





Ko wai mātou

Who we are

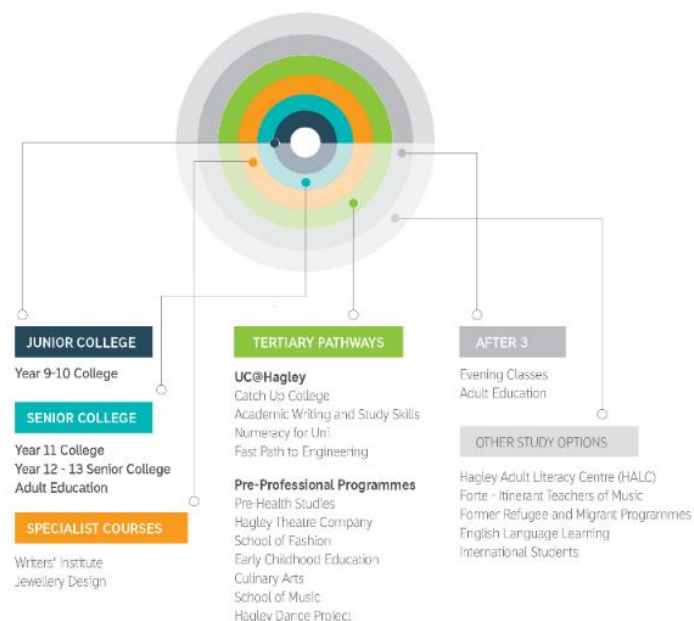
Te Puna Wai o Waipapa is a school with a 168 year old history, which makes it nearly as old as Christchurch itself. Charles Fraser founded the school for students who could not otherwise access learning within mainstream education. This is something we have remained true to ever since.

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

Hagley offers 2,200 full and part time adolescent and adult students across Christchurch, access to a relevant secondary education designed to meet their individual needs and goals across our region. Students come from all over our city which is evident in our Year 9 cohort of 150 students who come to us from 40+ different contributing schools.

We are a designated character school which is in reference to our significantly different learning environment achieved through delivery models not offered in conventional high school settings. We offer a unique education to students across Ōtautahi who would not otherwise access learning within mainstream education. We offer a broad curriculum that can meet individual students' learning needs.

What makes us different?



Student Ethnicities

| Māori | Pacific | Asian | European/Pākehā | MELAA | Other |
|-------|---------|-------|-----------------|-------|-------|
| 9% | 1.8% | 19% | 65% | 6% | 1% |

We are a diverse community and we have over 80 ethnicities represented in our kura. There is some cross over with multiple ethnicities included in this figure. This makes us one of the most ethnically diverse schools in Aotearoa. We have approximately 200 adult students in the day and a further 1000 adult enrolments in our After 3 programme in the evenings across the week. We have 50+ students who identify as gender diverse.

Our Mission

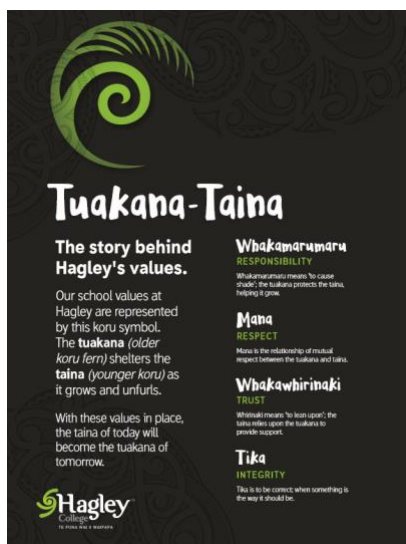
Our mission is, **'lifelong learning that is accessible to all'**. The beliefs which underpin our mission are that education should be available to all and that we should do our utmost to create opportunities for lifelong access to secondary learning for adolescents and adult students.

Our Vision

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

That whakatauāki is about inspiring our students' futures and transforming their lives. We believe that effective engagement in learning is based on the relationships we build with each of our students and on each student's wellbeing.

Our Values



Our strategic goals 2026

- 1 – Strengthen culturally responsive teaching practices
- 2 – Strengthen students' achievements in their learning
- 3 – Strengthen students' sense of wellbeing to increase success in learning

Our vision:

Ka puāwai te koru, ka puāwai te tangata (As the koru opens so too does the person) This whakatauāki is about inspiring students' futures and transforming their lives. We believe that effective engagement in learning is based on the relationships we build with each of our students. We do this so that, like a koru opening, each student will achieve to their full potential, will develop personal values and competencies critical to successful learning and living in society, and will transition successfully from Te Puna Wai o Waipapa to further learning, training or employment.

Information that contributed to this strategic plan:

This plan has been developed with our student, staff and whānau voice at the front. This occurred through surveys in the first instance and a range of workshops of interested people and priority groupings. We have also used our attendance, achievement and leavers data to inform the goals and subsequent actions. The Board has oversight of the strategic planning process and our senior leadership team has driven the annual implementation plan. Our recent ERO report recommendations has been a key driver in the 2026 Implementation plan.

| Strategic Goals | Which Board Primary Objective does this strategic goal work towards meeting? | Links to Education requirements | What do you expect to see? | How will we achieve or make progress towards our strategic goals? | How will you measure success? |
|--|---|--|---|---|---|
| <p>Goal #1: Strengthen culturally responsive teaching practice to give effect to Te Tiriti o Waitangi</p> | <p>Primary Objective: Giving effect to Te Tiriti o Waitangi Supported by: Every student is able to attain the highest possible standard of achievement Physical and emotional safety of staff and students An inclusive school and caters for differing needs</p> | <p>NELP 1, 2, 3 Learners at the centre Barrier free access Quality teaching and leadership</p> | <p>Decrease variability in culturally responsive teaching practices Lifting the baseline standards of te reo and tikanga Māori for both kaiako and kaimahi Ākonga Māori attendance and engagement improves in our kura Opportunities for ākonga Māori to engage with careers and pathways</p> | <p>A series of PLD sessions that then make up a component of all staff members Professional Growth Cycle conversations. Self assessment tool on Mātauranga Māori for staff Learning opportunities provided for staff to lift cultural capability including te reo and tikanga Māori More regular use of student voice as a learning experience Our attendance plan will support all ākonga Engage ākonga Māori with careers and pathways through speakers and careers opportunities</p> | <p>Staff reflection on growth through Professional Growth Cycle conversations and HOD observations and utilise student observations of growth through a range of means. Staff get robust feedback on next steps with cultural competence. Use of Poutama to measure cultural capability growth for staff. Staff taking up opportunities for further growth and professional learning and development Student attendance rates improve which will impact achievement. Number of students attending Māori and Pacific careers and pathways opportunities.</p> |
| <p>Goal #2: Strengthen students' achievement in their learning</p> | <p>Primary Objective: Every student is able to attain their highest possible standard in education achievement Supported by: The school is inclusive and caters for students with differing needs and the school gives effect to Te Tiriti o Waitangi</p> | <p>NELP 1,2,3,4 Learners at the centre Barrier free access Quality teaching and leadership Future of learning and work</p> | <p>A clear progression of learning is established and reported on in the Junior College (Year's 9 and 10) to best prepare students for NCEA Attainment of higher achievement in all 3 NCEA levels A focus on literacy and numeracy in year's 9 and 10 to support achievement in learning in NCEA Year 9 and 10 participation in learning is recorded on SMS</p> | <p>A clear understanding of attendance roles and responsibilities across all levels of the school from teachers to senior leadership Establishing and implementing learning progressions in Year's 9 and 10 which will allow us to track progress and inform teaching programmes Track student goal setting alongside NCEA data in year's 11 and 12 Implement a consistent approach based on best practice for learning intentions, a starter and wrap up of lessons Literacy and numeracy intensive classes for Year 9 and 10 is further resourced</p> | <p>Student attendance and engagement in their learning improves Analyse our co-requisite testing results to inform programmes of learning in the following year Analyse student progress in year's 9 and 10 NCEA achievement data improves across all levels. Students in intensive literacy and numeracy classes show accelerated progress</p> |
| <p>Goal #3 Strengthen students' sense of wellbeing to increase success in learning</p> | <p>Primary Objective: Is a physically and emotionally safe place for all students and staff Supported by: Every student at the school is able to attain their highest possible standard in the school The school is inclusive and caters for students with differing needs</p> | <p>NELP 1,2,3 Students at the centre Barrier free access Quality teaching and leadership</p> | <p>Students and staff are supported in restorative practices through key staff and PLD Clear roles and responsibilities for tutors Consistent approaches to behaviour management is implemented schoolwide Hauora classes at Year 11 and 12 support student wellbeing Second chance education provider</p> | <p>Collect and analyse stand down and suspension data. Respond with a range of interventions. Collect and analyse fast track (removal from class) data and respond with individualised intervention. A behaviour management model is used to support staff Gather student and whānau voice Student attendance and engagement improves Our identity as a school is strengthened through our designated character status</p> | <p>Student surveys will gather student wellbeing data which will inform wellbeing initiatives Reduction in fast tracks, stand down and suspension data Staff report feeling supported by a consistent approach to behaviour management through staff survey data Collect data on the new student experience. This includes student voice through surveys but also attendance, achievement and goal setting data.</p> |

Te Puna Wai o Waipapa Implementation Plan for Strategic Goals 2026

Summary of the plan:

At Te Puna Wai o Waipapa in 2026 we will have a schoolwide focus on student engagement through improved attendance at school and in classes. We can see through our NCEA achievement data that students that are at school and in classes achieve better in NCEA. There will be a range of interventions and tools to support student attendance, including the role of the tutor as the key connection between home and school and even more regular communication with home. We have a school mental health nurse who can support attendance where there are significant barriers to engagement at school. Our attendance and engagement lead will provide mentoring and a connection with whānau for students that require an intervention to support regular attendance. 2026 will see our current attendance plan align with the Ministry's STAR attendance initiative and a continuation of attendance initiatives implemented from 2025.

We have included a student equity lens across our three goals to keep this front and centre of our mahi. Our designated character status reflects our ability to provide second chance education for students who may have experienced barriers to their learning. We continue to evaluate our processes and continue to focus on our ability to know our students as people and as learners quickly so we can be effective in our role in progressing a student's learning journey.

Our teachers are continuing to work on their culturally responsive teaching practices, which is based on Russell Bishop's work around Teaching to the North East and the Hikairo Schema. This looks like staff building good relationships with students and using that as a platform for sound pedagogy that supports high expectations of our students in work output, effort and in building respectful relationships. As part of this, teachers will use their professional growth cycle as a means to reflect on their growth in this area and to gain feedback via their Professional Growth Cycle Conversations. In 2026, we will revise the staff self assessment tool which allows staff to measure their progress in te reo and tikanga Māori. Parent and community partnerships will be strengthened through Te Urungi, our whānau Māori steering group to incorporate a partnership with departments across the kura.

We are working on strengthening student achievement. We are committed to looking beyond NCEA for this measure of success whilst recognising this is the national measure. An example is tutors working with all students in their tutor class to facilitate a beginning of the year goal setting process which is reflected on throughout the year. At the end of the year there is a summary of how many students have achieved the goal they set for themselves over the year, which can sit alongside NCEA achievement data to give a broader picture of student success. In 2025 we were able to report on student success alongside NCEA data with more accuracy in year 12. In 2026 we will extend this to Year 11.

In terms of teaching and learning, the schoolwide focus will be on a consistent approach to support student routines through clear learning intentions, starter activities and a wrap up. This supports student cognitive load and decreases variability in practice across the kura. In response to our latest ERO report we will continue our work in measuring junior achievement. All curriculum areas will report against learning outcomes and progress will be tracked. We will also look at work output in the junior college and ensure our curriculum coverage tool is applied to kete wana, our junior options. Our literacy and numeracy intensive courses for students needing extra support has doubled its provision for 2026.

We are also working on strengthening students' sense of wellbeing to increase success in wellbeing. This reflects not only the quality of our specific wellbeing programmes such as Hauora but also focuses on the role of the tutor as a key relationship and also the role of the classroom teacher in facilitating learning opportunities that promotes feelings of success which has a significant impact on confidence and wellbeing. Our overarching goal here is to have students experiencing positive wellbeing across the day and in all classes. We have an ambitious goal of being the first fully restorative secondary school in Aotearoa and we continue to improve our systems and conversations to a restorative model that is meaningful for all students and reflects Ao Māori for our ākonga Māori. In 2026 a significant chunk of staff PLD will focus on restorative conversations and restorative classrooms. A more consistent approach to behaviour management will be led by SLT and again have a restorative focus with clear roles and responsibilities and with the aim of supporting staff with challenging behaviour. This work will be underpinned by our restorative framework implemented in 2026. We will also collect student voice in depth, through three Year 10 students, who are interviewed termly. This project is in its second year and in 2026 this information will be shared with staff so we can learn from student experiences. We will survey year 9 and 10 through the Me and My School Survey and conduct a senior student wellbeing survey. Staff will also be surveyed in 2026.

Where we are currently at:

In terms of schoolwide attendance, we have very differing attendance rates across year levels. We are seeing an increase in attendance rates for Year 9, which could be indicative of the Government focus on attendance and the work of our contributing schools. Year 10 and 12 attendance rates are of concern in 2025 and in response in 2026, Year 11 students will be an immediate focus for the new attendance mentor we have employed. The way attendance data is gathered impacts our attendance rate and we will use everyday matters data for Year's 9-11 and use period by period data to measure our attendance rates in year 12 and 13. We have developed an attendance plan to focus this work and shared this with staff and our community.

Next steps are to continue to best use our teacher aide resource and ensure that we are supporting literacy and numeracy in particular, which sets up our junior students to be successful learners here. We reviewed our kete wana option subjects in 2025 and the findings will be implemented in 2026. ERO identified that our schoolwide understanding of junior achievement needs improving so we will action shared good practice around starting lessons and ending lessons to decrease teacher variability.

We have been working to build our staff members' culturally responsive practices over the last five years. This started with a range of thought leaders and staff reo and tikanga lessons and has then moved into a deep dive and department-led collaborative inquiry on Russell Bishop's Teaching to the North-East. Staff worked through the progression of creating a family like context for learning, interactive methods and then monitoring learners' progress. We then utilized Bishop's work by focusing more deeply on subject specific literacy as a skill to promote student equity. This was completed through departments and through full staff PLD. The next steps are for teachers to use our revised school assessment tool to support their growth in cultural competence.

NCEA student achievement for 2025 showed that Level 1 participation achievement rate was 68% which was on par with 2024. Year 12 NCEA achievement dropped slightly to 55% for the full cohort. NCEA Level 3 was slightly improved at 42% of full cohort and University entrance was on par with previous years at 35%. Students that started with us in year 9 have seen a big jump in students achieving University Entrance at 38%. In 2025 we tracked Year 12 achievement alongside individual goal setting data and have offered learning opportunities outside of our regular timetable to support students' learning and achievement.

Student wellbeing is well supported by two designated staff members who support teachers in their restorative classroom practices. This has been very popular amongst staff as student issues have been very quickly responded to in a restorative manner given the availability of the resource. Wellbeing specific programmes are going from strength to strength and students are reporting that they value this opportunity. Our tutor system remains the backbone of our pastoral care system and ensuring this role is valued within our kura is a priority, along with providing support and time to do the role well. Students report that they feel a sense of belonging here and are united in the understanding that our kaupapa is that you can be who you want to be here! ERO have recommended that we work towards more consistent behavior management approaches and this will be implemented in 2026. A clear behaviour management model will form a behaviour framework and clear roles and responsibilities will support the consistent approach.

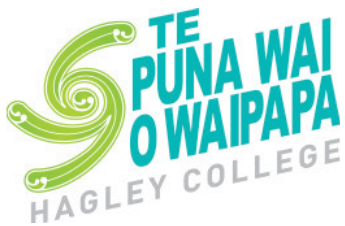
How will our targets and actions give effect to Te Tiriti o Waitangi:

We will give effect to Te Tiriti o Waitangi by continuing to value, promote and measure cultural capability of staff. We will continue to monitor Māori student achievement and offer learning opportunities and targeted careers education to support achievement and engagement. We offer our whare ako Pūkaki, as a home base and students have the opportunity to be in a vertical form that better reflects Tae Ao Māori. Our Māori students will have the opportunity to see their culture reflected around our kura and in our classrooms on a daily basis. Students will have a voice alongside their parents at our Te Urungi steering group hui which brings the Board, Principal, kaiako, whānau and ākonga together to kōrero around what is on top for our Māori students and their whānau. Te reo teaching and learning is offered to students across all year levels of the school and at night for our community. Our Māori students will have the opportunity to be supported in restorative conversations in a way that reflects te Ao Māori and offered support through staff in our whare. and develop our ākonga. Our Māori students' attendance will be monitored weekly and their achievement and broader goals monitored and supported. Our aspiration is for Māori students to attend on par or better than non-Māori and achieve on par or better the goals they have set for themselves.

In 2026 we will have a specific focus on careers and pathways opportunities for ākonga Māori.

| Strategic Goal 1 Strengthen culturally responsive teaching practice to give effect to Te Tiriti o Waitangi | | | | |
|--|--|--|--|--|
| Annual Target/Goal: For kaiako and kaimahi in our kura to engage in PLD focused on culturally responsive practices and for growth in this area to be visible and reflected upon in all staff members' professional growth cycle or support staff appraisal process. | | | | |
| What do we expect to see by the end of the year? (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.) | | | | |
| For kaiako to speak about their practice in ways that show inclusion of culturally responsive practices. For all ākonga to feel safe in all rooms and areas of our kura and for students to be achieving in their learning through an increased level of engagement. Kaimahi show evidence of shifts in thinking and culturally responsive practices in their areas of work. | | | | |
| Actions | Who is Responsible | Resources Required | Timeframe | How will you measure success? |
| <p>Progression of professional learning and development for all staff</p> <ul style="list-style-type: none"> - Teaching staff sessions - Targeted support staff sessions - Revised self-assessment tool introduced and implemented - Teachers as leaders in their room | <p>Jasmine to lead</p> <p>Supported by SLT</p> | <p>Use of our own Wednesday PLD time</p> <p>PGC documentation</p> <p>Tuahiwi workshops and connection with mana whenua</p> <p>Access to Hikairo Schema</p> <p>Self-assessment tool</p> <p>Support for Te reo learning through our Professional Learning Groups</p> <p>Teaching to the North East by Russell Bishop</p> | <p>2026</p> | <ul style="list-style-type: none"> - Progress tracked through the self-assessment tool of cultural capability and use of Poutama. Evidence recorded through teachers Professional Growth Cycle - Shift in teaching practice as observed and communicated by HODs and Senior Leaders as part of 'walk through' culture - Positive student voice of ākonga Māori indicates a growth in teacher capability and competence. - Support staff attend and engage in PLD and is reflected in PGC documentation. - |
| <p>Kaiako professional growth cycle conversations reflect growth in use of culturally responsive practices</p> <ul style="list-style-type: none"> - PGC conversations throughout the year have a culturally responsive focus. - A measure of staff growth is collated at the end of all department PGC wrap up conversations | <p>Hayden and Jasmine to lead</p> <p>Supported by SLT</p> | <p>Revised self-assessment tool continuation</p> <p>Upskilling of HODs in Leadership meetings and Leadership for Excellence conversations</p> <p>Hikairo Schema and Teaching to the NE and Leading to the NE</p> | <p>Revisit Term 1</p> <p>Ongoing conversations</p> <p>2026</p> | <ul style="list-style-type: none"> - PGC documentation - Mid year check in - End of Term 1 set up check in - Growth reported at end of year to SLT through an extended meeting - Growth conversations are part of the PGC process - SLT monitor and review staff growth |
| <p>Ākonga Māori and whānau Māori voice is shared with staff in a range of forums to support professional growth</p> | <p>Jasmine and Rowan to lead through Te Urungi</p> <p>Supported by SLT</p> | <p>Range of surveys, workshops and hui</p> <p>Regularly having community in our school</p> <p>Te Urungi – steering group</p> | <p>2026</p> | <ul style="list-style-type: none"> - Student, staff and whānau responses and engagement - Measure initiatives as a response to student voice (What we do with the voice) - Department engagement with Te Urungi |

| Strategic Goal 2 Strengthen students' achievement in their learning | | | | |
|---|---|---|------------------|---|
| Annual Target/Goal: To identify and respond to students at risk of not achieving early in the year and to track academic progress and provide mentoring to further support student achievement | | | | |
| What do we expect to see by the end of the year? | | | | |
| Continue to develop a range of success measures including NCEA data, leavers data and learning goal data All tutors of Year 11-13 engage with the goal setting process that identifies student success wider than NCEA Students attendance improves | | | | |
| Actions | Who is Responsible | Resources Required | Timeframe | How will you measure success? |
| <p>Focussed support for students that identify University Entrance as their learning goal</p> <p>Continue to measure success through goal setting alongside NCEA data</p> <p>Track student attendance using MoE STAR attendance tracking with consistent interventions</p> | <p>Tutors/Year Advisors SLT</p> <p>Tutors, YA, teachers</p> | <p>Year Adviser support, student, whānau</p> <p>STAR attendance plan to align with school attendance plan in 2025</p> <p>Kamar reporting templates</p> <p>Attendance and Engagement Officer</p> | 2026 | <ul style="list-style-type: none"> - Identification of students at risk of not achieving and responding with actions in a timely way - Identification of students with a UE pathway - Tutor and YA engagement with goal setting process - Increase in achievement rates across the senior school - Feedback on the Kamar reporting process to help student tracking - Numeracy and Literacy Co-req results - NCEA Year Level achievement rates |
| <p>Double the provision of intensive literacy and numeracy for Year 9 and 10 in the options blocks</p> <p>Literacy and numeracy provision for students that enrol with us without the co-requisite</p> <p>Consistent learning intentions, starter and wrap up are implemented in classes</p> <p>Participation/effort grades are recorded in SMS to support student achievement in Year's 9 and 10</p> | <p>Led by Hayden Supported by Mel and Nadene</p> | <p>Literacy and Numeracy support for students in year 9 runs with two groups in Kete Wana</p> <p>Specific classes to support senior literacy and numeracy</p> <p>Staff PLD across learning intentions, starters and wrap up</p> <p>Subject Review Reports</p> | 2026 | <ul style="list-style-type: none"> - Students requiring extra literacy and numeracy are identified - A senior numeracy and senior literacy class is implemented and more students pass literacy and numeracy co-req's from these classes - Students show accelerated progress - Track students who take part in lit/num initiatives and compare to the whole cohort - Observations, peer feedback, seeing consistency across the school |
| <p>Teachers and depts to use junior achievement data to help inform learning design throughout the year. This will be used to support individual, class and cohort learning.</p> <p>Utilise kete wana review to make changes to the programme in response to student, staff and whānau voice</p> | HODs/Teachers | <p>Learning outcomes based on NZC and Te Mātaiaho that are also back-mapped from the new NCEA Level 1 significant learning and standards.</p> <p>Learning outcomes in SMS</p> <p>Surveys and workshops</p> <p>Designated literacy and numeracy staffing</p> <p>Kete wana options are implemented based on voice and coverage is tracked closely to ensure students cover the curriculum</p> | 2026 | <ul style="list-style-type: none"> - Evidence of teachers using this data to inform their practice - Evidence of 'value added' in English and Maths and Science - Clear identification of GATE students and opportunities explored for these students - Evidence of learning progressions through learning outcomes are embedded in the junior college - Student coverage in kete wana is 95% or above across two years |



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