



**Charter 2015-2016**

# CHARTER AND ANNUAL PLAN

## SECTION 1

## STRATEGIC INTENTIONS

### A. PRINCIPAL'S STATEMENT

What is important at Hagley, a school with a 158 year old history which makes it nearly as old as Christchurch itself?

**Innovation matters.** We do not stand still. We continue to innovate, to create opportunities for secondary learners of all ages across our region. We continue to look outwards, to invite community connections and connections with other educational institutions.

**Our mission statement matters: lifelong learning that is accessible for all.** That mission statement is no new thing – it has been with us a long time, right back to the school that Charles Fraser founded in 1858 which sits at the top of Hagley's family tree. Fraser set up his school for those students who could not otherwise access learning within mainstream education.

**Our values matter. Those values are based on the relationships we build with each of our students.** It is how we work with students that sets Hagley apart, valuing them as the individuals - that is the Hagley way. What does that mean for our students? They feel that their teachers notice them, that their teachers are interested in them and care about their learning, they feel that they are experiencing success – and much more. Hagley's values bring our mission statement to life.

**We are a part of 158 year old legacy of education.** The school Charles Fraser established in 1858 was to offer “a broad curriculum that allows students across Christchurch City to access a relevant education designed around their individual needs”. Those words are taken from the original mandates for education at the school from 1858 and 1873. Fittingly, they have been republished in our gazetted statement as Hagley officially gains designated character school status in 2016.

**Our role is as kaitiaki,** or guardians on behalf of those who have preceded us, and those who will follow us. We are stewards of this place Te Puna Wai O Waipapa and what it stands for, charged with preserving, enacting and passing on Hagley's mission statement and values. In our work in the College, each of us needs to be able to articulate how we put our values into practice, as well as how we bring to life our mission of lifelong learning accessible to all.

### B. MISSION

Our mission is, 'lifelong learning that is accessible to all'. Hagley College is a unique educational institution in New Zealand. It is recognised as a leader in innovation in education. The core of our mission is that difference, individuality and diversity are to be celebrated and nurtured, that education should be available to all, and that we should do our utmost to create opportunities for students of all ages to engage in learning. Hagley has reputation of capturing students back into education by creating opportunities for them to be successful learners. We actively support the concept of lifelong learning for our secondary education adult and adolescent students.

### C. VISION

Hagley inspires students' futures and transforms their lives. We believe that learning and engagement are based on the relationships we build with each of our students and on each student's wellbeing. We do this so that each student can achieve to their full potential and transition successfully to further learning, training or employment.

## D. VALUES

Hagley's values are based around four key aspects ourselves (as individuals); our place (the college and its environment); our practice (what we do); and our people (community). Hagley's values are underpinned by the core Māori values of whanaungatanga (relationships), turangawaewae (a place to stand) and rangatiratanga (self determination). Our values show a commitment to our mission and to our culture of trust, respect, integrity and personal responsibility. Our values also show our commitment to Māori achieving success as Māori and to our bicultural partnership in Aotearoa / New Zealand.

We are committed to developing and implementing a culture that enacts the following values.

- Individuals at Hagley, in all actions and interactions, practise and engender trust, respect, integrity and personal responsibility.
- Hagley is a transformative environment where diversity and individuality are valued and opportunities for all are provided. It is a place where authentic learning and relationships are of paramount importance and all systems are transparent and meaningful.
- Hagley challenges individuals in a supportive, dynamic and optimistic learning environment to influence their lives in positive ways.
- All groups within Hagley communicate with and relate to others with inclusiveness, openness and cooperation in order to empower all.

## E. THE UNIQUE POSITION OF THE TANGATA WHENUA

Through its culture, policies and practices, Hagley reflects the unique position of the Māori culture.

We have a commitment to undertake the implementation of the National Education Goals with specific reference to NEG 9 and NEG 10.

- Increased participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.
- Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.

Hagley is committed to the vision of Ka Hikitia - 'Māori enjoying success as Māori'. This vision recognises the widespread aspirations of Māori to live and succeed as Māori in Aotearoa / New Zealand and in the wider world. This means providing Māori learners with the opportunity to get what they require to realise their own unique potential to succeed in their lives as Māori. Hagley is committed to the concept of ako, as described in Ka Hikitia. This is a teaching and learning relationship in which learning is reciprocal between teachers and students. It acknowledges that high-quality teaching is the most important influence on education for Māori students and that incorporating culture and productive partnerships into learning leads to success.

Hagley is undertaking an in-depth and meaningful process of renewal, understanding and personal ownership and commitment to the unique position of Te Reo Māori and tikanga. Our teachers affirm and exemplify in their practice the Tātaiko competencies. In recognising this unique position of Māori culture, Hagley takes all reasonable steps to provide instruction in tikanga (Maori culture) and Te Reo Māori (Māori language) and actively works to raise the achievement levels of its Maori students, together with students from other cultural backgrounds. In demonstrable ways across the College, it is clear that we value the culture, identity and language of all our students, and particularly Māori.

## F. CULTURAL DIVERSITY

Hagley is committed to being culturally responsive. It undertakes this commitment by developing and implementing structures, policies, procedures and strategies. This includes encouraging staff, students, families and their wider communities to value and support the richness of culture and experience that they bring to the College. Learning opportunities are offered for all cultures across all ages in a safe and supported environment. Hagley College enhances the effectiveness of its staff by providing opportunities for inter-cultural learning and fostering the employment of multi-cultural staff.

Hagley is a vibrant diverse community of race, educational and socio-economic background, gender orientation and age. It is a safe and thriving environment for many races, ages, cultures and beliefs. Difference is valued and brought together with an holistic and cohesive approach. Students prize being recognised as individuals. The college engenders an inclusive practice and an atmosphere that everyone belongs.

Diversity is valued and encouraged in staff and students through celebrating difference as part of everyday College life and the specific events and festivals that represent our learning communities. Promoting the benefits that ethnic diversity offers are evident in the enrolment of 54 different nationalities, Hagley's anti-discrimination policies and the models it provides for English Language Learning, Diversity Support and the affirmation and maintenance of First Language Programmes. The College is a recipient of the New Zealand Diversity Awards in 2010 and 2014 for its outstanding contribution to cultural diversity and positive race relations.

## G. DESIGNATED CHARACTER SCHOOL

Hagley is a designated character school established under Section 156 of the Education Act 1989. Students who are eligible for enrolment are those who accept the designated character of the school as set out in the New Zealand Education Gazette notice of 18 June 2015.

Hagley's designated character vision states that it acts as a regional 're-start' hub across the greater Christchurch network for students, particularly those of post-compulsory age, who have experienced barriers that have prevented them from successfully engaging in learning.

Hagley provides a unique education for students who would not otherwise access learning within mainstream education. It offers a broad curriculum that allows students across Christchurch City to access a relevant education designed around their individual needs. Students who demonstrate a willingness to be adaptive, flexible, and work collaboratively with Hagley will be given preference for enrolment. This designated character is lived out:

- By ensuring the Board, staff, students and the culture of the school is one that values trust, integrity and personal responsibility
- By being open for instruction between the hours of 8.40am – 9pm to enable access to education by adult students
- By providing innovative learning programmes which:
  - include core curriculum, specialist pathways and collaboration with other regional groups
  - provide for full-time and part-time students who are based both on the Hagley campus and in collaborative learning experiences across the city.
  - are for both adolescents (secondary students) and adults.
  - provide for disengaged adolescent and adult learners, students with previously limited aspirations and for those who now want to engage with learning but are finding it difficult to do so.

## STRATEGIC GOALS

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

The six strategic goals set out in this annual plan describe the targets that the College as a whole is aiming towards over the next three years. It is my intention to develop these goals collaboratively so that everyone feels informed about this document and connected to it. I would like all parts of our school – our board, directors, learning area heads, teachers, students, whānau – to comment and develop a shared document that will guide our work in 2016 / 2017 and in which we collectively describe where we would like to be in three years' time and what success and achievement will look like.

<b>Strategic Goal 1</b> <b>Increase student engagement and achievement.</b>		
<b>Annual goal</b>	<b>Targets for 2016</b>	<b>What this will look like at the end of 2018</b>
<ul style="list-style-type: none"> <li>We collect, analyse and act on cohort-wide data from Years 9 to 13 about our students' engagement with school, with their learning, as well as their qualifications performance in senior college.</li> </ul>	<ul style="list-style-type: none"> <li>We identify the student dispositions [the transferable competencies or skills] we need to prioritise in order to build engagement.</li> <li>We identify and prioritise the student groups we need to work with, then develop strategies to build the dispositions identified.</li> <li>We make instructional choices that foreground these transferable competencies or skills.</li> <li>We use data to improve engagement, retention and achievement, using 2015 data for comparative purposes. We will move significantly towards the 2017 BPS goal of 85% of our Level 2+ leavers gaining a Level 2 NCEA Certificate or higher [2015 figure: 77%]. In 2016, we will also establish baseline data about our students' engagement.</li> <li>We use our SMS effectively as a key tool to improve engagement, retention and achievement, with a focus on improved student data management, sharing, and analysis.</li> </ul>	<ul style="list-style-type: none"> <li>We recognise that the priority data we need to focus on is centred on student dispositions centred on how they feel about school and their learning. This is the foundation for improvements in other areas, including attendance and qualifications.</li> <li>We complete annual data collection around engagement, retention and achievement and use this to identify priority groups, selecting appropriate strategies to apply in working with particular groups. In this way, student voice together with other data sources guide College-wide and individual teacher actions to improve engagement, retention, achievement.</li> <li>We develop successful lifelong learners who transition successfully into further learning or their chosen pathways. We develop these learners by foregrounding critical links between student wellbeing and student learning in order to create engagement and involvement in learning.</li> <li>Our curriculum development evolves in innovative and responsive ways to maximise our students' engagement with learning and achievement.</li> </ul>

## Strategic Goal 2

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

Annual goal	Targets for 2016	What this will look like at the end of 2018
<ul style="list-style-type: none"> <li>• We build and enhance our established tertiary pathways programmes, Catch Up College and UC@Hagley.</li> <li>• We work with the University of Canterbury to develop further pathway programmes.</li> <li>• We develop our delivery models, including our 'schools within schools' programme, innovative subject contexts, vocational pathways and 'at risk' student mentorship models, looking for opportunities based on students' needs, interests and goals.</li> </ul>	<ul style="list-style-type: none"> <li>• We maintain the 90+% success rate in both tertiary pathways programmes.</li> <li>• We implement at least one new pathway programme for 2017.</li> <li>• Initiated via the Senior Leadership Team, we work with our learning leaders to review existing models offered, to take up opportunities to refine or adapt current offerings, as well as introduce new programmes .</li> </ul>	<ul style="list-style-type: none"> <li>• We expand our partnerships with tertiary institutions throughout New Zealand, and particularly with the University of Canterbury.</li> <li>• We expand our NCEA based and other [non NCEA] pathway options offered via Hagley, aimed at both adolescent and young adult learners.</li> <li>• We establish Hagley as the secondary school through which young adults, who previously may have not considered tertiary study as an option, are able to engage in pathway programmes which lead them into successful university study.</li> <li>• Our curriculum profile reflects growth and innovation in developing transition programmes.</li> </ul>

### Strategic Goal 3

#### Build Hagley's bicultural partnership.

Annual goals	Targets for 2016	What this will look like at the end of 2018
<ul style="list-style-type: none"> <li>We build culturally inclusive classrooms and encourage practices which are culturally inclusive.</li> <li>We collect, analyse and act on data about our Māori students' engagement with school, with their learning, as well as their qualifications performance in the senior college.</li> </ul>	<ul style="list-style-type: none"> <li>We offer multiple bicultural professional learning opportunities for kaiako, with comparisons, evaluations and improvements made against the 2015 programme.</li> <li>We ensure Māori and Māori perspectives are represented across the College.</li> <li>We actively mentor our Māori ākonga.</li> <li>We promote the normalisation of te reo Māori around the College, which includes beginning a whole school language plan in 2016.</li> <li>Our teachers demonstrate how they are aware and respectful of their ākonga's reo, tikanga and world view through their curriculum choices and practices, as well as document these aspects through their annual Windows into Practice.</li> </ul>	<ul style="list-style-type: none"> <li>We recognise that a strong bicultural partnership starts with all our kaiako making a personal commitment within their own professional learning and practice.</li> <li>Our commitment to Māori achieving success as Māori and to our bicultural partnership in Aotearoa is explicit in our work.</li> <li>In demonstrable ways across the College, it is clear that we value the culture, identity and language of all our students, and particularly Māori.</li> <li>Our teachers affirm and exemplify in their practice the tātaiko competencies of wānanga [communication], whanaungatanga [relationships], manaakitanga [values], tangata whenuatanga [affirmation], and ako [learning].</li> </ul>



## Strategic Goal 4

Build effective teacher practice that enacts Hagley's values.

Annual goal	Targets for 2016	What this will look like at the end of 2018
<ul style="list-style-type: none"><li>Each of our students feel that their teacher notices them, that their teachers are interested in them and care about their learning, and that they are experiencing success.</li></ul>	<ul style="list-style-type: none"><li>We analyse and act on cohort-wide data from Years 9 to 13 about our students' engagement with school, particularly data related to our mission statement and values centred on the effectiveness of the relationships we build with our students.</li><li>Our teachers demonstrate their commitment to our values, as well as document this through their annual Windows into Practice.</li></ul>	<ul style="list-style-type: none"><li>We recognise that Hagley's values are based on the relationships we build with our students and that those relationships are the foundation of student wellbeing and learning.</li><li>In demonstrable ways across the College, it is clear that our teacher practice brings to life our mission statement: "lifelong learning that is accessible to all".</li><li>In demonstrable ways across the College, it is clear that we celebrate difference, individuality and diversity.</li></ul>

## Strategic Goal 5

Build Hagley as a strong self reviewing school.

Annual goals	Targets for 2016	What this will look like at the end of 2018
<ul style="list-style-type: none"> <li>• We engage in evidence-driven practices to increase student engagement and achievement.</li> <li>• We actively apply recommendations from the external agencies who review our work.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers complete inquiries centred on improving outcomes for students they teach.</li> <li>• Teachers complete Windows into Practice, drawing on multiple evidence sources and reflecting on improvements in their own practice, as central to teacher appraisal and attestation for their Practising Certificates.</li> <li>• Meta-analyses of inquiry and appraisal guide the direction of College wide professional learning.</li> <li>• Subject leaders complete annual reviews of teaching, learning and assessment against four indicators of best practice.</li> <li>• Each portfolio completes an annual review of several critical success factors that are central to achieving our strategic goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Self review for continuous improvement and accountability occurs at multiple levels as an integrated, iterative process.</li> <li>• Our teachers' evidence gathering and review practices are enhanced and refined and impact on student engagement, retention and achievement.</li> <li>• Our self review practices actively inform our work towards College strategic goals.</li> </ul>

## Strategic Goal 6

Build Hagley's role as a designated character school to meet regional and national education needs.

Annual goals	Targets for 2016	What this will look like at the end of 2018
<ul style="list-style-type: none"> <li>• We act as a regional 're-start' hub across the greater Christchurch network for students, particularly those of post-compulsory age, who have experienced barriers that have prevented them from successfully engaging in learning.</li> <li>• We look for opportunities to build partnerships within the education network, particularly around pathways from secondary into tertiary.</li> <li>• We look for opportunities both regionally and nationally to lead and participate in research and to create new knowledge and practice about teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• We develop understandings amongst all our staff about our designated character status.</li> <li>• We implement our designated character designation in our enrolments and school operations.</li> <li>• We establish and lead the academic literacy programme in partnership with the University of Canterbury and several Christchurch schools, as part of the MOE 'Investing in educational success' initiative.</li> <li>• We participate and contribute to the Central City Schools' Cluster and other regional hub developments including Grow Waitaha and Youth Futures.</li> </ul>	<ul style="list-style-type: none"> <li>• We enact our mandate and responsibility to act as a designated character school, meeting the needs of learners of all ages across our region.</li> <li>• Hagley is further established as the key provider offering diverse range of regional hub programmes. We take up to take up opportunities to refine or adapt current offerings [Learning communities, Forte, Van Asch, Adult Literacy Centre, Tertiary Pathways], as well as introduce new initiatives.</li> </ul>



Inspiring futures | Transforming lives

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