolio in order to improve the performance of the College.
6. Ensuring our student data systems are fit for purpose and effectively integrated in Hagley's rebuild programme.

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 LEADERSHIP

Introduction

Te Puna Wai o Waipapa-Hagley College is diverse and 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, we fulfil multiple roles for 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 Leadership portfolio.

In 2022, there were significant changes within the Senior Leadership team. We started the year with an Acting Principal and two new members of the team. Suzanne Waters, Jasmine Lambert and Nathan Walsh all joined the team with ‘higher duties’ portfolios. Rowan Milburn was appointed Principal, starting the beginning of Term 2 and Jasmine Lambert was appointed a Deputy Principal, starting Term 3. Both Suzanne Waters and Nathan Walsh stayed on in their roles within the team.

The College also received confirmation of our official name change as of Term 3, 2022. We are now officially Te Puna Wai o Waipapa – Hagley College.

A core strategic development this portfolio is responsible for is centred on defining our role within the region as a designated character school. It is critical that Te Puna Wai o Waipapa – Hagley College continues to develop our regional hub role, with one focus being on playing a key role in 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 our role as a founding partner in the multicultural hub development.

The role of portfolio reports

School-wide evaluation is central to our improvement focus and operates at multiple levels. Directors and senior leaders complete annual portfolio reports, published in this document. Departments complete a collaborative inquiry centered on improving outcomes for students they teach. 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, 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

Covid-19 continues to create its own and distinctly different challenges. To start the year with a significant disruption with Covid 19 was unsettling in the very least. Schoolwide events had to be modified and adapted and this made settling into our kura challenging for both staff and students. As a kura we focused heavily on building relationships and connections as best as we could. From February onwards we made a commitment to our school community that we remain open for face-to-face instruction as much as possible irrespective of the high relief costs. In 2022 we are incredibly proud that we

managed to staff the school with very little disruption to learning onsite. If a student was away from school with Covid-19 they were well set up to ensure that distance learning could successfully occur. Distance-based whole school wellbeing initiatives were also implemented for those who were off school, an example of one such initiative being a care register. Throughout the year we had a lot of disruption through absence and re-engaging students with our kura and their learning was a priority. Student attendance at school was a significant challenge with our College attendance rate average of 69% across all year levels for 2022. Given that we know the correlation between attendance and achievement particularly at NCEA Level 1 our results at that year level reflected this attendance rate. A school and community wide approach to student attendance will be a priority for 2023.

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 centered on developments over the last 12 months, this document also foreshadows 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 focus on Culturally Responsive Practice, was and still is, a key component of the direction of our kura.

Building educationally powerful connections and relationships with families, whānau and aiga across our 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 centers on Te Puna Wai o Waipapa – Hagley College's central role in our kāhui ako, Te Taura Here o Ōtautahi. The Kāhui ako is under new leadership and has taken on a new leadership model around mentorship and Professional Learning Groups. For Te Puna Wai o Waipapa – Hagley College it has meant through our Across School Teachers and our Within School Teachers that we have additional capacity within the school to integrate with and work towards our strategic goals.

Te Puna Wai o Waipapa – Hagley College

Senior Leadership Team Structure 2022

<p style="text-align: center;">Marie Stribling Deputy Principal</p> <p>Leadership for excellence</p> <p>English, Learning Support, Tertiary Pathways, ELL, Art, Social Sciences, Science, Practical Design</p> <p>Student learning</p> <p>Programme Design (9-13)</p> <p>Programme Review (9-13)</p> <ul style="list-style-type: none"> Curriculum leaders Schools within Schools programme leaders Tertiary Pathways Manager <p>E learning</p> <ul style="list-style-type: none"> Nathan Walsh: E Learning Leader <p>Learning Support</p> <ul style="list-style-type: none"> Tracy Murphy (Leader) <p>Library</p> <ul style="list-style-type: none"> Liz Jones, Librarian <p>School evaluation</p> <ul style="list-style-type: none"> Professional growth cycle Inquiry mentorship and collaborative inquiry leadership Subject leader best practice review Appraisal <p>Curriculum PLD</p> <ul style="list-style-type: none"> Curriculum leaders' group Teaching staff PLD programme Teaching staff PLD requests Specialist Classroom Teacher Teacher trainees <p>NCEA and qualifications</p> <ul style="list-style-type: none"> Michaela Heenan, NCEA Administrator Principal's Nominee <p>ERO review</p>	<p style="text-align: center;">Jenni Holden Deputy Principal</p> <p>Leadership for excellence</p> <p>Hagley Adult Literacy Centre, Forte, After 3, Maths, Performing Arts</p> <p>Community liaison</p> <ul style="list-style-type: none"> Connections and relationships with parents, whānau and communities Learning Communities <ul style="list-style-type: none"> Sarah Denny, Director Diverse Communities incl Homework Centre. Student and community compliments, concerns and complaints <p>Staff liaison</p> <ul style="list-style-type: none"> Teaching and support staff leave Support staff PLD requests Support staff compliments, concerns and complaints <p>Teacher relief – Oversight</p> <p>Student enrolment and course confirmation days - Oversight</p> <p>Student Systems:</p> <ul style="list-style-type: none"> Catherine Horne, SMS Manager Julie Davies, SMS Senior Administrator <ul style="list-style-type: none"> Student data systems Timetabling School events <p>Enrolment Centre operations</p> <ul style="list-style-type: none"> Sharon Cumming, Director <p>Senior Leadership Admin Staff</p> <ul style="list-style-type: none"> Sherron Harrison, SLT Administrator Lisa Amer, Student Administrator <p>Ko Taku Reo day to day operations at Hagley</p> <p>Student Management:</p> <ul style="list-style-type: none"> Responding to crisis behaviours Year 13 Discipline <p>Health and Safety</p> <p>EOTC: oversight</p> <p>Support Staff Appraisal: oversight</p> <p>ERO Review</p>	<p style="text-align: center;">Jasmine Lambert Deputy Principal</p> <p>Leadership for Excellence: Te Reo Māori</p> <p>Bicultural partnership</p> <p>Māori student achievement, engagement and pastoral care</p> <p>Liaison with:</p> <ul style="list-style-type: none"> Mana Whenua: Ngāi Tūāhuriri Whānau and Community Te Ao Māori at Te Puna Wai o Waipapa <p>Leadership of Te Ama and Te Urungi: within school steering groups</p> <p>Professional learning and development:</p> <ul style="list-style-type: none"> Teaching staff: Collaborate on culturally responsive practices Teaching and Support Staff PLD programme <p>Events</p> <ul style="list-style-type: none"> Oversight of Te Ao Māori Events both internal and external. <p>Student Wellbeing</p> <ul style="list-style-type: none"> Strategic direction Initiatives Student equity/hardship <p>Student Wellbeing Staff:</p> <ul style="list-style-type: none"> Anne Farrall <p>Programme Design and Review</p> <ul style="list-style-type: none"> Year 11 Hauora – Bridget Fairweather Year 12 – Hauora – Dan Jakes <p>Implementation and Review of tutor system</p> <p>Oversight of wellbeing events</p> <ul style="list-style-type: none"> Academic Conferencing Wellbeing Expo <p>Oversight and Leadership of the Tutor System</p> <p>ERO review</p>
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Rowan Milburn

Principal

Leadership for excellence

Careers, Guidance Counselling

Student Leadership

- Student council
- Board of Trustees – Student Rep

Oversight -discipline and management

- Suzanne Waters – Assistant Principal

Stand downs and suspensions [under Education and Training Act 2020]

Oversight of staffing

Pasifika Education – Strategy, achievement and wellbeing

Fa'atu Tamate

Finance

- Annual budget planning cycle and budget development
- Casey Chen – Finance Leader

Strategic planning and self review

- Review of strategic goals
- Annual plan development
- Annual Portfolio Reporting

Hagley redevelopment

- Development of Education Brief to inform master plan
- Andy Gorton – Director of ICT/Infrastructure

Communications, Marketing and Design

- Leoni Combrink, Manager

Pre School Trust

- Tracy Summerton - Preschool Director

ERO review

Teacher registration

Board of Trustees, board operations

School Policies

Media

Legal

Liaison with MOE

Suzanne Waters

Assistant Principal

Behaviour Management:

Student Management:

Restorative practices – Jon Crampton and Anna Williams

- Fast track system
- Liaison with external agencies
- Crisis behaviour response
- Managing first instance complaints/concerns

Pastoral:

- Leadership of Year Advisers
- Leadership of attendance procedures and truancy response

Junior Curriculum:

- Oversight of kete wana and connected curriculum
- Tracking of transferable skills development

School Events:

Oversight of:

- Prize givings
- Parent Teacher interviews
- orientation.

Oversight of Year 9 Enrolment Process

ERO Review

Nathan Walsh

Higher Duties Senior Leader

Leadership for Excellence: Health, PE and OED

Education Outside the Classroom: Oversight

Junior College: Development of the curriculum coverage tool

Schoolbridge Tool

ERO Review

KEY OUTCOMES

1. Develop Te Puna Wai o Waipapa - Hagley's leadership role in our community of learning.
2. Coordinate redevelopment.
3. Consolidate Te Puna Wai o Waipapa - 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 our annual strategic priorities.

Outcome 1: Develop Te Puna Wai o Waipapa – Hagley College's leadership role in our community of learning - Te Taura Here o Ōtautahi Kāhui Ako

Our Community of Learning is made up of four kura [Hagley College, 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 achievement challenges are aligned to our work towards our strategic goals:

1. **Culturally Responsive Practice:** Engaging in culturally responsive and relational pedagogy and practices to ensure that our Māori students experience success as Māori, led by Māori for Māori.
2. **Wellbeing:** happy, safe, and responsible ākonga who are positive and have a strong sense of identity and belonging in Aotearoa.
3. **Future focused education:** communities working collaboratively to contribute to our inner-city environment and surrounding areas.
4. **Pathways:** ākonga and whānau who successfully transition into our educational settings, within them and beyond them.

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

The Covid-19 pandemic continued to cause further disruption to kura and ECE's in 2022. In 2022 Covid had a similarly disruptive effect on teachers and students as 2021, but the way it disrupted learning was different. Teacher workload increased as they managed in class learning and online learning for individuals. Teachers themselves were absent at times due to Covid, which further complicated teaching and learning. Despite this, within school kāhui teachers conducted several school projects at Te Puna Wai o Waipapa - Hagley College in 2022:

Achievement Challenge 1: Culturally Responsive Practice:

Narrative learning as a teaching tool. This mahi was based on Russell Bishop's book, "Teaching to the North-East ". According to Bishop storytelling is an effective way to facilitate co-construction of the curriculum. Our Within School Teacher (WST) experimented with using 'story' with a year nine class. Following on from this they developed a staff professional development session on storytelling with kaiako.

Empowering whānau Māori by developing a Tuākana / Tāina approach. Our whānau Māori were empowered to share their own mātauranga and tirohanga Māori (knowledge and worldview) to reduce ineffective teaching strategies or deficit thought processes. Professional learning and development was offered to support and teaching staff to build confidence incorporating tikanga Māori into their own practice.

Key actions included:

- establishing a platform (Te Ama) to encourage Māori from the wider kura to share their voice on the student experience and take action where necessary.
- the delivery of targeted PLD to support staff in te reo me ōna tikanga Māori
- planning and supporting all teaching staff in a regular te reo programme (external provider)

Developing culturally responsive pedagogy by providing choice in classroom activities. Our WST facilitated collaboration in the Science department to develop and share resources to increase student agency and culturally responsive power-sharing. An example of this was a choice-board where students chose their activity each lesson. This helped students to develop agency and take responsibility for their own learning. Next steps would be to work with other departments to develop subject specific choice-boards for junior students.

Achievement Challenge 3: Future focused Learning:

Subject specific literacy. Research was undertaken into subject specific literacy and strategies teachers can use to improve literacy in their subject. A workshop was developed and delivered to teacher aides. WSTs worked with the Science department in several workshops to identify specific literacy needs in science and develop strategies to help students become ‘insiders’ in that discipline. Instructional videos were made about how to use assistive technology to access written texts and define key vocabulary.

Supporting staff to move to new teaching spaces. The development of two new buildings for 2023 resulted in staff moving to new teaching, learning and working spaces. The new building consisted of more open learning spaces than teachers had previously been used to. Support for Curriculum Leaders consisted of workshops and planning support, liaising with building management and the Senior Leadership Team. Teachers who volunteered to teach in the new open learning spaces were provided with support via workshops, opportunities to observe lessons and guided reflections.

Looking to 2023:

A new Within School teacher has been appointed for 2023. The focus of this teacher’s work will be the Well-being Achievement Challenge. With a focus on raising achievement at Year 11, the project will be to research well-being and achievement with a view to working with teachers to examine and develop their current practice in the well-being space.

The impending appointment of an additional Within School teacher may provide the opportunity to develop initiatives linked to the Pathways achievement challenge.

Many of the projects from 2022 are ongoing and Within School teachers are extending their work across departments and a range of kaiako. In addition, there will be regular professional learning hui to enable collaboration across the Kāhui.

Outcome 2 :Coordinate Hagley’s redevelopment

2022 saw the completion of the construction of two new buildings – Wainuku and Auripo. Both spaces are operational as of the start of the 2023 school year for timetabled classes. The buildings reflect the cultural narrative of the Waipapa area and representations of the narrative feature in these spaces both externally and internally. The addition of wellbeing and social spaces also complement the learning spaces and integrate learning and wellbeing together which was a desired outcome for both buildings.

In preparation for these spaces, work with curriculum leaders and teachers was implemented around exploring how teaching and learning will look and be enacted in these spaces. In some cases it required a collaboration between departments to ensure that staff were as best prepared for the new spaces as possible. The main theme is greater visibility of teaching and learning. Learning can be viewed from the street and it can be viewed within the spaces. Although some settling in is required as a kura, it will be great opportunity to showcase student learning both within and outside of the College.

Again, we received special reasons MOE staffing to support the redevelopment in 2022. The splitting of students over two sites impacted significantly on the running of the school. With the support of special staffing, we have managed this process for both staff and students. The impact of the building sites and the constraints created 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.

Outcome 3 : Consolidate Hagley's role and sustainability as a designated character school

Enrolment patterns over 2022 repeated well established trends observed in previous years. The school was again over subscribed with Year 9 enrolment applications for 2022 and required a ballot for places. We will start 2023 with 130 confirmed enrolments in Year 9 and another 27 students currently on our wait list. A short enrolment period was opened at the end of 2022 for a small number of places in Year 10 and Year 11 and required a ballot to fill those places. As per our enrolment scheme we were able to offer a small number of places on compassionate grounds.

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 and senior team to ensure consistent and equitable practice. In 2022, we reviewed our enrolment scheme with the Ministry of Education who were reassured that our processes matched our enrolment scheme under our designated character criteria.

In 2022 we continued to communicate our designated character status with our wider community to ensure understanding. The criteria really comes down to determining 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 Te Puna Wai o Waipapa – Hagley College, and they are 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. We are 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). We embrace diverse ethnic communities as a vital part of the school, as has been the case for over 35 years. The College's Diversity Services Manager 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 our interests in multicultural hub developments: representation at regional decision-making forums and liaison with other Christchurch schools, organisations and agencies.

A new initiative for 2022 was the introduction of a Newcomers Hub which we ran at the College on Saturdays during February. It was a 'one stop shop' for former refugees to learn, through workshops,

aspects such as secondary school qualifications and Te Tiriti o Waitangi. These sessions were well attended and supported by ethnic communities.

Many of our 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 can lead to 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. Maintaining bilingual pastoral support for students for 2022 has been one way we have maintained support for this community of learners.

Our regional hub role has also been evident 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.

A student mentoring programme was also supported by the MOE and implemented in 2022 with a specific focus around former migrant and refugee women and their prospective careers.

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. Our kura'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. Key members of the College attended the community led consultation around the needs and wants of the multicultural centre and our Diversity Services Manager is on the founding board. We are really looking forward to being part of further planning of the centre in 2023.

Outcome 5: Complete an analysis of variance on Hagley's annual strategic priorities.

STRATEGIC GOAL 1

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

Four year strategic plan: <ol style="list-style-type: none"> 1. Ākonga Māori see themselves in the spaces and the curriculum 2. High expectations for ākonga Māori so they can succeed as ākonga Māori 3. Ākonga Māori are prioritized in careers profiling and pathways education to best prepare them for their future 4. Ākonga Māori have visible academic role models 5. Ākonga Māori have values central to Māori culture reinforced everyday <p>Priority groups – Ākonga Māori</p>		
2022 Targets	Success Indicators	Comment
Strengthen our relationship with mana whenua	Increased distribution of relational connections Exploration of ways to connect with Tuahiwi and Ngāi Tūāhuriri	Achieved for 2022. --- staff attended the 'Getting to know us' Tuahiwi workshops. Tumuaki developed a relationship with Lynne Te Aika during DP appointment process and the follow up to the process. Naming of new building spaces involved consultation and input from Ngāi Tūāhuriri. Whakawātea of two new buildings was led by mana whenua.
Promote whānau involvement and gather voice in ākonga Māori education	Increasing channels of communication with whānau Māori to provide engagement with our kura	A whānau Māori newsletter was trialled as a form of connection with whānau. 2023 will see a termly newsletter sent to whānau. Te Ama organised a noho hāngi which was a very successful collaboration between ākonga, kaiako and whānau to celebrate Matariki. Te Urungi continued to meet bringing together the Board, whānau, kaiako and ākonga. A FB page Te Whare ki TPWOW is implemented with 133 members for more regular communication.
A continued focus on aligning an Ao Māori approach to pastoral care with existing systems and support within our kura	All ākonga Māori will have access to support from Mana Māori kaihautū when engaging with pastoral care systems	Mana Māori has worked with a small number of ākonga Māori with success in 2022. Work in aligning pastoral systems is ongoing.
Promote and engage ākonga Māori in leadership opportunities.	Provide further opportunities for ākonga at all levels to participate in leadership. SMS used to track involvement	Rangatahi to Rangatira leadership programme was again successful with 13/15 attending regularly and engaging with the programme. There are 5 Māori student council members that are active in the group. Te Urungi again provided an opportunity for ākonga Māori to contribute at a governance level of the kura. Within Kapa Haka the Kaitātaki/leader of haka positions are taken very seriously and provide a successful

		<p>leadership model. Our Kaitātaki wahine were recognised in regional competition – Tūhono.</p> <p>Te Ama – very successful implementation of a Māori student council. This was very well attended and provided ākonga Māori voice.</p>
<p>Monitor achievement by identifying ākonga Māori and tracking ākonga through ongoing individualised mentoring through Te Manawa o te Anamata and Pūhoro</p>	<p>Goal setting, achievement, and attendance data for all senior ākonga in Te Manawa o Te Anamata, and Pūhoro is collected and reviewed on a termly basis to inform individualised responses.</p>	<p>We have reviewed the engagement with Pūhoro and paused our work with them for 2023.</p> <p>NCEA results show 8 out of 11 senior students in Te Manawa achieved the level of NCEA they were aiming for. The results were not as strong in year 11 so this will be monitored in 2023.</p> <p>Showing the need for this vertical structure, numbers grew from 15 to 21 by Term 4, 2022. For 2023 we have observed both retention and growth within Te Manawa.</p>
<p>A continuation of staff PLD around culturally responsive practices</p>	<p>Departmental collaborative inquiry shows evidence of kaiako implementing and embedding culturally responsive pedagogies within their practice.</p> <p>Our kāhui ako within school teachers have a range of CRP projects and offer support to kaiako around tikanga Māori, power sharing and narrative pedagogy strategies.</p> <p>Awareness raising through structured PLD delivered to all support staff</p>	<p>All departments conducted a collaborative inquiry which focussed on one aspect of Bishop's Teaching to the North-East. These varied in content dependant on the needs and direction of each department. Evidence of progress in cultural responsiveness was evident in all department inquiries.</p> <p>PLD around biculturalism, kupu Māori and the school waiata was implemented and we gathered feedback following the session.</p>

STRATEGIC GOAL 2

Develop student's achievement in their learning

Four year strategic plan: <ol style="list-style-type: none"> 1. Students achieve to their full potential 2. Students have the opportunity to pathway into their chosen career 3. Teachers continuously improve their practice <p>Priority groups – Year 11-13 students at risk of under achieving, Multi lingual students in Year 12 and 13 academic programmes, All staff</p>		
2022 Targets	Success Indicators	Comment
Track achievement and mentor students through the tutor programme and other initiatives (Māori students)	Achievement of NCEA qualifications at or better than the appropriate cohort.	NCEA Level 1 – Māori students – those entered in enough credits to achieve do so below the rate of non-Māori. NCEA Level 2 – Māori students – those entered in enough credits to achieve a certificate do so 1.06 the rate of non-Māori which is very pleasing.
Track achievement and retention through tools which identify 'value added' across all curriculum areas with a particular focus on English and Maths (Year 9 students)	Student achievement at the appropriate curriculum year level for their year level or make accelerated progress	Maths: Year 9 saw an increase of 14% of students achieving at or above 4b over the course of the year. Year 10 students had a 9% increase in students achieving at or above 4a by the end of the year in comparison to the start of the year. English: Year 9 saw an increase of 16% of students at or above 4B between the start of the year and the end of the year. Year 10 students had a 13% increase in students achieving at or above 4A between the start and the end of the year using AsTTle testing.
Track achievement of eligible students in progress towards UE(Yr 13) Lift the number of students eligible for UE by enrolling students in appropriate courses (Yr 13) Utilise our student management system to collect information regarding students' desire to achieve UE Improvement of teacher understanding of discipline specific literacy so it can contribute to improved outcomes for students	Academic achievement matches the National Statistics for UE Number of eligible students increases from 2021 Number of eligible students increases from 2021 and academic achievement matches the National statistics for UE Teacher voice demonstrates shift in understanding about discipline specific literacy Achievement data for this group continues to improve	Significant improvement. Our UE achievement rate is 50.3% up from 34% in 2021. Achieved through strengthened enrolment practices 50.3% compared to the National average of 48.2% which is a pleasing result. Work done in 2022 in the Science department through a within school kāhui ako project. In 2023 this will be school wide focus linked to equitable outcomes for students. Focussed on year 13 in 2022 – a mentorship project provided support

Track achievement of Year 11 and 12 multi-lingual students in 'mainstream' classes.		for student achievement through Year 13 tutor groups.
Engage in teacher professional development, review practices and trial interventions through collaborative inquiry with a particular focus on culturally responsive practice.	Evidence of a shift in thinking through teacher voice and improved outcomes for students	See Goal 1 analysis around culturally responsive PLD.

STRATEGIC GOAL 3

Improve student's sense of wellbeing to increase success in learning

Four year strategic plan: <ol style="list-style-type: none"> 1. Positive wellbeing is reflected in all classes across the College rather than seen as an add on subject 2. New students are well connected to the College and feel a sense of belonging 3. Wellbeing is clearly linked to learning. <p>Priority groups – Year 11 students and new students to the College</p>		
2022 Targets	Success Indicators	Comment
Term 1 Professional Development programme which defines the role of the tutor and supports development in effective mentoring and building strong relationships	<p>Staff engagement in PLD programme</p> <p>Student and whānau voice focussed on the tutor connection is collected and shared.</p> <p>Tutor and Peer Feedback is utilised to improve tutor practice</p>	<p>Staff feedback was collected and shared around the role of the tutor and the improvements that are needed.</p> <p>Tutors attend Year adviser led meetings to share what is working and focus on goal setting and mentoring. There is good attendance at these meetings.</p> <p>Due to Covid only conferencing event occurred which was well attended and we received good parent feedback.</p> <p>Margaret Ross delivered a PLD programme on effective mentoring for Year 12 tutors which was well received by staff.</p> <p>In 2023 we will implement schoolwide PLD around the clarity of the role and upskilling our tutors particularly in relation to the new attendance and engagement strategy.</p>
Implementation of Year 12 Hauora programme to support student wellbeing and learning	Positive engagement in the programme through student and staff voice	<p>The programme was successful with regular attendance on par with full school attendance rates. Some staff volunteered to teach in the programme which was pleasing.</p> <p>End of year student and staff voice will be used to inform changes to the programme for 2023.</p> <p>In 2023 we will plan for opt in Year 13 Hauora for 2024.</p>
Tutors identify new Year 12 students within tutor groups and develop an understanding of the student as a learner.	Completed spreadsheet of goals shared with the tutor who then mentors students to achieve the goal both ongoing and through academic conferencing.	Spreadsheet has been completed and Year Advisers oversee the goal setting process. The aim is for all student goals to be monitored and mentorship provided, both of which were achieved.
Implementation of two vertical tutor groups where student wellbeing is supported and connection with whānau and aiga is prioritised.	<p>Number of ākonga who selected this option over a regular tutor group.</p> <p>Student and whānau voice to identify positive outcomes.</p>	<p>Both groups grew in numbers over the year and in some cases Year 9 students asked to go into the vertical groups when they realised it was available.</p> <p>We have received good feedback from both parents and students who feel their culture is represented in the way the groups operate. These two groups were very successful in terms of student connection with the school and their culture.</p>

STRATEGIC GOAL 4

Grow students as global citizens

<p>Four year strategic plan:</p> <ol style="list-style-type: none"> 1. Embed teaching of transferable skills for all students across all curriculum areas 2. Create authentic learning experiences for all students 3. Create a culture of student agency 4. Ensure students develop an awareness of possible pathways <p>Priority groups – All students</p>		
2022 Targets	Success Indicators	Comment
Develop the connected curriculum more widely in Year 9.	A connected curriculum experience for all Year 9 classes. A wider understanding of a connected curriculum experience across Year 9 teachers as seen through classroom observations and teacher voice.	<p>All Year 9 classes had some component of their learning programme that was connected. Teachers could opt into the connected curriculum and we will continue to grow the capacity of teachers to offer an integrated curriculum in Years 9 and 10.</p> <p>PLD time was used to get Year 9 teachers together to develop ideas for connection within programmes of learning. In 2023 Science, Social Sciences and English are all offering formalised connected learning in Year 9.</p>
Monitor evidence of transferable skills development.	<p>Transferable skill development is visible through</p> <ol style="list-style-type: none"> 1 – Classroom observations 2 – student reports/subject specific feedback 3 – Involvement and engagement in PLD 	<p>Transferable skill development was a focus for a review of how we report to parents and students on progression. There is evidence that transferable skills are being well reported to students and parents.</p> <p>Classroom observations include a focus on transferable skills through the Good Teaching Practice Model for staff and leaders.</p> <p>PLD was delivered by staff with experience and expertise in connected curriculum. These sessions were well received by staff as they provided time to brainstorm with core class teachers all together. This was very beneficial time for ensuring that all year 9 students experienced some aspect of their learning programme delivered via a connected model.</p> <p>Learning celebration certificates based on transferable skill development replaced traditional subject awards at the end of year prize giving.</p>
Work with learning areas to create cross curricular connections in a selection of Year 11 and 12 classes.	Growth in course proposals for implementation for 2023.	This continues to be a work in progress in year 11 and 12 but in Year 13, Impact project continued to be successful. It is a course that integrates technology standards with another subject or passion on an

		<p>individualised basis. This grows from strength to strength as a subject.</p> <p>Tertiary preparation is a course available to students as an 'extra' to best prepare them for the demands of tertiary study. This two hour a week course was very well received by students who enrolled in it. The number of tertiary scholarships increased significantly in 2022 and having identified students as a group that were on a tertiary pathway was useful in making sure all students had regular information about scholarships and preparation.</p>
Work with learning areas to surface possibilities for connected learning beyond the existing models and spaces.	Course proposals and discussion about innovative use of space.	<p>For 2023 we have implemented a course focussed on student leadership for both Year 12 and 13 students which will be a great opportunity for students. This has 20 students enrolled in it. As a College, we are moving towards multi level courses to allow for more flexibility for student subject selection.</p>
Embed a Bring Your Own Device policy across all levels.	100% of students have access to a device to enhance their learning.	Achieved – all students had the option of a long term loan device.

STRATEGIC GOAL 5

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

Four year strategic plan: <ol style="list-style-type: none"> 1. All students experience feelings of success in learning 2. Students have access to the pathway of their choice 3. All students have a key person at Hagley that cares about them and their learning. <p>Priority groups – New senior students to the College</p>		
2022 Targets	Success Indicators	Comment
Review course entry requirements and the naming of courses to ensure that all students have equitable opportunities.	Course entry requirements are reviewed annually by subject leaders.	We continue to see more multi level courses and open entry.
Create a strengths based approach to address the needs of the students aged 19-25 who have gaps in their learning and/or for students who are returning to education.	Effective course counselling ensures successful outcomes for students	Continued improvements in effective course counselling and open entry into an increased number of courses.
Greater recognition and affirmation of diverse ethnicities, languages and cultures across the Hagley Community, and actively building and sustaining their engagement and participation.	Multi lingual learners are recognised and affirmed in all aspects of Hagley.	Planning for and early implementation of the Wainuku learning hub proposed. Idea is to bring together many support aspects of this work, integrated with HALC and the Pre School.
Multi-lingual learners experience a variety of flexible teaching and assessment methods to support their learning and achievement,	Increased flexibility across learning programmes and assessment methods.	Mentoring pilot for students of former migrant and refugee backgrounds. English Language Learning Department – upskilling students with e-learning.
Year 9 and 10 students build awareness with teachers of how students' mindsets impact future pathways.	Students have unrestricted access into all courses at Year 11.	Achieved in 2022
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.	Successful transition, positive attendance and engagement in their programme of learning. Successful outcomes could include credits gained and/or positive social connections.	We have enrolled close to 50 students under special consideration. This included a group of 25 year 11 students. These students achieved NCEA level 1 at the same rate as students who were with us from Year 9. Custom timetables have been created as a result of flexible programmes. Our collaboration with Christchurch ballet for example has seen a number of students enrolled in part time programmes.
Early identification of students who need additional support to keep them positively engaged in learning.	Identified students are provided with a wraparound service, delivered through a co-ordinated network of support. E.g student support register	This has continued to be a real strength of our support for students as a school. Meetings are held weekly and the register is updated with key staff all having input into the support and interventions for the individual students on the register.

BICULTURAL PARTNERSHIP

INTRODUCTION

The Bicultural Partnership portfolio sits within a Deputy Principal Portfolio as of July 2022 and is led by Jasmine Lambert. The outcomes of this portfolio are to be reviewed for 2023.

Many positive outcomes occurred with the bicultural partnership space in 2022, and these can be attributed to the work of many people- me mahi tahi tātou mō te oranga o te katoa (we must work together for the wellbeing of all). These developments have occurred within all areas of the kura, and have required the involvement of our ākonga, kaiako, kaimahi, whānau, hāpori, and mana whenua. The key outcomes in this reporting round will be supported with examples of these developments. Improved educational experiences and outcomes for ākonga Māori, as Māori, are located firmly at the centre of this portfolio.

KEY OUTCOMES

1. Expand opportunities to engage in Māoritanga.
2. Increase the presence and mana of ākonga Māori in our kura.
3. Create an environment that promotes the achievement of equitable outcomes for ākonga Māori.
4. Lead the development of relationships with mana whenua and whānau.
5. Reflect and strengthen tikanga Māori, mātauranga Māori, te reo Māori and te ao Māori in our strategic documents and across our kura.

OUTCOME 1

Expand opportunities to engage in Māoritanga

If this outcome is to be understood as providing further opportunities for ākonga Māori to engage with, learn about, and express their Māoritanga within Te Puna Wai o Waipapa – Hagley College, a few initiatives and developments have come about across 2022. This outcome will be evaluated in 2023 with a view to being more specific and reflective of our aspirations as a kura.

For ākonga Māori, these opportunities have included:

- Kapa haka for Junior and Senior students as a Kete Wana option, and NCEA course. Our kapa haka represents our kura in a number of Māori environments, and enables connection to Te Ao Māori beyond a school-context.
- This year was our second working with Pūhoro STEAM Academy. This had lower uptake than the initial year and the decision was made not to continue with this kaupapa in 2023.
- Ngā Manu Kōrero- a number of our ākonga participated in both in-school and regional Manu Kōrero oratory competitions. Our kaiako Māori work intensively with competing ākonga to prepare them for this important event on the Māori calendar. In 2022, our ākonga were recognised with placings and feedback that reflected their hard work.
- Te Ama Māori student council. This initiative is elaborated on further within outcome 4.
- 'Hine te Waiora' and 'Tāne te Waiora' wānanga hauora, hosted by Hawaiki Kura in Te Tau Ihu were a meaningful kaupapa for our ākonga in 2022. Our HoD Māori, Sondra Pawhau-Bunt, led the attendance of our ākonga at these wānanga.

- In 2022, our kaiako Māori became more involved in our school-wide pastoral and discipline systems. This created opportunities for issues to be responded to in a tikanga Māori driven way.
- Mana Māori was led by Sondra Pawhau-Bunt, and in 2022 provided wrap-around support, with an ao Māori approach, for a small number of students. We saw positive outcomes for a number of these students, and have used this model to inform next steps. It will not continue in the same format in 2023.
- Te Ara Matatau, extension te reo Māori, Kete Wana option continued in 2022, and was taught by Tia-Raumati Kohinga.
- The kī-o-rahi sports team again proved popular with ākonga, and they performed well in 2022, once again qualifying for the national competition in 2023.
- Opportunities for our ākonga to begin learning about the art of whakairo and raranga were created and developed this year. Our papa mahi was reopened in 2022, and this space has added to the learning environments upholding tikanga Māori within our kura. The engagement of students in these kaupapa was positive and meant that a successful regionally allocated PLD funding application was made to the Ministry of Education, which will provide us with 80hrs of specialised PLD to develop our whakairo programme. Dr Phyllis Callaghan will facilitate this PLD in 2023.
- Our whare, and the people within it, provides an important space for ākonga to experience te ao Māori. Whanaungatanga, manaakitanga, tikanga, and orangatanga are all important aspects of Māoritanga that are prioritised within this space.

OUTCOME 2

Increase the presence and mana of ākonga Māori in our kura

This outcome will not be reported on in 2022. This outcome will be evaluated in 2023 with a view to being more specific and reflective of our aspirations as a kura.

OUTCOME 3

Create an environment that promotes the achievement of equitable outcomes for ākonga Māori

This outcome has a number of overlaps with what is reported in the 'Student Learning' portfolio report. As our ākonga Māori spend the majority of their time at Te Puna Wai o Waipapa – Hagley College in learning environments led by non-Māori, it is important that our teaching staff are culturally capable, regardless of their whakapapa. Over 2021, and 2022, we have continued to prioritise a professional learning and development programme which aims to better equip our kaiako, and kaimahi, to promote the achievement of equitable outcomes for ākonga Māori. A number of kaupapa have contributed to this broader outcome over 2022, and include:

- Full staff, and learning area specific, PLD on culturally responsive pedagogy. These sessions have been informed heavily by Māori researchers, including Dr Russell Bishop, and Dr Angus Hikairo Macfarlane.
- Collaborative inquiry across the kura was driven by an aspect of CRP, meaning each learning

area identified and worked to improve teaching practice in at least one area of culturally responsive practices.

- Kaiako set and reviewed individual goals on improving their understanding and use of te reo Māori me ōna tikanga.
- Whaea Tihi Puanaki was contracted to provide classes for teaching and support staff to learn te reo Māori for two terms.
- 20 kaiako attended Tuahiwi Education 'Getting to Know Us' workshops held at Tuahiwi marae. Our aim was to have some representation from SLT, each learning area, and our Wellbeing team across the year.
- A number of learning areas focused on increasing their understanding of, and provision for, mana ōrite mō te mātauranga in 2022.

We will continue to regularly seek ākonga and whānau voice around their experiences in our kura, and their confidence in our ability to provide for the achievement of equitable outcomes for Māori, as Māori. Going forward, we also wish to enable mana whenua to contribute more frequently to these kōrero.

OUTCOME 4

Lead the development of relationships with Mana Whenua and whānau

Whānau

While 2022 presented ongoing challenges in managing the risks associated with Covid-19, and reduced the number and size of gatherings we could host as a school, we were still able to connect with whānau. Usually, we would hold a hui whānau twice a year to enable whanaungatanga, and discuss kaupapa relevant to ākonga and whānau Māori. This looked different in 2022, and involved connecting with whānau groups on a smaller scale, and utilising Teams video calls as an alternative to kanohi ki te kanohi connection.

The primary ways we focused on strengthening relationships with whānau included:

- 'Tihei Mauri Ora' whānau newsletter, published once a term, which contained updates, events, and articles about (and by) ākonga and their experiences and successes.
- Private Facebook group, 'Te Whare ki Te Puna Wai o Waipapa' used most frequently to share photos and videos, and update whānau about what our ākonga were involved with at kura. This proved an important tool for real-time communication and grew in engagement over the year.
- Te Ama Māori student council was an important kaupapa for whānau Māori who wished to contribute to, and offer, experiences rooted in Te Ao Māori for our ākonga. Whānau were welcome at fortnightly hui, having the opportunity to attend in person or online. A number of our whānau provided learning opportunities for our ākonga, including mahi toi, waka ama, and hāngi. Whānau attended noho, and events celebrating Matariki as connected to the mahi of Te Ama.
- Te Urungi continued in 2022 and was another important point of connection for our whānau Māori. Te Urungi serves as a communication and feedback channel and the monthly hui saw

multiple whānau attend and share their whakaaro on our direction, priorities, and progress as a kura in the bicultural space.

Mana whenua

From our perspective, 2022 saw positive steps towards a strong relationship with mana whenua, the hapū of Ngāi Tūāhuriri. These positive engagements have built upon a foundational connection and it is hoped they will create further opportunities for collaboration going forward. As a kura within Ōtautahi, we acknowledge the significant contribution and generosity of Ngāi Tūāhuriri under the current demands on their people, knowledge, skills, and resources. E rere ana te mihi nunui ki a rātou, ngā uri o Tūāhuriri.

Our key engagements with mana whenua in 2022 include:

- Attendance of 20 teaching staff at two Tuahiwi Education 'Getting to Know Us' workshops held at Tuahiwi marae.
- Whakawātea of buildings on their completion, Auripo and Wainuku. This involved representatives from the Tuahiwi 'Te Pae' group, and were led by Maaka Tau and Liz Kereru.
- Collaboration with Lynne Te Aika on most recent DP appointment.
- Consultation with Lynne Te Aika on the naming of internal spaces within Auripo and Wainuku.

OUTCOME 5

Reflect and strengthen tikanga Māori, mātauranga Māori, te reo Māori, te ao Māori in our strategic documents and across our kura

The majority of information relating to this outcome can be found in the reporting against outcome 3. We are confident that our strategic documents include, reflect, and aim to strengthen te reo Māori me ōna tikanga, as well as mātauranga Māori. We also recognise that this is an ongoing goal for those who develop the strategic documents, and the current wording of outcome 5 does not adequately capture what we wish to prioritise. This outcome will be included in the aforementioned evaluation process.

INFRASTRUCTURE AND DIGITAL STRATEGY

INTRODUCTION

Te Puna Wai o Waipapa – Hagley College’s vision for Infrastructure (Digital and Physical) portfolio, led by Andy Gorton, is for the college to have a high-class infrastructure that is robust, flexible, secure and sustainable and is strategically planned and driven by agreed processes. In this way, the college can help provide first rate facilities and opportunities to students and staff. 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 allows 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. It should also be able to sustain the level of monetary and resource commitment to upkeep the infrastructure over several years.
- **Secure** – The college needs to be able to keep safe its assets and digital resources secure.
- **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, secure 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 large 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. However, this will also bring a further complexity to the college's wider digital infrastructure.

The ICT services team face greater challenges at Te Puna Wai o Waipapa 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 Te Puna Wai o Waipapa's learning environment. This means that the opportunities for network downtime, when new features can be tested in isolation of ICT users, are very few.

2022 highlights

- The BYOD/Equitable Access Program was extended to include all students who attend day school at the college. Approximately 180 students took advantage of this program.
- There was a major overhaul of college owned devices around the college replacing all Art and Computer Sciences computers, as well as removing aging machines and reassigning others to support the BYOD/Equitable Access program.
- The college's network digital storage units were renewed, and the processes revamped so that, in the case of extreme technical issues, access to digital resources for staff and students, can be returned to a good operational state in a more timely fashion.
- ICT security at the college was greatly enhanced. For example, access to college digital resources is now subject to a further layer of authentication when a staff member is away from the college for a period of time and any access to resources from a device outside of New Zealand is disallowed by default for both staff and students.
- In association with the enhanced ICT security, ICT Services reviewed and enhanced their data back-up procedures and equipment.

- The senior members of the ICT Services team finalised their work with the college's redevelopment partners to deliver network facilities to the college's two new buildings.
- The college enhanced its security camera system to offer both improved quality of coverage as well as across the new buildings and legacy buildings and grounds. This system is more financially sustainable as well as being more efficient to use for the security team and senior teachers.

Looking forwards to 2023

- ICT Services will revamp their UPS (Uninterruptible Power Supply) units so that in the event of power failure, the college's assets are better protected.
- The college's servers that offer security and building management services will be upgraded.
- A wireless network upgrade will take place in association with Ministry of Education partners
- Digital security will continue to be a focus for ICT Services to secure the college's digital assets and resources whilst maintaining ease of access to resources for staff and students.
- In 2023, it is likely that ICT Services will need to upgrade a significant number of the Equitable Access Program Devices.

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 Te Puna Wai o Waipapa offering the very best educational and work facilities with a careful blend of flexible and specialist areas that are both financially and, as far as possible, environmentally sustainable.

The main challenges of this part of the Infrastructure portfolio are the change management processes in supporting staff and students for full teaching use of the new college buildings and changed use of older spaces. Additionally, trying to secure appropriate funding from the Ministry of Education to repair current college buildings will remain a focus for senior members of staff.

Future focussed environments

The college has committed to 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 has continued to update 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, Te Puna Wai o Waipapa 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.

2022 highlights

- The construction phase of the college's long planned development of two major buildings was finally completed in term 4 2022.
 - Auripo is a large building that has multiple functions and areas including a 209-seater auditorium, specialist Dance and Drama classrooms, a Staffroom and multiple classrooms and meeting rooms as well as dedicated facilities for our Ko Taku Reo colleagues and students.
 - Wainuku is a large building that includes teaching spaces for Hard Technologies, Textiles, Art, Digital arts and Computer Sciences etc.
- All spaces in the new buildings contain newly purchased furniture and many specialised spaces have purpose designed Audio Visual capabilities making them first class learning environments.
- Other spaces in the new builds received a significant investment and enhancement to their equipment eg Hard Technologies replaced much of the legacy large equipment with modern equipment more suited to the new teaching spaces.
- Multiple support staff workrooms were upgraded with similar facilities to those mentioned above.
- As with the previous last few years, senior members of the college continued to work closely with the MOE and their partners with development plans for Te Puna Wai o Waipapa's future improvements.
- The concept design of the proposed third new building was completed to a developed design stage ready for detailed design and practical implementation once funding can be secured from the Ministry of Education.
- With the large scale move into the new buildings, several vacated classrooms were revamped with new furniture for use by other subject areas.
- X1 has now been upgraded to a Digital Art classroom. X block now has 3 computer suites with highly specified computers for student use.
- The majority of the college's outdoor benches and tables around the college grounds were replaced in 2022. This has offered better seating for students and staff socialising outdoors as well as being more aesthetically pleasing.
- Science block heating system was completely revamped following failure of the legacy system.

Looking forwards to 2023

- The college will continue to work closely with the Ministry of Education to try and secure funding so that the college Masterplan can continue to be implemented. If budget is secured:
 - The detailed design and build phase for the third new college building should be started in 2023.
 - Gym 1 should be revamped (exterior and Windows) in 2023
- The plans for the Waipapa area between the two new buildings will start to be developed with engagement from students (delayed from 2022).

- Following meetings with the Ministry of Education and their partners, enhancements will be made to college buildings with regards accessibility improvements for some of our students.
- Landscaping around parts of the college will be enhanced eg surrounding parts of Wainuku and the front of the college
- One of the rooms in C block will be redeveloped into a larger meeting space for use by teachers and potentially smaller student groups.
- The college will look to putting air conditioning units into the remaining X block classrooms.

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:

The Infrastructure directorate has focused on four main strategies and processes:

- **Contractual and financial improvements:** The college spends considerable sums of monies over a year purchasing new assets, maintaining current assets, and engaging contractual services. Whilst value for money is an important consideration, 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 Te Puna Wai o Waipapa 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 the college 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 Te Puna Wai o Waipapa's continued redevelopment program.
- **Environmental Improvements:** This describes many areas of the college's day to day operations. However, over the next few years the continued focus will be upon the college's control over energy usage and the associated costs.

Flexibility and access

Access to ICT:

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

One of the major challenges that Te Puna Wai o Waipapa 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 Te Puna Wai o Waipapa is still committed to improving access to college-owned devices for students it also recognizes 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). 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, access to work areas for staff and students beyond normal school hours has always been allowed. There are already areas where students can work eg the library. Whilst it would be very difficult to extend this approach to all classrooms, the college continues to strive for flexible use of college facilities for both students, staff, and whanau. This will continue to be addressed within Te Puna Wai o Waipapa's future focussed approach.

2022 highlights

- The Infrastructure Services team have introduced a more robust system for automatic door access. The new system offers improved ease of access to college facilities for both staff and community users as well as enhanced security and accountability.
- The Infrastructure Services security element was enhanced by engaging an onsite security guard for college evenings. The security guard can also help in accessing areas out of hours or where access difficulties exist for staff and students.
- In 2020, a process was introduced that gave departments the opportunity to apply for extra funding to enhance their programs. In 2022, following this process, the Outdoor Education department secured extra funding from Infrastructure Services to replace their aging Mountain Bike fleet.
- ICT Services purchased several highly specified laptops to support students who needed to continue their Digital Art and Film coursework when away from college.

Looking forwards to 2023

- With the introduction of access control doors in many areas of the college, an overhaul of access to areas will take place to ensure the correct staff and students can access areas when they need to but also ensuring that college areas remain secure.
- Internal operation manuals will be created by the Infrastructure Services team (with an emphasis on the new buildings) to future-proof operations as and when the team engages new team members.
- Energy usage will be closely monitored on the two new buildings to help ensure that energy costs are affordable and manageable.
- Rental and leasing agreements (with external parties) for access to college areas will be re-evaluated to ensure that the college is offering flexible usage to our communities but also ensuring that costs incurred by such usage does not disadvantage the college.
- ICT Services and the e-learning team will implement an improved system for issuing equitable access laptops for students. This will ensure that students have earlier access to devices/services and make certain that the laptops are issued to the students who need them most.

OUTCOME 4:

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

Te Puna Wai o Waipapa views the process of researching, evaluating, and reviewing as very important. In terms of digital and physical infrastructure, this process needs to encapsulate many factors including products and solutions knowledge, commercial sector relationships, and current practice. With this approach, the college can ensure it always has the tools and processes that will allow excellent support for learners and staff.

In any given year, there are a multitude of new devices and products and services offered by commercial and non-commercial organizations. Each year the Infrastructure and ICT services team meet suppliers and service providers on a regular basis reviewing which equipment and services represent value for money and a low total cost of ownership for the college whilst being fit for purpose. This allows the college to 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.

2022 highlights

- After significant research and consultation with business partners, ICT Services reviewed and subsequently renewed its network storage equipment and upgraded to a process that, in the event of equipment failure, should allow the college to have server based digital storage available again in an acceptable timeframe.
- The college continued work with multiple partners to gain the best ideas and designs for equipping the new buildings. This culminated in contracts agreed for a range of equipment

including furniture, audio/visual equipment, security cameras, theatre lighting, fitness equipment.

- Senior members of the college took active roles in the new buildings' redevelopment process ensuring that the planned buildings were fit for purpose and future proofed as best possible.
- Processes to ensure the college's Equitable Access program was being used well by students were improved in 2022. This included working with the e-learning team and keeping track of daily/weekly usage of college owned equitable access devices.

Looking forwards to 2023

- A new electrical supply contract and printing services contract will be sought with the intention to offer the college the best possible value for money over the next 3-5 years.
- Continuing its work from 2022, the ICT Services team will make ICT security enhancements based on industry best practice models. Part of this process is to continue to seek advice and share experiences with 2 other large Christchurch Colleges that the ICT Services team have worked closely with over previous years.
- Senior members of the college will work with other staff and partners to review the detailed design of the planned third new building at the college and ensure that this meets expectations.
- As in 2022, senior members of the college will continue to work with the Ministry of Education to research and evaluate funding streams to continue the redevelopment works at Te Puna Wai o Waipapa.

STUDENT LEARNING

INTRODUCTION

The primary focus of the Student Learning portfolio, led by DP: Student Learning, Marie Stribling, 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. This links to the school's mission statement within the charter: "Our mission is to build success, achievement and a desire for lifelong learning for every student." In 2022 we offered 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 Learning Support Services 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 future focused learning. 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 students' engagement with learning and achievement.
2. Lead best practice in assessment integrated with teaching and learning in order to maximise student achievement.
3. Grow strong professional learning and evaluative models which build teacher practice and inform curriculum design development and delivery across the College.

OUTCOME 1: LEAD CURRICULUM DESIGN, DEVELOPMENT AND DELIVERY ACROSS THE COLLEGE TO MAXIMISE OUR ĀKONGA'S ENGAGEMENT WITH LEARNING AND ACHIEVEMENT

Years 9 and 10 curriculum

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 addition made to the junior curriculum in 2019 was Kete Wana, our 'basket of inspiration', led by Assistant Principal, Suzanne Waters, which continues to offer students greater agency in pursuing new skills in areas of interest to them from a large menu of 12-week block courses. Students make six choices of courses each year and all programmes are offered to combined classes of Years 9 and 10 students. There is continual review of the content and structure of Kete Wana with new subjects being added where demand is evident.

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. This monitoring process is reviewed annually to ensure that all students engage with the eight learning areas. Further work continues to automate the tracking of coverage to link with the college database.

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.

Tracking of progress at Year 9 and 10

- English and Maths departments have done professional development with e-Asttle and are refining their processes to show progress over time. The 2022 results are as follows:

Maths	
<i>Beginning of year 9</i>	<i>End of year 9</i>
49% of students at or above 4B	63% of students at or above 4B
<i>Beginning of Year 10</i>	<i>End of year 10</i>
45% of students at or above 4A	54% of students at or above 4A
English	
<i>Beginning of year 9</i>	<i>End of year 9</i>
64% of students at or above 4B	80% of students at or above 4B
<i>End of year 9</i>	<i>End of year 10</i>
68% of students at or above 4A	81% of students at or above 4A

- For subjects other than Maths and English, departments are continuing to refine their tools to track students' progress over time, and this may include qualitative data, rubrics and progressions. Further monitoring of this across departments is an area for development in 2023.

Curriculum integration and collaborative practice

In 2022 the progression towards curriculum integration in Years 9 and 10 has continued. This development has been led by Social Sciences HOD, Tamara Yuill Proctor, and Specialist Classroom teacher, Nik Densem. Several professional development sessions were provided for teachers of Year 9 to support them in planning for connected curriculum delivery. In 2023 it is planned that English, Social Studies and Science will actively work together to deliver a connected curriculum to all Year 9 classes. Evidence so far supports the direction that, over time, it is expected that greater teacher capacity will develop by means of this staged approach to change.

Course innovation

2022 saw the introduction of a range of **semesterised courses** at Level 2. The two drivers for these courses involved both course innovation and the desire to reduce the amount of non-timetabled

time for Year 12 students, as by picking up a semesterised course as well as their other five subjects, students are enrolled in five and a half subjects across a year. The initial semesterised courses offered were in Art, English, Employment Skills, Statistics, Sports Education, Impact project, Foods, Business Studies, Classics, Geography, History and NZ History, Media, Financial Life Skills. Interest in these courses was varied; in a few cases where very limited enrolments were received the course will not be offered again in 2023. Teachers have been encouraged to expand the range of semesterised courses offered in 2023. It is difficult to determine whether the introduction of new standards at level 2 will impact on our semesterised courses. A consequence may be that a de-siloing effect may give rise to a modules system whereby students do a course across a year which is made up of standards from two different learning areas.

A significant innovative Year 13 course- **Impact Project**-, which is a University Entrance approved course, was introduced in 2020 and it has continued to be very successful in 2022. The course enables students to work individually or collaboratively on a range of relevant real-life projects. A key feature of this course is the opportunity it provides for collaboration between teachers where students use their interests and passions from another subject they study at Hagley to research, design and create their project. This highly successful pilot creates a model for teachers to see ways of offering learning opportunities to students which are linked to real world learning and to draw assessment opportunities from across learning areas. Some of the semesterised courses (eg Art Passion project) which were offered in 2022 followed aspects of this model.

The **Fast Path into Engineering and Product Design** programme has continued to provide adult students a pathway into tertiary study at the University of Canterbury. After a successful 2021 course, the programme was run in a similar manner in 2022 with some small adjustments based on student feedback. This included some greater utilisation of assessment for learning concepts and a comprehensive set of core notes and problem sets that all students could use to best support their learning. Students continued to find great value in the Wednesday night sessions and were motivated and engaged, even considering the length of the class. Online learning tutorials were limited to Monday nights, and content was provided to students on Friday evenings so that they could work at their own pace.

The course ran smoothly, beginning with a core group of 12 students at the outset. While student drop off is to be expected, the class maintained a stable set of regular attendees. Student success was the highest seen since the course's inception, with 5/6 students passing their final Mathematics exam and 4/6 passing their final Physics exam. The Mathematics exam had an average score of 63.8% and the Physics exam had an average score of 63.9%. One student was able to gain a perfect score of 100% on both exams, demonstrating the significant learning that can occur for highly motivated students. Another significant highlight was a student who travelled from the Cook Islands to take this course as preparation for a degree in Mechanical Engineering and found success in the course.

Next steps for Fast Path in 2023:

Areas of focus will be:

- investigating new ways to diversify the style of learning in the Monday night tutorials
- focusing on power sharing so that students can support each other and lead workshops when appropriate

- improving student retention by gaining feedback and initiating more frequent personal communication with students, especially during the first half of the course.

2021 saw the introduction of a **more flexible approach to Science programming** at Year 11, moving from a two tier system to a single 11Science system, and this continued in 2022. Here two classes are blocked in an option line to allow movement and flexibility across the two classes within the option line. While the motivation for this change is valid, the change has given rise to some questions about how to manage student choices more effectively, as one of the results was that class sizes varied considerably as many students made active choices to engage with internal standards and not to work towards external standards. Results from this approach in 2022 suggest that significant modifications to the programme for 2023 are needed to ensure that more students gain at least 14 credits in Level 1 Science, and that more careful tracking of students occurs. It is likely that this will be addressed as part of the Science department's review processes. With the introduction of the new standards in 2024 the two- tiered programming is likely to become redundant.

Curriculum delivery planning for new spaces

A project was initiated in Term 3 2022, led by kahui ako Across School Teacher, Nathan Walsh, and involving Within School Teachers, Rosa Hughes- Currie and Sally Hayes, to support teachers to examine best practice in teaching in more open plan spaces. Teachers were offered professional development, the opportunity to observe modelled lessons and the opportunity for mentorship. Teachers will continue to be supported in 2023 as they begin teaching in these spaces.

Te Ao Māori

In 2022 all Years 9 and 10 students have continued to study two hours of te reo Māori per week. The College is committed to supporting the continued growth of te reo Māori in the kura and works to support this through additional staffing resourcing. There is moderate growth in numbers studying te reo Māori in the senior levels, and it is hoped for an increase in numbers over the next two years.

As part of the Kete Wana structure, in Terms 2- 4 2022, an additional advanced reo class was offered to a small group of Year 10 students who have an advanced level of reo Māori. This group will be monitored in 2023 as they engage in Year 11 te reo Māori.

Reporting on progress and achievement

Following the review of junior curriculum in 2017 changes were made to the ways student progress and achievement is reported to parents and caregivers, as well as to adult students. Junior reports are now centred on the six transferable skills identified by teachers as key for students. These six skills closely resemble the key competencies with the addition of 'maker mindset'. Teachers are asked to report on these transferable skills in the relevant learning context, attempting to capture progression in one or more of the transferable skills. Evidence from reports shows strong buy-in to this model of reporting and it is important that this model continues to strengthen.

The plan over time was to introduce this model into the senior reporting framework and to also introduce senior subject feedback as a live model ie teachers would report regularly on student

progress via the portal, rather than waiting to report at defined reporting times. In 2021 senior subject feedback was introduced but it is still overlaid by traditional subject reporting rather than based on transferable skills demonstrated in the learning context. Teachers, also have not bought in to the idea of the feedback being given regularly, and, instead, most teachers will provide feedback only at defined points of the year.

An informal review was conducted of reporting models in 2022 but it did not result in significant change. While it is important to consider the voice of ākonga and whānau as part of any review, it must be remembered that whānau are always likely to default to the models of education they have experienced in the past and these models are not always fit for purpose in the 21st century. It is desirable that in 2023 a teacher review of senior reporting processes occurs, with an emphasis on the two outcomes of providing regular and timely feedback to students in Years 11-13 and to ensure that transferable skills are being reported within the learning context.

Links with After 3 courses

Responsibility for programme planning as part of this portfolio has reduced in recent years as the Director of Learning Communities, Sarah Denny, and After 3 Co-ordinator, Pip Judge, lead this work and they report more directly to the DP: Community Liaison. However, The DP Student Learning has a consultative role in ensuring that programmes remain curriculum and assessment focused to ensure they meet the requirements of the funding model.

The DP: Student Learning oversees the Writers Institute, an After 3 programme which runs on Saturday mornings. This course, set up by Mike Fowler and Morrin Rout, has been running for about 15 years and is considered an important and serious course for adults in the writing community, often providing a university pathway to tertiary Creative Writing courses and to the world of publishing.

Leadership of this programme became an issue in early 2022 as a result of the illness of the previous Director, and the course's sustainability came under threat due to student withdrawals, some because of the COVID situation and the change of Director mid-way through the year. It is fortunate that two very experienced tutors, Melanie Dixon and Joanna Preston were employed as tutors for 2023. Additionally, Melanie has also taken on the Directorship for 2023 and she will bring an enthusiastic, informed and fresh approach to the Institute for 2023. The course continues to require robust selection processes to ensure the course remains an option for serious writers.

NCEA change programme

Following on from 4 mandated Teacher Only days in 2021, 4 more TODs were held in 2022. The focus of these TODs was:

- TOD 5: Literacy and numeracy co-requisite standards
- TOD 6: 'Being Tangata Tiriti' full day workshop
- TODs 7&8: Departmental work on the new standards and/or the Curriculum Refresh

Two further TODs are mandated for both 2023 and 2024.

A very important aspect of the Change programme is the foregrounding and embedding of Mātauranga Māori in all curriculum subjects. Professional development work for teacher began in 2021 and is ongoing, both school - wide and within learning areas. A PLD session, led by DP: Bi-Cultural partnership and Student Wellbeing, Jasmine Lambert, is planned for all teachers in early 2023.

Teachers have engaged in 2021 and 2022 in PLD linked to the co-requisite literacy and numeracy standards which were due for implementation in 2023. However, the piloting process has surfaced some significant issues with these standards. The implementation will now begin in 2024, and this has the potential to be a difficult change for the school to embed. The standards are assessed twice a year in specified weeks and students can sit the tests from Year 9, depending on when they are deemed ready to sit. The tests are 'digital first' ie students will have to actively opt out of the digital test to be given a paper version. The logistics of running the tests twice a year for large groups and of tracking student readiness is likely to pose a challenge to school resourcing. An even more significant challenge, however, is likely to surface in the outcomes of the tests for our students, whereby teachers will need to find equitable ways to include in classes students who may have 'failed' these tests. Any use of the test as a barrier to higher level study would be in conflict with the school's overall philosophy of equity and inclusiveness, and counter to the hard- won gains in recent years of removing barriers to entry into programmes at Te Puna Wai o Waipapa- Hagley College.

Next steps re literacy in 2023:

It is planned to do a small scale pilot of the tests, using perhaps two year 10 classes, as a familiarisation and logistics exercise. In 2023 our PLD will not focus on the short-sighted goal of passing the test; rather it will work to support teachers to gain a greater understanding of students' literacy needs and how teachers can more effectively address these in their subject areas, so that students themselves can build stronger understanding of the ways they can improve literacy outcomes for themselves.

Curriculum refresh

- A five-year programme to refresh *The New Zealand Curriculum*, written in 2007, and redesign *Te Marautanga o Aotearoa* is underway, aimed at ensuring all ākonga experience rich and responsive learning. The Framework will include a whakapapa, a Vision for Young People - written by young people, for young people, and a purpose statement calling teachers to action with key shifts to ensure equity and inclusion for all ākonga. Progressions will replace curriculum levels and achievement objectives with five phases of learning. Each phase of learning contains progress outcomes that describe what ākonga should Understand, Know, and Do at each phase of learning. The implementation is staged over the next two years and full implementation is projected to occur in 2025.
- The Social Studies curriculum has led the way in 2021 and 2022 and has done significant work towards this implementation during 2022. Teachers have engaged in extensive professional development around Aotearoa NZ Histories across 2022 to prepare for this. The English and Maths departments will prepare for implementation in their learning areas in 2023.

Specialist schools

- To respond effectively to the changing patterns of enrolment there is a need to keep specialist schools under review. In recent years there has been a change to the economic climate which has resulted in lower unemployment, thus resulting in fewer adults or older adolescents choosing employment over a study pathway. Additionally there has been a regulatory change which enables many more providers to offer courses which would be previously seen as the domain of the secondary school exclusively. All of these programmes have been maintained in 2022: Creative Cook, The Theatre Company, the School of Fashion, the Jewellery programme, the School of Music as well as the programmes detailed below. Such programmes play a significant part in creating Hagley's identity as a designated character school which offers a range of pathway and transition options to students and for this reason they have continued to run in 2022 despite the marginal nature of some of the programmes, as referred to below.
- The repackaging of the Dance programme as the Dance Project in 2021, an 8 hour programme, has not resulted in significant growth in 2022.
- Another of the specialist courses, Pre-Health, also continues, despite low numbers of enrolments as it offers a pre- nursing pathway to a group of students who otherwise may have no access to such learning. The course consists of targeted Science, Maths and Health related courses, as well as a practical component where students are on a placement for one day per week, specifically in rest homes. One added component of the course is an Academic Studies paper completed through Ara, supported by an MOU with Hagley. The qualification students are working towards is the New Zealand Certificate in Study and Career Preparation (Level 3), a course also offered at Ara. A challenge the course presents is the compulsory Academic Communication Studies paper that students are required to complete at Ara. Our MOU with Ara waives the enrolment cost for domestic students but students who are on a dependent student visa are ineligible to enrol into the compulsory Academic Communication Studies module at Ara without paying international fees. Students who are not in a position to pay these fees cannot meet the requirements of the Level 3 NZC in Study and Career Preparation. To attempt to address this anomaly, in 2021 an arrangement was agreed with Ara for a cross credit of Hagley's TTP course's standards (22750 and 22751) as a replacement for the Academic Communication Studies paper but, in reality, no students achieved this cross credit in 2021 or 2022.

It may be that some consideration may need to be given, in the future, to a return to a Hagley Certificate (rather than an NZQA certificate) as it is likely to become increasingly difficult to negotiate effective partnerships with providers such as Ara who themselves are undergoing significant change in their institution. While the course is meeting a need for a group of pre-tertiary students, no students have yet been awarded a Level 3 NZC in Study and Career Preparation, which is the qualification the course is based on, despite our accreditation for this qualification in December 2019.

- In 2022, 7 students were successful in gaining the New Zealand Certificate in Early Childhood Care (for the Early Childhood specialist pathway programme). Accreditation for this certificate was gained in December 2019. This would indicate that this programme is filling a significant need in providing a pathway for students into Early Childhood education.

English Language Learning

- Enrolment numbers of students into English Language Learning classes continues to be strong. In 2022 a Reception class was set aside for new refugee enrolments so that Hagley can continue to prioritise the offering of ELL classes to new refugee students.

Some of the refugee students who present for enrolment also have a level of English already which allows them the opportunity to be 'mainstreamed'. Increasingly our enrolment systems will also need to accommodate enrolment of Years 9 and 10 multi-lingual students into mainstream classes; these students will not always be able to follow the timing requirements of Hagley's enrolment systems but we will need to be able to offer enrolment under UNHCR¹ protocols.

- As a secondary school Hagley has discontinued its IELTS² programme in recent years, preferring to focus on offering NCEA/ NZCEL assessment to adolescent and young adult ākonga who are in English Language Learning courses. It is recognised that, for a group of adult language learners, IELTS requirements are some of the biggest barriers to tertiary study, but as there are several private and tertiary providers in this area, Hagley's policy is to focus on using Hagley's resources within the NCEA/ NZCEL framework.

Tertiary pathways

The Tertiary Pathways portfolio, led by Emma Lumb, ensures the smooth running of courses which can offer tertiary pathways to students. The August 2021 decision by the University of Canterbury to take their teaching of the CUP compulsory Academic writing course back in-house resulted in a much-reduced department in 2022.

In 2022 Careers CALD Transitions and Tertiary pathways collaborated under the umbrella of **Transitions Collaborative**. Our informal arrangement of working closely to improve pathways and support for students into tertiary education has seen us continue to develop initiatives through the year, including lunchtime sessions, coordinated support for scholarship information and applications, and a post-exam morning tea in early December where we looked at how to navigate the transition to university.

One of our aims has been to raise the visibility and awareness among students of university as a possible option beyond school, and we had many first-in-family ākonga engaging at various times during the year, and were delighted that some received university scholarships. It was especially pleasing that we were able to invite and host Catherine Moran, Deputy Vice Chancellor – Academic from the University of Canterbury, at our Senior Prizegiving where she presented the 12 UC scholarships to Te Puna Wai o Waipapa recipients. Having her present those awards was special for the recipients and also a positive thing for younger ākonga in the kura to see.

At Te Puna Wai o Waipapa we have continued to offer, as part of the ***Certificate in University Preparation – UC partnership programme*** a semesterised *Academic writing and study skills course* with UC credit transfer for TRNS001. This means that students can opt to do this paper (TRNS001) with us and to complete the full certificate at UC at a later date. We have retained access to UC library resources and we continue to use UC Learn as our online platform for this

¹ <https://www.unhcr.org/>

² <https://www.ielts.org/>

course, giving an opportunity for students to gain the skills and familiarisation with university systems without having to use any of their tertiary fees-free entitlement or student loan. It is an appealing option for some students to have a longer course (18 weeks in semester 1 and 12 weeks in semester 2) especially given the university's decision to teach their CUP courses (including Academic writing) as six-week intensive courses. While student numbers are quite low, it is a valuable link to UC Transitions, and beneficial in terms of branding and our pre-professional offerings. The results below detail enrolments numbers and student 'success rates.

2022	Hagley only students						
	Semester 1			Semester 2			
	Number enrolled	Number passed	Percentage	Number enrolled	Number passed	Percentage	TOTAL
Sem 1	9 initially	7/9	77.8%	9 initially	3/9	33.3%	31.3%
	1 WD 8 retained	7/8	87.5%	3 official WD 6 retained	3/6	50.0%	71.4%
	1 unofficial WD 7 retained	7/7	100%	1 unofficial WD 5 retained	3/5	60.0%	83.3%

Te Puna Wai o Waipapa continues to work closely with the university to offer **Catch Up College, TRNS001, 13EPS and Fast Path courses**. 13EPS, our Numeracy for Uni: Engineering and Physical Sciences course, gives students an opportunity to build maths skills that lead on to TRNS007 Introduction to Mathematics in CUP. The course's teacher, Ryszard Dybka, has continued to shape and develop the material for this semesterised course, and CUP staff at UC have continued to appreciate the closer collaboration. Traditionally, enrolment numbers for this course have been low, and at some point in the future, the course's continued viability may need to be reviewed.

The **13 Tertiary Preparation** (13TTP) course during the daytime saw increased numbers in 2022 year, and has 26 students enrolled at the beginning of 2023. The After 3 version of the course was very small and although it began successfully in 2022 it was withdrawn in May. It was not offered for 2023.

Following consultation with Heads of Departments during the year around sustainability and value of the programme, we ran our Intensive **Catch Up College** again in January. We continued with the shorter official enrolment period of just four days, as well as the use of online forms for enrolments and interview booking that we introduced last year, due to the shorter timeframe for students to complete standards.

We were able to offer standards in 22 University Approved subjects (Te Reo Māori, English, Maths, History, Geography, Classics, Media Studies, Drama, Business Studies, Physics, Chemistry, Biology, Earth and Space Science, Home Economics, Technology, Design, Painting, Photography, Printmaking, Sculpture, Music, Physical Education) as well UE literacy, numeracy, and Tourism for any students requiring further Level 3 credits.

	January Intensive enrolments	Completed qual. or course entry requirements	Jan. Intensive students from Hagley	Longer-term Catch Up enrolments
2022/23	67	57(85.1%)	8	5
2021/22	51	51 (100%)	1	8

The ten Intensive students who did not complete by the deadline have either shifted across to a longer term programme or have ceased communication with the college. An 85% completion rate still compares favourably to the Te Kura rate of around 50%, and is a reflection of the efforts of our Catch Up kaiako. The contribution made by the staff involved in Catch Up College is valued and acknowledged. Catch Up College strongly aligns with the wider college values and mission of lifelong access to education. However, there are real questions of sustainability for the staff willing to participate in the programme: there is still a sense of teachers really needing a break in these difficult and demanding Covid teaching times. In particular, English, a key subject pivotal to the viability of Catch Up College, has become increasingly difficult to staff. Early conversations at the HOD level will need to centre on commitments for departments to share the load.

Next steps for 2023

Across Tertiary Pathways, developments could include:

- Improving the sustainability of January Intensive, if the programme is retained
- Offering 13TTP across two daytime option lines and/or reinstating an After 3 course
- Looking at the structure of AWS (TRNS001) to improve sustainability
- Continuing to liaise with UC Transitions about possible contexts for collaboration (discussions are planned for term 1 2023).

E-learning

The role of the eLearning Leader, Nathan Walsh, is guided by Hagley College Strategic Goal 2: *Develop students' achievement in their learning*. In 2022, the eLearning Leader was ably supported again by two teachers in different curriculum areas to assist with eLearning development across the kura. Key 2022 eLearning initiatives included:

Regular **support and professional development sessions** were offered to all staff. Sessions were varied and focused on how technology can support student learning. Example sessions included: gaining student voice via Microsoft Forms, enabling collaboration via OneNote Class Notebook and using Stream to support students working at different levels of learning. Weekly lunchtime drop-in sessions were also available to staff. In 2022 there was a specific focus on supporting teachers to have work available for students to learn while unable to attend school. 2022 also saw teachers using Vivi (wireless screen sharing) for the first time as many teachers moved to our new teaching spaces. Year Advisors were also supported to use Microsoft Teams to communicate with their Tutors.

In 2022, the **Equitable Access Laptop project** was undertaken to enable all students to have their own laptop to support their learning. All students would either bring their own laptop to school, or Te Puna Wai o Waipapa would provide them with a year-long loan one. The intent of the project was to remove barriers to learning for students. In 2022, 159 laptops were loaned to students. Feedback from teachers and parents was positive, many teachers noting that having all students in all classes with a laptop resulted in new teaching and learning opportunities.

In 2022, **SchoolBridge**, a more effective and robust system for managing Education Outside the Classroom (EOTC) was developed and implemented. This is a software platform designed to integrate student information (with Kamar), facilitate parental consent for off-site activities and generate take-along reports with health information for staff taking students off-site. The software is cloud-based, meaning can be accessed from anywhere, on any device with an internet connection.

Alongside this system, robust work-flow processes have been developed for planning and reviewing EOTC activities. In addition to its EOTC uses, SchoolBridge also enables other staff forms replacing, previously paper-based processes. PLD applications, leave requests, financial reimbursements, and teacher allowance payments are also completed via SchoolBridge and this has greatly increased the efficiency and auditability of these processes. While all forms and processes are continuing to be refined, uptake among staff has been widespread and feedback has been positive.

From 2020 the **Digital Technologies Curriculum** has been a compulsory part of education for all students up until Year 10. The Digital Technologies Curriculum consists of two key strands of learning: Computational Thinking (CT) and Designing and Developing Digital Outcomes (DDDO). The integration of these two strands has been co-ordinated through Curriculum Leaders of Science, English, Social Sciences and Maths. Teachers are comfortable with designing learning which integrates DDDO; however there have been difficulties with the level of specific computer content knowledge required of teachers to effectively deliver the higher levels of CT. After discussions with the Practical Design Curriculum Leader, the Technology department will now be developing the delivery of the CT requirements through identified Year 9 and Year 10 Kete Wana courses.

Next steps for e-learning in 2023:

The focus for 2023 will be to continue with all the above initiatives. As always, the overarching focus will be to support teachers with Professional Learning and Development however, being aware of new trends and tools such as ChatGPT and other Artificial Intelligence applications, are front of mind. Providing relevant and accurate professional development to staff will be more important than ever.

Learning Support Services

Learning Support Services, led by Tracy Murphy, continues to offer a wide range of services to support student learning and engagement across the college. Demand for Learning Support has continued to increase.

The number of students requiring key learning support services are shown in the table below:

	2020	2021	2022
Special Assessment Conditions (SACs)	78	110	132
Outside agency support (including application, co-ordination of relevant parties, oversight of support plan)	2	4	10
Learning Support Caseload (identified students who will need ongoing support for at least a school year - support is coordinated by a LSS teacher)	44	54	73
Dual enrolment (including enrolment support, ongoing communication with agency/home, programme supervision)	<i>Health School: 8</i>	<i>Health School: 16</i> <i>Te Kura: (GATE/Supported Learning): 2</i>	<i>Health School: 24</i> <i>Te Kura (GATE/Supported Learning): 5</i>

In 2022, several processes were adapted to enable streamlined communication and support, including:

- Class learning overviews were written for each junior class, based on data collected by the college. These overviews are shared securely on Teams, with relevant teachers and wellbeing staff. The overviews include classroom support strategies and identification of students who will need classroom adaptations.
- Details of individual student support plans, including modified programmes or learning intervention plans, are also shared with relevant staff on Teams.
- Study sessions for senior students have continued, with increasing demand in 2022. These are now timetabled on KAMAR for added visibility. In 2023, we will continue to investigate using teacher aides for this support, in order to free up LSS teacher time.
- Full Registers of students working with Learning Support Services are now shared with wellbeing staff, careers and Heads of Department, to enable wider discussion of supporting these learners.
- Identified GATE students have been shared with all Heads of Department and subject leaders, in order to support wider curriculum extension and enrichment planning.

STUDENT LEARNING PORTFOLIO OUTCOME 1: ACTIONS FOR 2023:

1. Continue development of systems for monitoring and tracking progress in subjects other than English and Maths.
2. Monitor and track ongoing achievement of Year 11 Science students.
3. Monitor progress of Year 10 students who were part of advanced te reo Māori class in Year 11.
4. Review senior reporting processes to ensure timeliness of feedback and incorporation of transferable skills reporting in learning contexts.
5. Run a small scale pilot of literacy and numeracy co-requisite standards through engaging with NZQA's digital tests.
6. Implement programme of PLD focused on subject specific literacy, leading to departmental collaborative inquiries.
7. Support English and Maths departments in preparing for the Curriculum Refresh.

OUTCOME 2: LEAD RESEARCH INTO BEST PRACTICE IN STUDENT LEARNING, AND APPLY THOSE UNDERSTANDINGS TO INFORM CURRICULUM DESIGN, DEVELOPMENT AND DELIVERY ACROSS THE COLLEGE

Professional development for teachers

Our major programme of professional development for teachers began in Term 2 2022 and our focus was on developing culturally responsive practice. This had been preceded by a 2021 initiative that involved Te Awhiorangi, a group of three teachers who worked with lead facilitator, Jasmine Lambert, to advance teacher understandings about achieving equitable outcomes for ākonga Māori. This group of teachers initially talked to teachers about Te Tiriti as a key driver of teachers' responsibilities of bi-cultural partnership. This was followed by a half day's workshop with teachers

as part of a TOD on the nature of culturally responsive practice or pedagogy, largely informed by Russell Bishop's research, "Teaching to the North- East."

2022's programme was led by the DP Student Learning and the DP Bicultural Partnership and Student Wellbeing, Jasmine Lambert. The programme was based around Russell Bishop's "Teaching to the North-East". Early sessions involved voiced over powerpoints which HODs used in facilitating meetings with their teachers. In these early sessions the three main principles of Bishop's model (Create a family like context for learning, Interact and Monitor) were 'unpacked' for teachers. Subsequent departmental involved discussion and resource development about ways of applying and embedding these principles into the subject area. This work then moved to departmental collaborative inquiries for Term 3, where teachers trialled approaches to improve their culturally responsive practice.

Significant progress was made in moving teachers understanding of culturally responsive pedagogy from an "add-on" in their classrooms to a deeper understanding of the how the building of authentic and effective learning relationships goes far beyond 'warm and fuzzy' relationship building to the implementation of interactive strategies which share the power with learners within the classroom, as well as effective monitoring of the learning relationship.

Our work will continue in 2023 through a school wide focus on this major aspect of power sharing, improving teacher literacy practice in subject areas. Engagement with the literacy demands of a subject can frequently be a barrier for students' success in a subject and teachers are unlikely to build an effective learning relationship with a student if the teacher is not working to break down that barrier. This work will involve making links to Bishop's model and how effective literacy practice in subject areas needs to be tailored to the demands of the discipline, incorporating interactive strategies which can support learners to become 'insiders' to the discipline: the ultimate in power sharing.

Disciplinary literacy in Science

In 2022 two kāhui ako Within School Teachers, Rebecca Donaldson and Lesley Cowie, have been working with teachers in the Science department to improve their understanding of the literacy demands of Science subjects and to introduce them to subject specific ways of scaffolding reading and writing in Science. Feedback for Science teachers has been very positive, and the findings from this project will help to inform the school wide professional development programme focussed on subject specific literacy from Term 2 2023.

Leadership development

The increased focus on mentorship of leaders to build their understandings about professional leadership has continues in 2022. This has taken the form of sharing relevant research with leaders as well as facilitating sessions focused specifically on educational issues and challenging aspects of leadership. At each meeting Specialist Classroom teacher, Nik Densem, has shared short Core Education video clips, mainly focused on coaching conversations.

Teachers new to leadership roles have also been offered the opportunity for external training in "Being an Effective HOD". Such opportunities will need to continue in the future.

Collaborative inquiry model

In 2022 our model of collaborative inquiries within departments or teams led by HODs/ Team Leaders continued. 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 senior leaders as part of each senior leader's Leadership for Excellence responsibility. This mentorship involved helping middle leaders understand the nature of collaborative inquiry through access to online resources, regular meetings with middle leaders individually, providing readings and research, departmental meeting visits and feedback to middle leaders as well as encouraging a peer observation model within the departments.

Departmental foci included strengthening culturally responsive practice, using "Teaching to the North-East" as a resource, a continued focus on assessment for learning processes, subject area literacy and ways of creating a culture which promotes greater student agency. Teachers appear to have highly valued the opportunity for professional conversations within the context of their learning areas and they have welcomed the opportunity to work together to address areas of need or student under-performance.

STUDENT LEARNING PORTFOLIO OUTCOME 2: ACTIONS FOR 2023

1. Lead PLD on subject specific literacy, leading to the leadership of departmental collaborative inquiry.
2. Continue to offer mentorship and leadership coaching to and leadership coaching to curriculum HODs in particular.

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 compliance and review based on continuous improvement, and is 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 2023.

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 2022 towards meeting improved outcomes for at least one priority group, and additionally they set goals for 2023 linked to at least one priority group. In February 2023 the DP: Student Learning has met individually

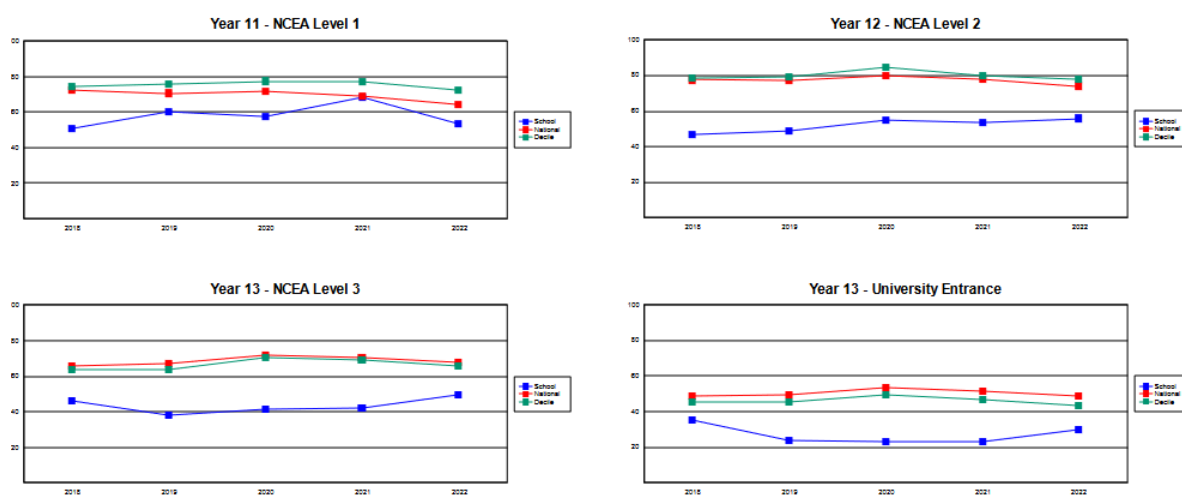
with HODs to support them in their analysis of data and the identification of issues of under-achievement.

Subject leaders will complete a report on the 2022 year in March 2023. Because of its link to the school improvement journey this work is very significant to the work begun in 2021 with ERO to determine the school's evaluative focus in its journey towards school improvement. In discussions with the ERO reviewer it was determined that our evaluative work would focus at the meta- level, evaluating the tools that we currently use to evaluate our progress in the area of school improvement. One such important evaluative tool is the process of subject review as evidenced in the subject report.

Changes were again made to this review document in 2022 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.

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 again available to students in 2022, as a result of the COVID lockdown (maximum of 10 at level 1 and 8 at levels 2 and 3). All statistics, school, decile band and national statistics reflect these reduced requirements.

Level 1 data

NZQA's statistics show 53.6 % attainment overall of Level 1 certificate (81/152 students). However, 50 students were entered for fewer than 80 credits. The published achievement rate of Māori students was considerably lower: 28.5% (8/28 students) but 15/28 Māori students were not entered in 80 credits or more. The equity index was .48, meaning that Māori students achieved at less than half the rate of non- Māori ākonga.

The year 9 2020 cohort achieved approximately at the same rate as the total cohort: 60/112 (53.5%).

Next steps: This is an issue which has been brought to the attention of subject leaders as it warrants further investigation. Where a student fails to achieve at least 14 credits in one of their six subjects, they will need to make up the shortfall in another subject in order to reach the 80 credits needed. HODs/ subject leaders have been encouraged to look closely at their Level 1 subject results and to work with teachers around ensuring that, where possible, every student has access to the 14 credits they would require to be eligible for a Level 1 certificate. A tighter system of school-wide monitoring, probably involving the tutor system, will also be needed if improved outcomes for the cohort are to occur in the future.

The achievement of Level 1 Literacy was also down on previous years: 71.9% compared with 86.7% in 2021 and 77.2% in 2020. Numeracy achievement at 81% was generally consistent with previous cohorts.

Next steps: With the implementation of the new co-requisite standards in Numeracy and Literacy in 2024, an explicit focus on literacy teaching as well as effective tracking process will need to be put in place.

Level 2 data

- NZQA's published statistics of 56% (100/182) achievement do not fairly represent the actual achievement rate because 70/182 (38%) were not completing courses which would allow them to achieve 60+ Level 2 credits. This may warrant further investigation as 34.4% were ineligible in 2021. The adjusted rate of achievement in 2022, therefore, was 100/ 111 – 90%)
- Māori student achievement (adjusted) -17/34– 50% but an additional 16 Māori students (47% of total cohort) were not eligible. This warrants further investigation also.
- The year 9 2019 cohort achieved above the total cohort at 69/94 -73.4% achievement of L2 certificate. This does not take into account the original cohort size of 116.
- 15/21 (71%) of students still at Hagley in Year 12 who identify as Māori achieved the Level 2 certificate.

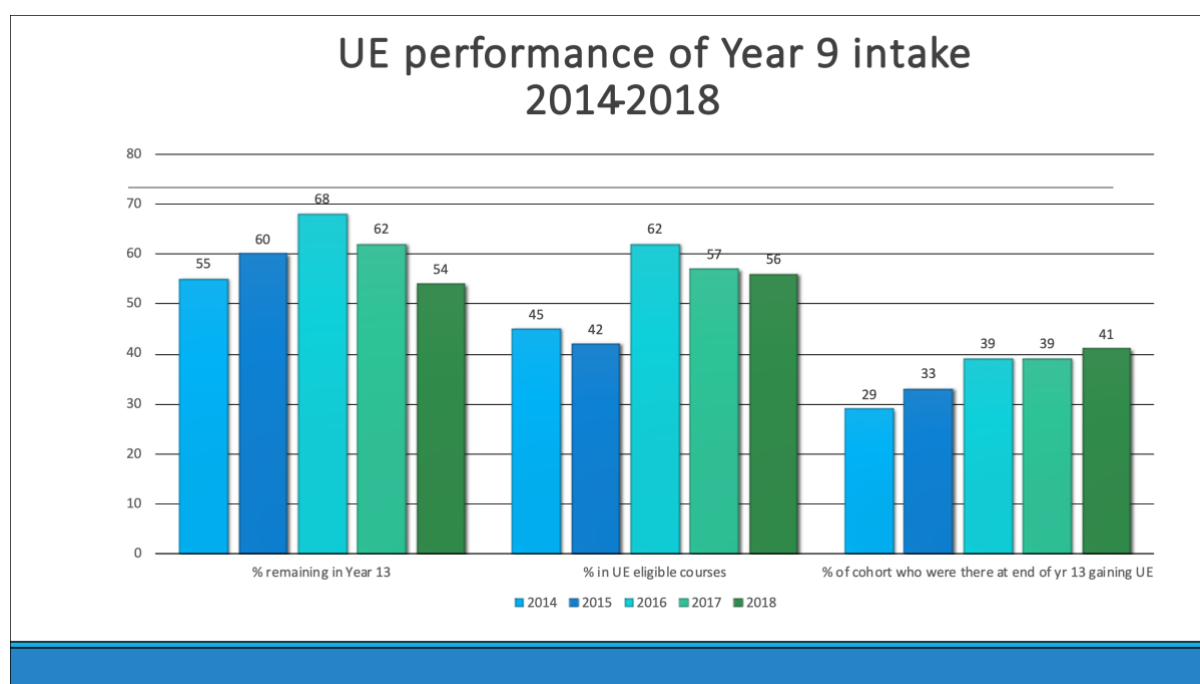
Level 3 data

- Again, the Level 3 NZQA data of 29.8 % achievement of University Entrance does not accurately reflect actual student performance as it is based on the performance of 325 students whereas only 147 students were in programmes where they were eligible to achieve at least 60 credits at Level 3, and 74/147 achieved UE. Information regarding eligibility linked to three approved domains would require manual investigation as NZQA does not report on that information. While it is often teachers' perception that cohorts differ significantly in different years, it is interesting to note the similarity with 2021 figures : 23.1% overall achievement, based on 69/195 eligible students and with 2020 figures: 23.6% published achievement, based on 193/423 eligible students.
- Adjusted Māori student achievement was 50%% (6/12) and adjusted Pasifika achievement 2/2.
- 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 us at Te Puna Wai o Waipapa -Hagley College is to move beyond retaining the status quo with achievement, looking to improve on results at all levels as part of our continuous improvement mindset.

Comparison of year 9 cohorts 2014-2018

Over the last five 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.

The 2022 achievement results have largely maintained the gains of 2021. A noticeable shift is the upward trend in the Year 9 cohorts' retention figures and UE engagement over the past five years. It is important to continue to monitor this in 2023 to ensure that the upward trend continues. It may also be useful to extend the tracking project to get a clearer picture around retention and the pathways of students who leave the College before the end of Year 13. It is also suggested that closer monitoring of the 2019 Year 9 cohort occurs at several checkpoints across the year, beginning with an analysis of their programmes and goals in Term 1 2023.



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 2022 and has strengthened our approach to tracking and monitoring student progress towards their goals. This programme was affected by the COVID pandemic as we were reluctant to continue to take teaching time out of the school weeks. Further development in this area will occur as part of our professional development programme in Term 1 2023.

NZQA moderation

NZQA's conducted an MNA review in September 2022. The final report states: "No significant issues with the school's management of national assessment were found. The school's own review mechanisms allow them to identify and respond to most issues... The school has no action items relating to the quality of their assessment systems."

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. Any follow needed is documented and actioned.

Appraisal

To meet the requirements of the PPTA's Accord process and to meet changes required by the revamped Teachers Council a contextualised Professional Growth Cycle (PGC), where teachers have the opportunity to meet the Standards for the Teaching Profession through embedded practice, was developed by a group of teachers volunteers. This process was successfully implemented in 2021 and continued in 2022.

STUDENT LEARNING PORTFOLIO OUTCOME 3: ACTIONS FOR 2023

1. Develop stronger systems of school-wide tracking and monitoring of year 11 students to ensure improved outcomes for Level 1 students.
2. Promote an explicit focus on literacy teaching.
3. Develop effective tracking and monitoring processes for the Literacy and Numeracy Co-requisite standards, including systems for identifying student readiness.
4. Investigate rates of standard entries for level 2 students to identify any potential systems gaps.
5. Continue to monitor and track achievement and retention of the Year 9 cohort as they progress through the school.

LEARNING COMMUNITIES

Learning Communities supports Te Puna Wai o Waipapa - Hagley College's mission statement *Lifelong Learning Accessible to All*. The Learning Communities portfolio, led by Sarah Denny, is responsive to the needs of two large groups of learners: multilingual learners and After 3 learners.

OUTCOMES

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

Outcome 1:

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

The main aims in 2022 for raising the achievement of multilingual learners were to strengthen learning pathways, and increase teacher capabilities to deliver a multilingual pedagogy in the classroom. Put simply, this means teachers support students' cultural identities through utilising each learner's language(s) and culture for learning, alongside using subject specific literacy approaches to teach the content of their subject areas.

Linguistic and Cultural diversity in 2022 – A focus on Years 12 & 13

At Te Puna Wai o Waipapa/ Hagley College in 2022, we had 241 Year 12 & 13 multilingual learners. This meant most mainstream senior classes had several multilingual learners who received no 'special' support such as ELL (English Language Learning). At the start of the year, 46 learners taking an academic pathway were identified for support and selected as a focus group. Like 2021, the group was divided into three targeted areas; red (of concern), orange (to be monitored) and green (working well independently). The rationale for identifying students was mostly based on student pathways; identified from KAMAR achievement data, student surveys, or self or colleague referral. The students were invited to be part of a mentoring group, with the aim for each student to complete a vocational or tertiary pathway.

The breakdown of ethnicities is outlined below:

Filipino 37	Fijian Indian 1
Moroccan 1	Thai 1
Malaysian Indian 1	Indian 1
Brazilian 1	Chilean 1
Ukrainian 1	South African 1

The significant number of Filipino Tagalog speakers reflects national statistics where between 2006 and 2018 the number of Tagalog speakers in Aotearoa New Zealand, more than tripled.

A significant aspect of ongoing engagement for all learners is timely mentoring at critical points in their learning. To this end, in 2021, a Transitions Collaborative was formed between DLC (Director of Learning Communities), Careers and Tertiary Pathways (see Tertiary Pathways report).

Alongside collaboration with the above support systems, students met with the DLC for regular coaching sessions, where possible. Additional contact and resources around learning were available on TEAMS.

The sessions covered a wide range of student driven needs, the most popular being:

- Strategies for participating in class discussions
- Using online resources to assist pronunciation practice
- Making new friends
- Meeting others from a range of programs with similar goals
- Assistance with scholarship applications

Two students from refugee backgrounds gained a Pegasus Health Scholarship and Robert Jones Scholarship. The Robert Jones Scholarship was of special significance as it is a national scholarship, highly competitive and funds a full tertiary programme.

The DLC also offered workshops for students to develop their confidence in speaking and writing. These covered general, as well as discipline specific, reading and writing strategies. The workshops highlighted writing processes through understanding subject specific vocabulary and text structure, concept maps, student annotations, note-making, graphic organisers, fluency in L1 (first language) writing, and writing frames.

Teacher professional learning around subject literacy occurred either through invitation or from working with students struggling in a learning area, usually with writing.

Next steps: Literacy Coaching

A continuation of promoting and planning for discipline/subject literacy across all classes is imperative if we are to meet the needs of increasing diversity in the Senior College.

Practices that help students include:

- make subject literacy practices (how language is used in your subject area) explicit through modelling
- frame multilingualism as an asset and provide specific learning strategies for the first language to be utilised for learning tasks
- include clear statements about language and literacy (the language and how it is used in each subject) and in learning tasks
- ensure all spoken and written tasks include a model/exemplar of what the end task looks like - include linguistic variety
- scaffold the steps to achieve the end task so students gain a sense of progression and success

Being proficient in English is the single most important skill that multilingual learners need to contribute to New Zealand's civic life and economy. Giving students the confidence and skills to write in any discipline will increase employment and career prospects.

Strengthening Learning Pathways

Mentoring and coaching created the spaces for learners to share aspirations, make choices, set goals and review their learning.

Feedback from students suggested that they had clearer goals about what they want to do and better understood future study options and jobs. Particular concerns included the need for a quiet place to study where they can use IT (often the IT capacity at home was inadequate for senior study), safe and accessible tutoring where teachers can explain and give feedback on a 'failed' assessment task, and the need for a learning buddy/friend in their class to alleviate feelings of 'difference'.

Students who were unlikely to gain UE Literacy were given opportunities to engage with the NZCEL (New Zealand Certificate of English Language) Graduate Profile Outcomes at Level 3. To achieve this, students need 10 Level 3 Writing credits and 1 Internal Assessment. 13APW and additional tutoring created learning spaces for students to attend mini tutorials and develop some writing skills, despite very low attendance across classes.

Alongside gaining some speaking and writing skills, strengthening student motivation seemed to be the biggest 'plus' for the coaching role. Connecting with students' backgrounds, learning aspirations and communities diversified the learning opportunities for a large number of senior learners. Without the follow up and flexibility of time and place to connect with students and whānau, it is unlikely that a large group of students would have achieved or transitioned into a future pathway.

A challenge, particularly for Year 13 students and their families, was to find a timely way to engage with the College. In the first instance, the goal of DLC was simply to make contact and share information, however the long-term view would be for whānau to have a part in shaping the learning and school structures to better suit their children's needs. Evenings and Saturday mornings were often the only times whānau were available. To address this, we need to constantly revisit the Best Practice Guidelines for Working with Diverse Learners and their whānau to assess ways whānau can meet flexibly around time and place. Parents and caregivers commented on the value of having one 'go to' person for information and appreciated any opportunity for dialogue.

Early in 2022, the DLC was invited onto the ERO Expert Advisory Group re: briefing to the Select Committee on Cultural and Linguistic Diversity in Aotearoa New Zealand Schools. Early findings suggest that we all need to develop understandings and capabilities to tackle racism. From school surveys and interviews, every culturally diverse learner had experienced at least one example of racist bullying and many had experienced it regularly. Further professional learning around unconscious bias and developing intercultural competencies will help us to be better at identifying and addressing racism in school settings, as well as better equip all our learners to become global citizens.

AFTER 3

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

The provision of After 3 learning at Te Puna Wai o Waipapa - Hagley College is key to empowering learners with education outside of the regular school day. Alongside enhancing the wellbeing of citizens who may have disengaged from school or employment, After 3 programmes support community wellbeing, better employment options and career pathways. The vision of After 3 is for

the citizens of Ōtautahi Christchurch to benefit socially, culturally and economically through affordable, accessible learning that is connected to our super diverse city.

In 2022, 43 courses were offered to meet the needs of over 800 learners. 30 teachers (17 multilingual) continued to deliver quality programmes, each with a focus on strengthening literacy and making links into their future learning community. Professional development and opportunities for teachers to collaborate across learning areas and in the wider community were promoted.

Key success indicators

- Continue to raise awareness of the value of skills and benefits of adult learning
- Improve outcomes, accessibility and quality of After 3 programmes
- Teacher Professional learning that results in professional growth
- Develop a reciprocal and positive association between the College and wider communities that lead to accessing new learning communities and civic participation

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

After 3 carries a rich history of 40 plus years of adult learning at Hagley College. Practical classes and Learning Languages remain the most popular courses and students gain opportunities to network with associated organisations, learning institutes and businesses that utilise specialist skills. Recommendations from stakeholders who have complementary partnerships with Hagley are an essential driver for new enrolments.

Most areas of the College showcase artworks by After 3 teachers and students. These can be seen in offices through to open College spaces. Additionally, After 3 exhibits are both sold and gifted as koha for a range of purposes associated with the College and wider community.

In a number of instances, After 3 teachers and students with specific expertise have provided support for day school teachers and learners. This reinforces the tuakana taina relationship which is valued by the College.

Improve outcomes, accessibility and quality of After 3 programmes

The quality of After 3 programmes comes from the high quality teachers we employ, their engagement in Professional learning delivered by the DLC, and the learning that comes from being together and sharing each other's practice.

The importance for After 3 teachers to have 'a space and time' for collaboration cannot be over emphasised. This year we introduced into our sessions regular waiata and 'talking time'. The Pasefika metaphor of coming together and sitting on the mat (in this space there is no hierarchy and we are all the same) aligned closely with day school PLD drawn from Russell Bishop's Northeast teaching principles. These emphasise breaking the power dynamic. The metaphor of the North wind being warm (creating family like relationships) and of the sun rising in the East (lighting up learning and making it accessible) was modelled in After 3 learning and is especially pertinent for our adult learners who often feel marginalised and lack confidence when re-engaging with school.

Teacher Professional learning that results in Professional growth

After 3 Teachers participated in a full year's Professional learning programme as per our 'Learn, Create, Share' cycle in After 3 (see 2021 LC report).

A focus on Literacy

In 2022, all After 3 teachers selected a classroom activity to think about what literacy looks like in their subject area or discipline. In particular, teachers investigated the cultural life of their subjects and how thinking and learning differs between the disciplines. Building on what they discovered, we then developed a teaching and learning observation tool specifically tailored to literacy principles and 'studio' classroom teaching. While there is no one definition of studio classroom teaching as a distinct pedagogical practice, the shared experiences of teachers facilitating adult learning was enough to synthesise a set of principles that could effectively support teacher observations across language rich and practical subjects.

To support their Professional Growth, teachers drew on research from: Universal Design for Learning, Literacy Approaches to teaching Foreign Languages and Discipline specific language skills among increasingly diverse art and design student groups. Teachers also gathered resources from Trish Weekes, who is a consultant for Australian schools moving to a Discipline Literacy model. A wide range of student and teacher examples of successful literacy outcomes were gathered and successful strategies shared.

In between After 3 sessions, some teachers also worked on developing their knowledge and capabilities to deliver NCEA in After 3 programmes. Alongside the DLC, teachers developed assessment resources and liaised with their subject communities and TKI to offer programmes aligned with the learning outcomes of NCEA Level 1 standards.

A focus on te reo Māori and Pacific concepts

With over half our teachers in After 3 being multilingual and from many countries, we have systematically been growing knowledge of te reo Māori and tikanga. In this way we are strengthening our commitment to Te Tiriti o Waitangi and to the teaching and learning of tamariki and rangatahi Māori. Our priority is for learners to thrive in the use of their languages, cultures and identities. Greetings, karakia and everyday classroom phrases continue to be widely used among teachers and in Professional learning sessions we committed to embedding a culture of waiata.

A number of our Māori and Pasefika teachers and learners identify with belonging to more than one ethnic community. To deepen our understanding, we explored ideas from *Tātaiako*, *Tapasā* and *The Hikairo Schema*. The resource *Making Connections with Pacific ideas in Health Education* offered teachers many gems that were practicable for all learning areas.

High Expectations and providing an appropriate level of challenge resonated across all disciplines. The outcomes of student learning culminated in an end of year After 3 exhibitions, where teachers and students collaborated to showcase what applied learning could look like.

Teachers also engaged in learning that would develop their knowledge of Pacific languages. Our multilingual teachers, who deeply hold language as taonga and integral to identity, wove different languages into teaching during language weeks and the beginnings and endings of lessons. Multilingualism and diversity were promoted as a 'superpower'.

Wellbeing for learning

For the duration of COVID lockdowns, After3 had a strong focus on 'te whare tapa wha' as a model for wellbeing. To complement this resource, in 2022, we developed a bank of indigenous proverbs, metaphors, symbols and stories around themes such as Ancestry, Gratitude and Cultural Expectations. With a more deliberate focus on Pasefika achievement, we modelled examples of

Pacific concepts in learning areas. This included examples of symbolism in nature (plants and animals), contemporary representations in areas such as the arts and in performances. These deliberate acts of teaching, while supporting diverse cultural ethnicities, cultures, languages, traditions and points of view in Aotearoa, aimed to facilitate integration and inclusion of all students. The resulting student work visually captured student's learning stories in After 3, and therefore captured a significant part of our College identity; past and future.

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

At its simplest, After 3 is the bridge between school and applying learning in 'the wide world'. It provides learners with authentic learning experiences which they would not get in a purely classroom situation. Whether it's a presentation, professional project, performance or communication in another language, students are required to apply their learning into the community they will pathway into. Feedback from students commented on the value After 3 has in developing new skill sets, collaborating, increasing confidence, self and interpersonal management strategies. Integral are the opportunities to learn hard lessons with a safety net. Without these 'beyond the classroom' experiences, learning in After 3 would be considerably devalued.

Some examples of Applied Learning in future contexts are listed below.

Hangui Day - Korean culture and languages

Engagement with Learning Languages communities

Raku firing - Ceramics

International Yoga Day - Health Studies (Yoga)

Engagement in noho; this enabled student to reflect on own meanings and behaviours and analyse them from the viewpoint of others – Te reo Māori

Development of a web-based learning resource - collaboration

Field trips with Deaf Community – NZSL

Field trips – Art & Media for example Photography weekends, Ferrymead Print Shop

Public performances at College and in wider community - Jazz, Dance

Real life gigs and collaboration for end of year After 3 exhibition

Exhibitions and market days – at Te Puna Wai o Waipapa and community places

To achieve the vision of Learning Communities, a number of goals need to be at the forefront of teaching and learning. Supporting student centred learner environments and recognising the importance of community networks have been the most likely contributors to greater integration, inclusion and participation of diverse and adult learners. Participation increases visibility which, over time, helps reduce barriers to future study and employment prospects. The provision of multiple learning opportunities through the Learning Communities portfolio means, most notably, learners who find education neither easy or confidence boosting can develop new skills, new pathways and personal satisfaction and success.

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 a Deputy Principal, Jasmine Lambert, Assistant Principal, Suzanne Waters, Head of Department Health and Physical Education, Bridget Fairweather, 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 a small team of support staff who undertake various administrative tasks.

Our 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 learning 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 our kura, by participating and contributing to the College's wider community. Our teachers are committed to the wellbeing of our students through prioritising inclusivity, and developing caring and respectful, reciprocal relationships. We value diversity and our students can develop and express their sense of identity and be valued as individuals. We incorporate research-informed wellbeing strategies in our classrooms through the curriculum and these supportive and caring relationships.

Portfolio Outcomes

1. Lead wellbeing across the College to ensure positive outcomes for students and staff.
2. Develop and promote opportunities for student participation and leadership.
3. Grow strong professional learning and evaluative models which build teacher practice and inform effective approaches to student wellbeing across the College.

LEAD WELLBEING ACROSS THE COLLEGE TO ENSURE POSITIVE OUTCOMES FOR STUDENTS AND STAFF

One measure of a positive outcome for students is through their engagement at school. School attendance rates are one measure of this. Te Puna Wai o Waipapa – Hagley College uses the Ministry of Education 'Everyday Matters' tool to gather data on attendance. A report is presented 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 attendance for terms 1-3 at Te Puna Wai o Waipapa - Hagley College, by ethnicity. Each percentage represents those students from the identified group whose attendance is in the range of 90-100% as an attendance percentage within 90-100%.

2022

Ethnicity	Term 1	Term 2	Term 3
Māori	33.6%	23.6%	16.4%
Pacific	29.7%	19.4%	8.8%
Pākehā/European	39.8%	28.3%	23.5%
All	36.8%	26.2%	22.4%

In comparison with 2021, the attendance data from this source shows that term-on-term, the percentage of all students who attended between 90-100% was lower in 2022. There was a significant decrease (of <10%) in students attending 90-100% of the time in Terms 2 and 3 of 2022 in comparison to the same terms in 2021. This can be attributed to governmental household isolation requirements in 2022 that saw students absent for a minimum of five days if they, or a member of their household, was unwell with Covid-19. Some students were absent for multiple household isolation periods. Additionally, in comparison to 2021, there were no periods of lockdown which saw all students recorded as 'present' while they undertook remote learning from home. As a school, we prioritised remaining open for instruction, with only a short period of rostering home. This meant we saw lower rates of attendance as individual students remained home while our classes ran as usual. While rates of 90-100% attendance dropped significantly across all ethnicities between Terms 1 and 2, the drop between Terms 2 and 3 was most significant for our Pacific students.

Across all ethnicities, the number of students attending between 0-70% of the time increased term-on-term (29.3% in Term 1 to 39.8% in Term 3) in 2022, and was slightly higher across these terms than in 2021, with the exception of Term 1, which was ~5% lower in 2022 than 2021. The high percentage of students attending only 0-70% of the time by Term 3 of 2022 could be attributed to continued absence due to Covid-19, and students struggling to re-engage and maintain attendance after periods of absence due to Covid-19 isolation/s.

To assist students, whānau and caregivers, and tutors with attendance concerns, a flyer was developed that provided specific supports from different areas in our kura. Year Advisers, Learning Support, Te Ao Māori, Pasifika Aiga, Transitions/Careers, and the Counselling team were all included. The flyer was well-received and utilised, and will continue to be available in 2023.

Continued involvement with this attendance data tool will enable us to have a closer view of attendance trends. We are building a picture of attendance over time using the same data, which is helpful, and as we move out of a period of global pandemic, this data will be useful to establish other trends.

Plan for 2023

- Continued use of the Ministry of Education tool 'Everyday Matters' to review and analyse attendance and lateness on a termly basis.
- Implement the updated 'Attendance and Engagement Strategy' published by the Ministry of Education in June 2022. This involves specific responsibilities for all kaiako, tutors, Year Advisers, and wellbeing support staff.
- Equity funding to create roles that aim to reduce barriers to regular attendance. These may include attendance mentors and home to school transport.

Another measure of engagement in class which leads to positive outcomes for students is monitoring our students who are removed from class through our fast-track system.

Term 1 2018	30	Total 2018	203
Term 1 2019	24	Total 2019	166
Term 1 2020	39	Total 2020	157
Term 1 2021	65	Total 2021	230
Term 1 2022	32	Total 2022	212

Stand down and suspension data is also an indicator of engagement with school and in 2022 Te Puna Wai o Waipapa - Hagley College had 15 stand downs, one suspension- and as a result- one student excluded. In comparison to the previous year, this data shows a significant reduction in the number of stand downs and suspensions. The majority of our stand downs, and the one suspension, occurred during Term 2. There were no stand downs in Term 3, and two occurred early in Term 4. This can be seen as a positive outcome of our trialling alternative support systems to manage student removals from class within school. One such alternative support system has been the use of a restorative practices framework which has delivered promising results so far. We adapted our response to the removal of ākonga Māori from class where a stand down may have been used previously. This process is now more closely aligned with tikanga Māori, is whare-based, and involves kaiako Māori, and whānau.

Our data suggests that these approaches are appropriate for our school community, have the potential to upskill our teaching staff on restorative practices, and reduce the number of repeat stand downs. Our view to utilise equity funding for 2023 to improve our fast track system, and to focus PLD on further learning for our teachers on managing behavior within their classrooms, seem like appropriate next steps considering this data.

Additionally, targeted support for students where behaviour and/or learning is inhibiting their engagement seems to be working well with the regular connections and student caseload being managed by Wellbeing and Learning Support staff.

Plan for 2023

- Implement a PLD programme for HoD's and teachers that supports improved behaviour management within classrooms.
- Utilize our restorative roles to develop robust processes around student removals from class, and to provide hands-on support for teaching staff in managing behaviour effectively.
- Focus on a continual reduction in the number of stand downs through strengthening our within-school practices to manage removal from class. This includes an additional pastoral care role within Te Tari Ao Māori to support ākonga and whānau Māori.

2022 saw our Student Council increase both its size, and its visibility within our kura. The Council had two representatives from Year 9-11 tutor classes, and it was open to anyone interested in Year 12 and 13. The council had 30 members, with 20 regular attendees. This will be expanded upon in more depth under the student leadership portfolio outcome.

The Wellbeing team continued to run a daily breakfast club in response to student's nutritional needs. This continued to be well-utilised by our students, with regular as well as occasional attendees.

Plan for 2023

- Staff to continue to support student-led wellbeing initiatives
- Develop and build on the work of the student council
- Gather data on student use of the breakfast club, and on participation with other clubs and activities.

Staff Wellbeing

In 2022, the focus on staff wellbeing moved into more of a sustaining and embedding phase than a developmental one. As a school, a predominant focus was the physical health of our staff amongst the highest numbers of Covid-19 we had seen to date. Ensuring that our relief processes were working effectively to support staff isolating at home, and that those at school had ready access to test kits, masks, hand sanitiser, and CO2 readers was an ongoing priority across the year.

Staff continued to utilise aspects of our Wellbeing plan such as the Vistab sign outs to use non-contact time flexibly, and staff social catch ups were organised when it was possible on Friday afternoons. With restrictions on gathering in large numbers, Rowan focused on checking in with departments over a shared morning tea. This was a positive initiative to kōrero informally with departments about specific needs, and continue connection in a very disrupted year.

A number of staff wellbeing opportunities emerged from the work undertaken by our voluntary staff wellbeing groups. These include staff yoga, staff te reo Māori classes, and our review of the school fast-track system. Naressa Gamble, our teacher of Dance, offered weekly yoga sessions to staff during lunch times which were well-received by those who attended. Whaea Tihi Puanaki was contracted to provide an hour of post-beginner te reo Māori learning to our teaching and support staff once a week after school. These classes were popular and well-received, in spite of the challenges that Covid-19 presented throughout the year.

Plan for 2023

- Induct new staff, and remind existing staff, about the flexible use of non-contact time to support wellbeing.
- Provide induction for staff to the new Fitness Room in Auripo.
- Provide access to te reo Māori me ōna tikanga learning for all staff in a module-based program.
- Provide a staff social event per term.

Transition into Year 9

Transition of students into Year 9 is an important process to ensure our students are best set up to achieve positively during their time at our kura. It remains a high priority of the wellbeing team. In 2022, we further refined and developed the Year 9 enrolment process to ensure students continued to experience a positive transition into the College. We would usually begin the processes with our Junior College Open Evening but this was cancelled due to COVID restrictions. We implemented an online enrolment process which went reasonably smoothly, apart from the expected teething issues. Information was gained from contributing schools to best understand where each student was at with their learning and wellbeing. Learning Support teachers visited several of the students in their primary/intermediate schools to gain a better picture of their needs. Students then came in with

their caregivers for an individual interview with a senior leader. Our orientation process began with students meeting their tutor and classmates in November for an introductory evening. This was very well attended, and parents and students expressed their gratitude for the opportunity to meet before the school year began.

Students identified as vulnerable were given the option to attend a more individualised orientation day in December in addition to the evening. Thirty-seven students took up this offer and connected well with the Learning Support Team and Simpson House staff in these sessions.

Once again Peer Support students who had received training in a three-day Peer Support Camp at Hanmer at the end of the holidays were paired with Year 9 classes as part of the Year 9 orientation process. They worked closely with their classes for the three Year 9 orientation days and will continue to connect with their classes over Term 1 during Tutor time each Wednesday.

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 Class 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.

Plan for 2023

- Identification and training of new Tutors for 2024
- Continued Professional development of staff in the tutor role and effective mentoring
- Regular connection between tutors and Year Advisers
- Continue to refine and build on the student support meetings and caseload

Careers

The Careers Department at the College play a significant role in the transition of our students as well as providing Careers Education. 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.

2022, saw our Careers team more visible in the College and the addition of a second staff member undertaking careers advising meant that more students were able to access careers profiling and advice.

Student transitions were formalised through a team that monitored students who were looking to transition to courses or employment on an ongoing basis. This greater collaboration between Careers and Year Advisers enabled better communication and allowed a sharing of information which resulted in greater support for the student and their whānau.

Our SMS (Student Management System) is the primary place to store careers information. This means 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 students are profiled through targeted appointment times.

A collaboration between Careers Education and Tertiary Pathways continued in 2022 which supported our students going on to tertiary education throughout the year.

Plan for 2023

- A more targeted systematic approach to careers profiling for all senior students in a more 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.
- Develop Careers Education in Year's 9 and 10

Learning Support Team

The wellbeing team collaborates with Learning Support Services to help identify, support and monitor students who are at risk of underachievement. Relevant staff meet regularly to ensure that student supports are being implemented successfully and to discuss any new student referrals. All learning support and wellbeing plans are now shared securely on Teams, with relevant teachers and wellbeing staff. Further inquiry into the referral and support process will continue in 2023.

There has been a sharp increase in students needing supported transitions into the college. More than 30 students in Y9 needed a supported transition plan to high school in 2023. In 2022, Learning Support Services allocated a teacher, as part of their role, to work directly with Southern Regional Health School, to support dual-enrolled students (who are medically unwell) on their return to school.

DEVELOP AND PROMOTE OPPORTUNITIES FOR STUDENT PARTICIPATION AND LEADERSHIP

Te Puna Wai o Waipapa - Hagley College has a wide range of opportunities for students to be active participants in their experience of secondary education- both within, and outside of the classroom. 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 in a range of environments over time.

In 2022, the primary focus was to grow student leadership opportunities across all year levels. This involved maintaining, and making more visible, a student council led by the student representative on the Board of Trustees, Zyon Taukamo. This group worked to establish protocols around the student 'dress code' and looked at our College Prize Givings. The popularity of the student council initiative has meant that a second council will be necessary in 2023, achieved through a Junior and Senior split. This will provide opportunities for each council to work on projects most relevant to their year group. The two councils will meet at various points in the year and will collaborate where beneficial.

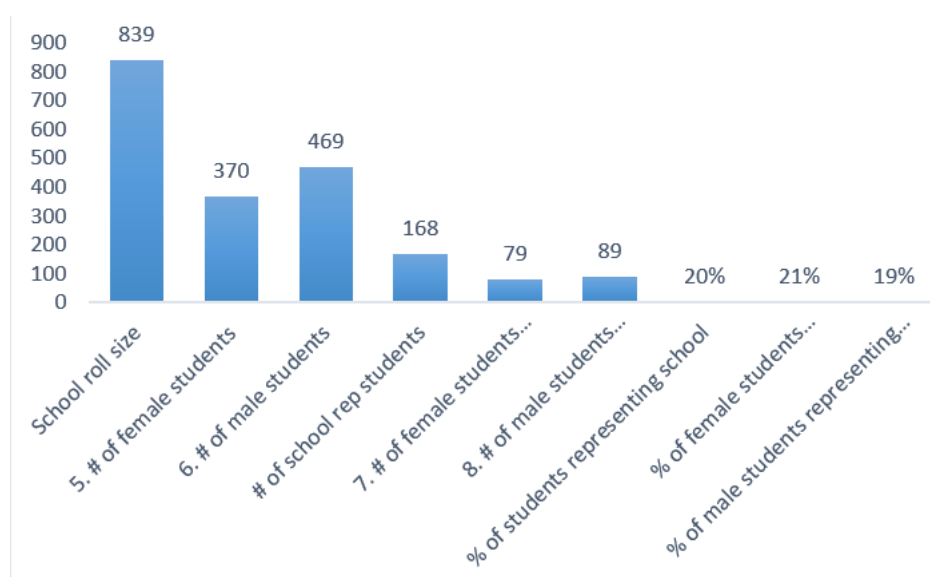
The focus on growing student leadership produced a positive initiative for ākonga Māori in 2022 with the formation of 'Te Ama' Māori student council. This council was made up of 22 junior and

senior ākonga (whakapapa and ngākau Māori), and managed by two teachers, Chantelle Rakich and Jasmine Lambert. Te Ama met every second week, and the focus was on improving educational experiences for all ākonga in relation to Te Ao Māori within a mainstream kura. Kaupapa that Te Ama focused on included aspects of curriculum, events, cultural competency for ākonga and kaiako. A positive outcome of Te Ama was the increased connection of whānau, which was even more special given the nature of the year.

In January, 31 Peer Support leaders were trained and then they implemented the programme in Year 9 classes. The training was very focussed on the Peer Support Programme and the regular connection with a teacher-in-charge saw the programme go from strength to strength.

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 2022 was no different. To have a slight increase in sports numbers during a Covid-19 year is a great achievement. Our highlights included our Kī o Rahi team who were runners-up at the Canterbury Secondary Schools' Tournament, qualifying them for the Nationals in Rotorua in 2023. One boys team and one girls team competed at the Basketball Southern Cup tournament in Dunedin, both teams finished runners-up- a result we are very proud of.

2022 School Sport Participation Census Data



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 low risk offsite activities during the school day. This has enabled us to use our local community for learning in a more authentic manner.

EOTC excursion data showed that a small number of departments were utilising this context for learning, in some cases significantly, with many departments not incorporating these experiences into their programmes of learning significantly as yet.

The implementation of a digital EOTC system in 2022 has worked well. As with any change in system, some adjustments and fine tuning have been required, but were largely ironed out by the end of year. The overall purpose of the move to a digital EOTC system has been achieved- more of our students are experiencing opportunities for context-rich learning across their subjects. Additionally,

our data is more accurate, and our processes more consistent for all users- staff, students, and parents/caregivers.

Plan for 2023

- To continue to develop Peer Support at Hagley to best support transition to High School.
- Promote student led clubs and activities and continue to recognise staff contribution to these.
- Continue to grow sport within the capacities and structures we currently have and to include more students attending tournaments and local competitions.
- To encourage more staff across more departments to incorporate an authentic learning experience by offering Education Outside of the Classroom.
- To make both the senior and junior student councils as well as Te Ama, more visible, and to complete discrete projects.
- To trial the Future Leaders senior subject which runs as a 2 hour a week full year course.

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, and lead, full staff professional development in areas related to our designated portfolio. Full staff PLD included:

- Culturally responsive practices- continued from our work in 2021 and prior,
- Trauma-informed practice workshops. Delivered by Learning Support and Year Advisers,
- Learning Support led session on supporting neuro-divergent learners.

Specific groups within the school undertook PLD to build their practice in the area of student wellbeing. These include Year Advisers and Year 12 tutors working with Margaret Ross on effective mentoring of students.

The primary area of self-review in 2022 was focussed on the Year 11 and 12 Hauora Programmes, led by HOD PE and Health, Bridget Fairweather and TIC Hauora, Dan Jakes.

11 Hauora is well-established and requires smaller adjustments each year. Features that support the programme include fixed slots within our timetable, staffed by Physical Education and Health teachers, and the opportunities for flexible delivery and teacher collaboration. The review of this programme has clarified that improvements should include greater visibility of the content of 11 Hauora with wider staff, increased communication with whānau, and stronger ties to our Yr11 tutor programme.

12 Hauora is a one-hour a week timetabled slot for all Year 12 students. The review of this programme included student and teacher feedback and clearly outlined what is working well, and what can be improved upon going forward. Our students most frequently reported finding value and enjoyment in the practical 'life skill' sessions. They also noted that it was good to continue a Hauora programme into Year 12, and many expressed a wish to have more than one hour per week. Going forward, areas for improvement include expanding the practical skills sessions, providing for extended Hauora time via half-day module rotations once a term, and increased Hauora teacher collaboration.

2022 saw the introduction of two vertical tutor groups. Te Manawa o Te Anamata for ākonga Māori with Chantelle Rakich, and Aiga for Pacific ākonga with Fa'atu Tamate. Both of these groups were

opted into, and began with students in Year 10 upwards. The thinking behind beginning in Yr10 was that Yr9 students needed to establish and develop connections with their classmates in their horizontal tutor group that they would spend the majority of their class time with. As the year progressed, a small number of students in Yr9 did transition into both vertical groups on a case-by-case basis. Both of these groups have confirmed that there was a need for an alternative structure within our existing tutor group system. Engagement and retention data for 2022 show that both groups increased in size across the year, and that once students moved into these groups, they stayed. Initial enrolment data for 2023 shows that Te Manawa and Aiga will continue to grow, and that younger siblings of existing students are electing to begin the year in these vertical groups. There are no current plans to extend this structure beyond Aiga and Te Manawa for 2023

The weekly Student Support meetings are a means to ensure high needs students access integrated support across Wellbeing and Learning Support as well as being assisted by outside agencies. At any one time, there could be up to thirty students receiving this targeted intervention. The implementation of a staff member to support students with MOE/RTLB support was a welcome addition to our wellbeing team as it was beneficial having one person overseeing this caseload. This link between wellbeing and learning support was very advantageous when it came to communication and working collaboratively, and this resulted in positive outcomes for the small number of students on this caseload.

Key elements planned for self-review across the Student Wellbeing portfolio in 2023 are:

- To review and evaluate the tutor system within our kura.
- To further develop the role of a tutor and provide necessary PLD for improved practice in the role.
- To further develop and embed structures that enable student participation and leadership across the school.
- To support the full school Professional Learning and Development based on schoolwide behaviour management practices.

COMMUNITY AND STAFF LIAISON

INTRODUCTION

This portfolio draws together a number of important areas of the College which have a strong external or community focus and is led by DP : Community and Staff liaison, Jenni Holden. The portfolio has a particular focus on celebrating and supporting students with culturally and linguistically diverse (CALD) backgrounds, and educationally powerful connections and relationships are developed. The other main aspect of the portfolio is staff focussed. College staff are vital in forming these relationships. Staff continue to be the greatest resource that Te Puna Wai o Waipapa - Hagley College has, and recruitment and retention of quality staff is crucial.

KEY OUTCOMES

1. Grow strong professional learning and evaluative models which build and develop educationally powerful connections and relationships with families, whānau and aiga across the Te Puna Wai o Waipapa - Hagley College Community.
2. Lead the processes of appointment and retention of quality teaching and support staff.
3. Lead the management, strengthening and development of Te Puna Wai o Waipapa - Hagley College student systems, which includes the promotion of the use of data for planning and auditing purposes.

Outcome 1 : Grow strong professional learning and evaluative models which build and develop educationally powerful connections and relationships with families, whānau and aiga across the Te Puna Wai o Waipapa – Hagley College community

An important aspect of this outcome is the creation of opportunities for families, whānau and aiga to come together to meet and support each other. A wide variety of external agencies (such as Canterbury University, Ara, Cross-Polynate, Red Cross, Ministry of Education, Ministry for Pacific Peoples, Purapura Whetu) also hold a key role here to provide ongoing educational pathways and support. The easing of Covid-19 restrictions in 2022 thankfully allowed for far more face-to-face interactions between the College, external agencies, and whānau and aiga.

Pasifika

The continued appointment of Fa'atu Tamate as Pasifika Liaison provides invaluable support for students with Pasifika heritage. Vital to this work has been connections individually with aiga (wider family) and collectively in a number of fono (larger meetings) across the year. Support from family and external agencies has been critical to the success of these initiatives. Staff also participated in professional learning sessions (facilitated by Cross-Polynate) to foster greater awareness and understanding of Pasifika culture in the context of our students in our kura.

During Term 2, a group of students attended the Taste of Pasifika festival in Auckland, immersing themselves in the 10 Pacific cultures represented there in a far-ranging festival of dance, food and culture. Students are now preparing to participate in Canterbury's Polyfest, taking place in March 2023.

Fa'atu individually mentors and supports students, particularly through the new opt-in aiga tutor group, which encompasses students from Years 9-13 with Pasifika heritage. This pilot programme was so successful that it continues in 2023 in a new space that Pasifika students can now call their fale, a place specifically set aside for them to meet together at break times.

Hagley Adult Literacy Centre (HALC)

Staff at HALC worked very hard to meet the exacting standards required to earn the Dyslexia-Friendly Quality Mark (one of the first centres nationwide to gain this mark). The Verification report remarked that the Centre, largely based at Champion St, was “gleaming with visible signs of a dyslexia/neurodiverse-friendly organisation.” HALC continues to provide an invaluable service to many adults in the greater Christchurch area, teaching a large, diverse community of learners.

DIVERSITY SERVICES (a portfolio, led by Diversity Services manager, Anne Galloway, which sits within the Community Liaison portfolio)

INTRODUCTION

The Diversity Services portfolio oversees Te Puna Wai o Waipapa - Hagley College's engagement with refugee background communities, our refugee and migrant sector engagement and assists in strengthening the programme of support that Te Puna Wai o Waipapa - Hagley College offers refugee background learners and their whānau.

Outcome 1:

Strengthen Te Puna Wai o Waipapa – Hagley College's programme of support for refugee background learners and their whānau including the development of educational programmes which empower communities.

Te Puna Wai o Waipapa - Hagley College is viewed as a key central hub in the diversity space, playing an active role in strengthening the migrant and refugee sector across Christchurch. Diversity Services works closely with a number of key stakeholders from within and outside the College. In particular, the English Language Learning department, the Hagley Adult Literacy Centre, and Te Pito o Te Puna Wai o Waipapa (Hagley Community Pre-School) are key to ensuring Te Puna Wai o Waipapa - Hagley College's programme of support for refugee learners is responsive to their needs. This includes ongoing support with interpreting, bilingual liaison workers, and support in the classroom with bilingual teacher aides.

The Afghan Response has seen hundreds of Afghani nationals, of all ages, arrive in New Zealand from late 2021, some of whom have settled in Christchurch, and some of whom have enrolled to study at Te Puna Wai o Waipapa - Hagley College. Diversity Services continues to work closely with external agencies to ensure that newly arrived refugees are supported, educationally and personally, as they find their way in a new country. Additional Ministry of Education funding has enabled us to continue to offer extra pastoral care hours to bilingual staff members to provide wellbeing support.

An initiative started late in 2021 that continued throughout 2022 was the development of a targeted programme of sporting opportunities for female students from refugee and migrant backgrounds. This began with a hugely successful pilot with swimming lessons for a group of girls, many of whom had never previously swum. This programme was funded by Tū Manawa (Sports Canterbury). Students also learned how to ride bicycles, with the support of Bike Bridge, to ensure that the girls

had a cheap and easy way of moving around the city as transportation and also recreation. This programme continues in 2023, with a parallel offering of similar activities also being offered to male students.

In Term 2, Te Puna Wai o Waipapa – Hagley College hosted a Learning Communities Hub. This is a Ministry of Education initiative for former refugee and migrants to learn more about the New Zealand Education system. The hub that we ran was uniquely multi-ethnic, and was very much a collaborative endeavour led by representatives from Eritrean, Afghan (Hazara), Nepali-Bhutanese and Somali communities and facilitated by the College's Diversity Services Manager. The purpose was to provide learning for refugee families who are new to New Zealand around all aspects of the Education system, from Early Childhood, Primary/Intermediate, to High school and beyond, with appropriate language interpreting support. Over a series of four Saturday sessions, a welcoming forum was provided for the learning to occur, alongside childcare for pre-schoolers, sports programmes for primary/high school students, and shared kai to finish. Whilst the amount of organisation required was immense, the huge gain in understanding in members of each of these communities and the social connections established meant all the time and effort was worth it.

A small pilot project was also trialled in the second half of 2022 to provide mentoring support to recently arrived or high needs multi-lingual Hagley students and their families, with a particular focus on refugee-background students. The aim was to provide more intensive mentorship and support for students and their families to focus on enhancing students' academic progress and settling into life in NZ. This pilot met the needs of some students in the manner intended, but changes would be required for it to meet the needs of a larger number of students from more diverse ethnic backgrounds.

Te Puna Wai o Waipapa - Hagley College continues to offer after school community programmes to support refugee background learners. This includes a homework centre for students from Year 3 through to Year 13 through a combination of funding from the MOE's Flexible Funding Pool and Study Support Centre funding. Students from around Christchurch attend, from a wide variety of ethnicities, including both refugee and migrant backgrounds. An NCEA holiday programme was again offered in the Term 3 holidays to help students to prepare for their NCEA examinations. Adult Community Education (ACE) classes, for students aged 16 and over, also ran after hours. In 2021, ACE classes were offered in cooking, sewing, driving theory, and others, facilitated by staff from the Hagley Adult Literacy Centre.

Next steps for Outcome 1 for 2023:

- Relaunching the Secondary Student Homework Centre and the Primary Student Study Support Centre, as a centralised 'Wainuku Whānau Learning Hub'. The aim is to foster greater engagement with students and whānau by providing a range of relevant programmes (including ACE courses through HALC) in a central location for parents and their children.
- Building on the success of the Learning Communities hub in 2022, the College will provide further educational sessions and opportunities for former refugee and migrant families to understand the NZ education system.
- Continue to work to reduce barriers for former refugee and migrant students to actively engage in sport and recreation programmes, through low-key introductions to a variety of sports and activities.

Outcome 2:

Lead the processes of appointment and retention of quality teaching and support staff

The appointment of quality teaching and support staff is critical, and requires a great deal of time and resources in a complex school such as Te Puna Wai o Waipapa - Hagley College. All members of the Senior Leadership Team take an active role in this area, which helps share the responsibilities.

Due in part to the Covid-19 vaccination mandate, a large number of staff appointments were made for the start of the 2022 school year. Appointments continued to be made throughout the year as needed.

There were significant challenges in staffing the College in 2022, due to Covid-19. Most schools struggled to find sufficient relief teachers to cover teachers out sick (which also involved isolating for 7 days as a household contacts for much of 2022). As a kura, our priority was to remain open as much as possible, to ensure continuity of student learning. We did this by closely monitoring our Covid data, utilising paid internal relievers (part-time teachers), and employing a very short period of rostering home. The last three weeks of Term 1 we rostered home one year level of classes each day. This allowed us to cope with rising numbers of staff absences due to Covid-19. Regular teaching staff whose classes had been rostered home were able to relieve absent staff members' classes. This system worked very well and allowed the College to stay open throughout the term, with as minimal disruption as possible to student learning. Terms 2 and 3 were equally challenging, with high demand for relief to cover teachers with Covid-19 and other sickness.

There were additional challenges in working through the Support Staff in Schools Collective Agreement (SSSCA) Pay Equity claim for support staff in Administration roles. Due to the poor roll-out of information, and our significant number of support staff, this resulted in a large amount of additional work, including the negotiation of individual support staff pay and employment agreements and, in a small number of cases, applying for regraded pay rates.

Next steps for Outcome 2 for 2023:

- Streamline employment processes to ensure consistency across the College
- Continue to monitor the effects of Covid-19 on teaching and support staff, ensuring a sufficient relief pool is available.
- Monitor and navigate through the implications of all Collective Bargaining Agreements as they arise.

Outcome 3

Lead the management, strengthening and development of Te Puna Wai o Waipapa – Hagley College student systems, which includes the promotion of the use of data for planning and auditing purposes

Continuous improvement continues to be the focus of student systems at Te Puna Wai o Waipapa - Hagley College. Aspects of course selection and enrolment processes are streamlined and improved each year, with more and more of these processes going online.

Significant work has been undertaken by former 2022 Acting Senior Leader and currently e-learning leader, Nathan Walsh, to upgrade a number of staff processes utilising SchoolBridge, an online system that streamlines many traditionally paper-based forms such as leave applications, reimbursements, and professional development. Crucially, the work on the Education Outside the Classroom (EOTC) procedures has been transformational. New procedures were trialled early in 2022, with wide staff uptake across the second half of the year. For high-risk trips (overnight and outside of the city), the Board members have commented on the improved system and the clarity and depth of the information the electronic forms contain.

Timetabling for 2023 had an added degree of complexity due to the new buildings becoming available. A great deal of additional planning and discussion was required with HODs to talk through teaching requirements and possibilities in the new spaces.

Further detail and next steps on this Outcome can be found in the Student Systems portfolio report (below).

Next steps for Outcome 3 for 2023:

- Continuing to lead development of a wide variety of school systems to ensure great efficiency and a student learner focus.
- Aiming to transition all enrolments to online formats over the next 12-24 months.

STUDENT SYSTEMS

INTRODUCTION

The Student Systems Portfolio, led by Catherine Horne, remained stable across 2022. The goals within this area have remained the same; the primary goal of running data systems and to complete data analysis to inform and improve College performance. The focus is on managing, operating and developing the student data systems at Hagley focusing on school improvement, particularly linked to using data to promote and support the setting of targets to achieve high expectations for all our diverse learners and identified priority groups.

One area that has remained a focus is the operational logistics, 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

7. Management, operation, and development of Hagley's student data systems, including the student management system, timetabling and facilities use, MOE returns, attendance data, student and caregiver reporting and other student data systems tasks.
8. Being up to date with current thinking and research into best practice in student data management and analysis, and applying these understandings to improve student data management and analysis across the College.
9. Collecting and evaluating data in order to:
 - Inform Hagley's emphasis on achieving high expectations for all its learners and in particular its identified priority groups
 - Inform the work of all College portfolio areas
10. Promote and present collaborative teacher PLD which builds teachers' capacities to make effective use of the student data systems within the College
11. Integrating strategic planning, review and reporting to demonstrate effectiveness within the student data systems portfolio in order to improve the performance of the College.
12. Ensuring our student data systems are fit for purpose and effectively integrated in Hagley's rebuild programme.

OUTCOME 1:

Management, operation, and development of Hagley's student data systems, including the student management system, timetabling and facilities use, MOE returns, attendance data, student and caregiver reporting and other student data systems tasks.

Reporting

2022 saw a continuation of the reporting systems introduced in the previous years, but we continued with the trial on the Senior reports of real time reporting. The teachers were encouraged to write their reports on the work that was being completed and was made available for the students to see when published as opposed to at a fixed date for all subjects. This enabled staff to report on standards as they were accessed and to provide current information/advice. We provided a deadline that by the end of Term 2 and the end of Term 3 at least one comment must have been made. Some teachers misinterpreted that instruction and chose instead to complete feedback by the end of Term 3 only. Moving forward some discussions need to be had on what the purpose of reporting is and how we can manage this in a better way.

Online Enrolment

In 2022 we used online enrolment for all Year 9 for 2023. This took a lot of work to set up – but the advantages that this provides are significant, for both those making an application and for the school. We have learnt from how this went and would hope to move this into other year levels in the future.

Timetabling

The timetable for 2023 has remained with the same structure, with Year 11 selecting 7 subjects (including English, Maths and Hauora); Year 12 selecting 5 subjects plus one semesterised course as well as doing a well-being/Hauora module; Year 13 selected 5 subjects. Moving forward the discussion still needs to be had on whether there is too much down time for the Year 12 students.

For subject selection in 2023 – we moved to an online selection process. The students were given a window of 3 weeks to make their selections, so they could discuss with their parents, teachers and Year Advisors what they wanted to study the following year. Moving forward I would want to continue this selection process and hopefully continue to grow the premise of having discussions and forums for different subjects to promote themselves. Again, the students selected their subjects in order of preference and the portfolio was created around the demands.

On constructing the 2023 junior timetable the departments were asked if they would prefer single or double periods. Both Science and Social Science were keen on a double period. Others preferred a single class. We were able to accommodate all requests made by staff for classes.

The timetable had to accommodate the new buildings – all requests for combined classes and ways that the spaces could be used were met. Hopefully as things settle more staff will see how they can utilise the spaces and request to use them.

Attendance Data

During the year some of the focus was looking at overall attendance data and looking at ways to assist the Tutors and Year Advisors to identify trends. This information is readily available on Kamar and at this stage it is being provided but long term we want to upskill staff to be able to access this information confidently themselves.

Other Improvements

- Attendance: the initiative of each day non completion of attendance is followed up with reminders. This is a vital element that needs to be accurate. Staff are continuing to improve in this.
- NCEA Administration: Have explored how the SMS can be used beyond how it is currently being used.
- Being consultative with Heads of Department on what they would like and making them aware of why decisions have been made due to constraints of the Timetable.
- Roll returns – steps in place to make sure that students are being accurately recorded. Non attendance of some students is an ongoing issue and we need to continue to improve on how this is followed up.

OUTCOME 2:

Being up to date with current thinking and research into best practice in student data management and analysis, and applying these understandings to improve student data management and analysis across the College.

The SMS system that we use is constantly making “improvements” in line with what schools and the MOE are requesting. Making sure that we are aware of these changes and upskilling the staff who will be affected has been an important element.

The SMS system has a wealth of data and there are many ways that the data we have on students can be presented. It is imperative that as we move forward this data is used to allow us to be informed in the decision making that is made.

The online system we used for the students to select their subjects has a number of other areas that can assist the students – they have been exposed to this system and moving forward we will be able to utilise these.

OUTCOME 3:

Collecting and evaluating data in order to:

- **Inform Hagley’s emphasis on achieving high expectations for all its learners and in particular its identified priority groups**
- **Inform the work of all College portfolio areas**

During 2022 some time was spent looking at what was being achieved – check points of credits gained, credits available and attendance. This helped inform the need for regular attendance checks

and how it is important that we make sure that the students are aware of how they can achieve their credits across the year.

Data Analysis

At different points across the year different departments requested data. One element has been on not only providing this data as needed but looking at upskilling those who want to know where they can get this information for themselves.

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.

SUMMARY FOR 2023

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 look at ways of allowing staff to work smarter with the data and the systems
- Provide timely data support for all parties who request data
- Develop stronger subject choice procedures and grow the online selection and the student preference
- Develop tracking of junior data in our current SMS system
- To continue to monitor that we are using our system and respecting the privacy of the data
- To look at online enrolment in other Year levels (and to continue with online enrolment for Year 9)

FORTE (ITINERANT MUSIC UNIT)

INTRODUCTION

The Forte unit attached to Te Puna Wai o Waipapa - Hagley College, provides Itinerant Teachers of Music (ITM's) to schools in and around Christchurch through a transfer of staffing from client schools to the College. This collaboration enables a diversity of personalised performance music programmes to be offered to ākonga, by a team of itinerant music kaiako who are actively involved in both performance music, and connected through the support of the College, to developments in the Education sector. This collaboration also brings a diversity of itinerant music programmes to Forte's host school, for the benefit of ākonga at Te Puna Wai o Waipapa – Hagley College.

KEY OUTCOMES

1. Foster participation and engagement in Forte's collaborative delivery model for the provision of itinerant music programmes to ākonga in and around Christchurch.
2. Maximise student engagement with learning and achievement in performance music, through the ongoing development and implementation of Forte's Scheme of Learning across a diversity of instrumental and vocal disciplines.
3. Facilitate opportunities for professional discussions, teacher inquiry and engagement in reflective teaching practices that embrace Mana ōrite mō te mātauranga Māori through Te Puna Wai o Waipapa -Hagley College's Professional Growth Cycle.

Foster participation and engagement in Forte's collaborative delivery model for the provision of itinerant music programmes to ākonga in and around Christchurch

It is with sadness that we acknowledge the passing in 2022 of two longstanding kaiako, Neville Forsythe and Jane Doig, who made a huge contribution not only to the establishment of the Itinerant music scheme in Christchurch, but also to the wider music community.

In 2022 the Forte team of registered Secondary School Music Teachers worked in collaboration with Music HODs, to bring a wide range of Itinerant Music programmes to 28 schools in the Canterbury Region.

From June 2021–June 2022 the Forte team delivered individual performance music programmes of learning to 1283 ākonga. They led 50 co-curricular music groups, reaching a further 261 ākonga. In 2022 approximately 365 of the Forte ākonga took NCEA Performance Music and 15 ākonga from the Forte programmes are known to go on to pursue music to tertiary level. This reflects a slight increase in the reach of the Forte unit with the addition of 12 students on the previous year, but also a reduction in the number of co-curricular groups, which can be attributed to the limitations imposed by Covid on co-curricular activities early in the year.

Throughout 2022 Forte has maintained a high level of engagement with schools, attracting 18.18 Full Time Teacher Equivalents (FTE's), an increase of 0.28 FTE's on the previous year. These FTEs have been actioned by twelve schools rolling over their hours, six schools showing a slight reduction and eight schools an increase in their request for ITM staffing. Consequently the Forte unit continues to operate at full capacity to meet the high demands from schools.

Maximise student engagement with learning and achievement in performance music through the ongoing development and implementation of Forte’s scheme of learning across a diversity of instrumental and vocal disciplines

Maximising student engagement at the start of 2022, under the Red Traffic Light setting of the COVID protection framework, was both challenging and a priority. Under this setting, voice, brass and wind kaiako were required to teach outside. All ITMs were required to wear masks while delivering socially distanced lessons across a number of schools. This meant creative solutions were needed to align the team with the specific needs of each school, while keeping students engaged and safe. Regular online meetings at the start of the year provided opportunities for the team to discuss and develop their approach to this new teaching/learning environment.

As restrictions eased, the team were able to meet onsite again and the focus of meetings shifted to exploring Culturally Responsive Practice and strategies to further engage all ākonga in learning the instrument of their choice. This became the focus of Forte’s 2022 collaborative inquiry. The findings from this inquiry have led to a new approach to lesson planning and delivery which some kaiako are trialling in 2023.

Ongoing Covid restrictions meant a number of large events early in the year, including the New Zealand Secondary Schools’ Orchestra (managed by Forte), were unable to proceed. However by Term three, Forte was able to run the Canterbury Schools’ Regional Orchestra (CSRO) at Christchurch Boys’ High School. Forte Wind ITM Georgina Rees-Stevenson conducted the Orchestra, which was attended by 57 ākonga from 17 kura around Ōtautahi. While the project needed to be scaled back to weekly rehearsals followed by a concert to parents, feedback following the course was extremely strong, reporting that CSRO provided students with the opportunity to play in a full size orchestra - an experience that is important for those learning orchestral instruments, but one that is not available in a growing number of schools. It is hoped that the CSRO will run at Te Puna Wai o Waipapa in 2023 and once again will include a roadshow to schools, alongside a public performance.

Facilitate opportunities for professional discussions, teacher inquiry and engagement in reflective teaching practices that embrace mana ōrite mō te mātauranga Māori through Te Puna Wai o Waipapa – Hagley College’s professional growth cycle

In 2022, Forte continued to hold regular team meetings to discuss a range of topics, including developments in education and to reflect on how these developments would impact individual programmes of learning. The meetings also provided the team with an opportunity to engage in Te Puna Wai o Waipapa’s professional growth cycle which include peer observation and collaborative inquiry. In addition to the regular meetings, the team also participated in the MOE Accord days, taking a closer look at Mana ōrite mō te mātauranga Māori and exploring the upcoming changes to NCEA performance music.

Both Mana ōrite mō te mātauranga Māori materials and Russell Bishop’s book “Teaching to the North East” have provided the team with rich resources to reflect on culturally responsive practices and how this fits in the ITM context. This material was used to inform Forte’s collaborative inquiry which explored the impact of specific culturally responsive interventions on student attendance, retention, engagement and achievement. The findings from this inquiry clearly underline the importance of relational teaching and co-constructing lessons with high expectations in an extended family-like context, which the team are committed to embedding in their practice.



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