



Charter and Annual Plan 2018

Hagley College

SECTION 1

STRATEGIC INTENTIONS

A. PRINCIPAL'S STATEMENT

Hagley is a school with a 160 year old history, which makes it nearly as old as Christchurch itself. **Our mission statement, *life long learning accessible to all, is no new thing***. It has been with us a long time, back to the school that Charles Fraser founded in 1858 for those students who could not otherwise access learning within mainstream education. Our whakapapa begins with the Christchurch Academy in 1858, then Christchurch High School in 1864, West Christchurch School in 1873, West Christchurch District High School in 1904, Christchurch West High School in 1936, Hagley High School in 1966 and then in 1991, Hagley Community College, Te Puna Wai O Waipapa – our place now.

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

Hagley offers over 2,300 full and part time adolescent and adult students across Christchurch access to a relevant secondary education designed to meet their individual needs and goals across our region. Students come from all over our city to attend Hagley. As an indication of how broadly we serve the Christchurch region, our 2018 Year 9 cohort of 125 students is drawn from over 40 schools.

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

We recognise that we are **a part of a 160 year old legacy of education**. Our role is as kaitiaki, or guardians on behalf of those who have preceded us, and those who will follow us. We are stewards of this place Te Puna Wai O Waipapa and what it stands for, charged with preserving our unique character, as well as enacting and passing on Hagley's mission statement and values.

B. MISSION

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

C. VISION

Our **vision** is that captured in our whakatauki: ***ka puāwai te koru, ka puāwai te tangata: as the koru opens, so too does the person***. That whakatauki is about inspiring our students' futures and transforming their lives. We believe that effective engagement in learning is based on the relationships we build with each of our students and on each student's wellbeing. We do this so that, like a koru opening, each student will achieve to their full potential, will develop the personal values and competencies critical to successfully learning, living and contributing in society, and will transition successfully from Hagley to further learning, training or employment.

D. VALUES

Enacting Hagley's values brings our mission statement to life. Our values - **whakawhirinaki [trust], mana [respect], tika [integrity] and whakamarumarū [personal responsibility]** are based on the relationships we build with each of our students. Those relationships are the foundation of student wellbeing and learning. It is very clear how important those relationships are, as positive and supportive working relationships were identified as the highest ranked item [identified in 75% of responses] in the 2016 community survey data about what aspects of Hagley are most appreciated as we move towards our redevelopment.

It is **how we work with students that sets Hagley apart**, valuing them as individuals: that is the Hagley way. Hagley's informal friendly atmosphere, where everyone is on a first name basis and there are no uniforms, was also identified as a highly appreciated aspect. We have a strong focus on making Hagley a turangawaewae for the many new students who start new each year. In our large Year 12 and 13 senior college, adolescent and adult students are comfortable working alongside each other in the same classes.

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

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

E. THE UNIQUE POSITION OF THE TANGATA WHENUA

In demonstrable ways across the College, it is clear that **we value Māori culture, identity and language of all our students**. We live out our commitment to te Tiriti o Waitangi, particularly through how te reo Māori and tikanga are valued and promoted in the school. We are committed to Māori achieving success as Māori and to our bicultural partnership in Aotearoa / New Zealand. We acknowledge the centrality of the teaching and learning relationship, that high quality teaching is the most important influence on education for Māori as well as for learners from all backgrounds, and that incorporating learning contexts where students' language, identity and culture are affirmed together lead to success. In recognising the unique position of Māori culture, Hagley actively works to raise the achievement of its Māori students, together with the achievement of students from all backgrounds.

F. DIVERSITY

Hagley is a **vibrant community drawn from diverse ethnic, cultural, educational and socio-economic backgrounds, gender orientation and age**. People at Hagley relate to one another in open, inclusive and cooperative ways. Difference is valued and respected. Students prize being accepted as individuals. We affirm inclusive practice and an atmosphere where everyone belongs. We are committed to being culturally responsive. We encourage staff, students, families and our wider communities to value and support the richness of culture and experience that the 56 different nationalities currently enrolled at Hagley bring.

We reflect and welcome the **diversity of our student population**: age, race, religion and gender. It is critical that we embrace diversity in the widest possible sense, including support for students who are questioning and establishing their gender identity. Inclusiveness of diversity is clearly valued by all parts of our community in survey data about what aspects of Hagley are most appreciated. We offer an environment that enhances students' and staff's feelings of safety and connection with each other, in order to minimise social isolation and increase a sense of belonging.

G. DESIGNATED CHARACTER SCHOOL

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

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

- By ensuring the Board, staff, students and the culture of the school is one that values trust, respect, integrity and personal responsibility
- 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.

H. COMMUNITY CONNECTIONS

Links with whānau and whenua

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

We welcome whānau and encourage them to attend hui, communicate with kaiako, enjoy meeting each other as well as learning important features of their tamariki education. Te reo and tikanga courses have grown and are offered from Years 9-12. There are several After 3 courses in te reo from beginners to advanced, draw adult learners from our community. We also offer programmes in te reo for kaiako. Ao Māori has certainly grown in the last five years. Future community involvement is inspiring and offers increasing understanding of tikanga for kaiako and ākongā.

Links with refugee and migrant communities

Hagley has a large number of connections with educational and community based organisations and we wish to increase those levels of collaboration. We foster and encourage access for diverse communities within our region, including refugee and migrant communities. Hagley is recognised for its significant and successful commitment to learning and support for refugee and migrant people over the last three decades. Hagley is the recipient of two New Zealand Diversity Action Awards in 2010 and 2014.

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

Adult Education

Hagley College has led the way in adult education both within and beyond conventional school hours for over forty years. As part of Hagley's designated character status, adults study part time and full time in both day and evening programmes. After 3 programmes help adults pathway into curriculum subjects, tertiary study, career choices and fields of special interest. In this way, the programmes target adults who are re-engaging in education for personal or career goals, or whose learning may have been previously unsuccessful. Students in the After 3 programmes draw from an expansive learning network which encompasses city-wide community groups, businesses and experts with skills to offer. Students get hands-on experience and access to expertise beyond the classroom. All After 3 programmes contribute to Hagley's commitment to make learning accessible and therefore improve adult literacy and skills outcomes.

Hagley Preschool

Hagley's preschool has been on-site for over 40 years and is also an important partner in our redevelopment in providing early childhood education for tamariki of students, staff and our community. It operates from 8am to 5pm Monday to Friday throughout school terms and holiday periods. It is important that the preschool is included in planning the redevelopment. Our full time Early Childhood Education programme completes training placements at the Hagley Preschool and other ECE Centres in the city.

Tertiary Pathways Programmes

Many of our full time specialist schools have long term connections across our community. These schools are successful because they have a clear purpose and focus, often emphasising 'real world' project based learning; they have charismatic programme leadership; and they are nested within strong faculty structures. As indicative examples of how these specialist schools work, our Theatre and Dance Companies draw audiences from across Christchurch throughout the year, as well as perform in a range of settings outside Hagley. Our School of Fashion competes in external competitions, as does our School of Music with its strong connections into tertiary courses at Ara. Hagley Pre-Health students complete placements in various health care institutions, and also pathway into Ara.

UC@Hagley

Hagley's partnership with the University of Canterbury has resulted in several tertiary pathway programmes which serve learners across the region, including the academic communication skills component of the Certificate in University Preparation, Catch Up College to complete University Entrance, and the newly introduced pre-tertiary courses to ensure students have the skills necessary to progress successfully in these undergraduate university courses.

Van Asch

Van Asch Deaf Education Centre has had a satellite unit at Hagley since 2008. This learning context provides deaf and hard of hearing students a unique opportunity to belong to a community of both deaf and hearing learners. This provision caters for up to 12 students Year 11 and above. Because of Hagley's designated character status, young adult and adult learners are welcomed and fully included in the programmes fitting well with Van Asch's ability to provide deaf education up to 21 years old.

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

Forte Music

The Forte Itinerant Music Teachers (ITMs) are based at Hagley. This professional body of twenty-eight qualified and registered secondary school music teachers are dedicated to the delivery of specialised music programmes to schools. This collaborative model is actioned through a transfer of staffing hours from the user schools to Hagley College. The Forte staff offer weekly music lessons to individuals, small groups and ensembles. In 2015, the ITMs contributed to the musical development of approximately 2000 students from schools across the region. Forte Itinerant music

teachers offer music programmes across the region via face to face tuition and distance learning through video conferencing from beginner to advanced levels. These programmes enable students to achieve at the top level of NCEA performance standards and inspire students to love music through instrumental and vocal experiences. It is important that students learning in the Forte programme at Hagley as well as in Hagley music classes have access to performance as well as practice spaces through our redevelopment. Such spaces need to be carefully located and acoustic attenuation issues addressed, due to implications for other learners.

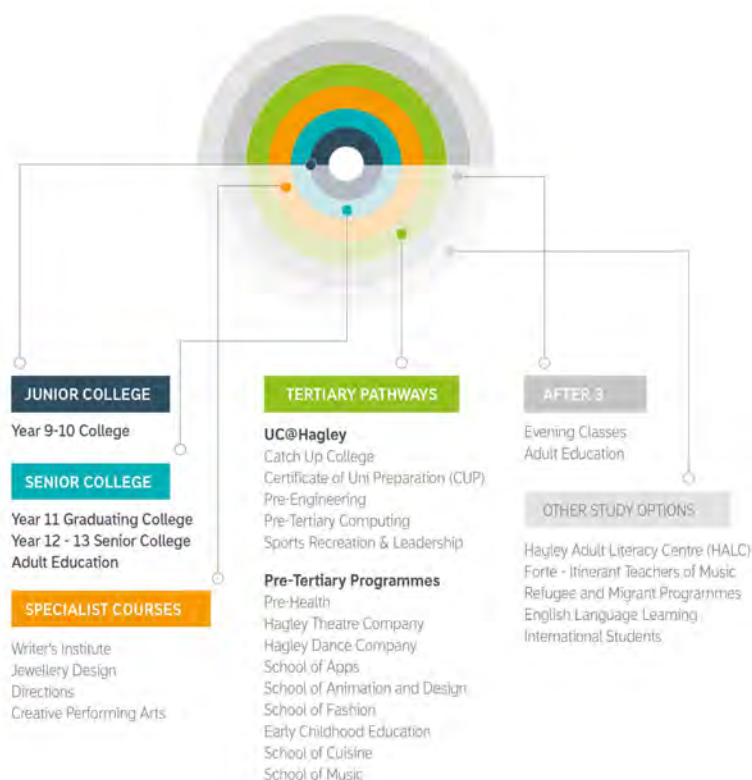
SCHOOL CONTEXT

A. College Structure

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

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

Our school consists of a wide variety of learners. Students completing post-compulsory education can choose to study full time or part time. This means that the Hagley head count numbers around 2300 students, however our full time equivalent (FTE) roll is approximately 1400 students. We have a very large senior college. Over 1,000 new students enrol into Hagley each year, with many enrolling in January and February. Duration of programmes varies widely from a few days, to a university semester, to full year length. Study choices are diverse: short term programmes like Catch Up College, full year evening programmes, full time specialist schools, full or part time study in Hagley’s day programmes. Students are aged both under and over 19. The following diagram sets out Hagley’s structure and indicates why Hagley is far from a conventional secondary school:



B. Leadership

Three major teams are at the forefront of leading our unique school, each headed by a deputy principal: student wellbeing, student learning and staff wellbeing. These three teams are supported by the principal's team. All four teams work closely together and their work continually overlaps. The four teams keep in close touch with the Board of Trustees through monthly meetings, reporting and discussions.

The **student wellbeing team** plays a major role in shaping the experience a student has at Hagley, developing and leading a coherent vision of student wellbeing based on the belief that engagement is centred on students' wellbeing and involvement in their learning. The wellbeing team is closely linked to the **student learning team**, which plays a major role in leading curriculum design, development and delivery across the College. It includes our heads of learning areas and subject leaders, and is closely integrated with the learning support team. Our **staff wellbeing team** fosters an environment where staff are happy, safe and valued. Hagley is responsive to its staff. Professional learning and reflective practice are prioritised as key ways of improving outcomes for our students.

Their work is underpinned by how we manage and develop our **student data systems** working closely with staff across the College, directors, subject leaders and support staff, to improve data management as well as conduct and scrutinise data analysis including surveying students and community.

School wide self review is central to Hagley's improvement processes and operates at multiple levels within Hagley. Each team consists of a number of portfolios each with its own director. Each portfolio has several key outcomes listed below which are closely related to our Charter and annual plan. Their work is reviewed within annual portfolio performance reports. As is appropriate for each portfolio's outcomes, the reports include how the portfolio brings our mission statement to life, the core purpose of our College. The reports define what developments and success looks like for key outcomes and progress towards achieving these. The reports also act as portfolio development plans, setting out achievement targets for the coming year.

Our team structure is to help Hagley grow and develop to meet new opportunities and challenges. It is through the team structure that we work to meet our strategic goals, report to our Board and external agencies, and address areas for development indicated by ERO.

Hagley is diverse and a large part of our strength lies in that diversity. We know that a strong Hagley is an integrated Hagley. Our commitment is that all components of our teams are aware of each other, complement each other and work together.

Principal's Team

College Effectiveness Portfolio

1. Develop an annual charter that includes strategic priorities, critical success factors and an annual plan for effective performance.
2. Develop and implement a team structure to improve College operations and enact strategic developments, as well as meet strategic priorities and ERO recommendations.
3. Complete annual portfolio reporting and whole school review of staff appraisal and College performance.
4. Complete an analysis of variance on the college's annual strategic priorities, including an analysis of qualifications performance.

Student Systems Portfolio

1. Manage and develop Hagley's student data systems, including the student management system, timetabling and facilities use, MOE returns, attendance data, student and caregiver reporting.
2. Lead research into best practice in student data management and analysis, applying those understandings to improve student data management, practices and analysis across the College.

3. Plan and conduct data analysis to inform the work of various College portfolios.
4. Grow strong professional learning and self-review models which build teacher effectiveness in using data.

Infrastructure and Digital Strategy Portfolio

1. Implement and maintain a robust physical and digital infrastructure and the associated services which are flexible, sustainable, coherent, and proactively planned and managed
2. Develop strategies and processes as well as staff required to drive the development of a flexible and sustainable infrastructure
3. Implement and develop strategies and processes that aid learners to be flexible with their learning in terms of time and location
4. Develop a culture of researching, evaluating and reviewing learning environments, business processes, IT resources and IT educational practice.

Student Wellbeing Team

Student Wellbeing Portfolio

1. Lead student wellbeing across the College to ensure student engagement, retention and involvement.
2. Lead research into best practice in student wellbeing, and apply those understandings to inform approaches to student wellbeing across the College.
3. Develop and promote opportunities for student participation and leadership.
4. Use student, whānau and teacher voice to improve student wellbeing.
5. Grow strong professional learning and self-review

Year 11 and Junior College Portfolio

1. Maintain and develop appropriate systems for transition into Junior College to ensure high levels of retention and to enhance student wellbeing.
2. Support the student wellbeing team by maintaining and developing a safe physical and emotional environment for students in Years 9-11.

Student Learning Team

Student Learning Portfolio

1. Lead curriculum design, development and delivery across the College to maximise our ākonga's engagement with learning and achievement.
2. Lead research into best practice in student learning, and apply those understandings to inform curriculum design, development and delivery across the College.
3. Lead best practice in assessment integrated with teaching and learning in order to maximise student achievement.
4. Use student, whānau and teacher voice to improve student learning.
5. Grow strong professional learning and self-review models which build teacher practice and effectiveness in enhancing student learning.

Year 11 and Junior College Portfolio

1. Support curriculum delivery through development of programmes of learning in Years 9-11 that are responsive in meeting students' learning needs and which enable them to graduate to the next stage of their learning.
2. Support curriculum delivery by ensuring the embedding of transferable skills within programmes of learning in Years 9-11.

Learning Enhancement Portfolio

1. Support curriculum development through the use of diagnostic tools to identify and place students into appropriate programmes of learning and assessment.
2. Support curriculum development through developing and implementing programmes of teacher development in literacy and learning support.
3. Support curriculum delivery through developing and implementing learning support programmes for students to ensure their wellbeing and keep students successfully in learning .

Learning Communities Portfolio

1. Develop a cohesive and integrated structure for collaboration, participation and partnerships that is informed by current research
2. Provide English Language Learning that prepares students for community, employment and academic pathways
3. Implement curriculum, pedagogy and assessment practices which reflect diversity
4. Develop flexible and responsive community learning programmes and pathways beyond the school day
5. Deliver support and services where diversity is the norm.

Staff Wellbeing Team

Staff Wellbeing Portfolio

1. Foster the appointment, development and retention of quality teachers and support staff who are responsive to diverse learners across the College in all learning areas
2. Develop the College's commitment to Māori achieving success as Māori and to our bicultural partnership.
3. Develop the College as a regional education hub.
4. Develop ART strategies and opportunities within the College to ensure student engagement, achievement, retention and transitions.

Forte [Itinerant Teachers of Music] Portfolio

1. Develop and implement Forte's collaborative delivery model for the teaching of itinerant music, resulting in high participation and engagement by schools throughout the region.
2. Facilitate reflective teaching practices through inquiry and ongoing professional learning and development.
3. Implement an integrated and comprehensive appraisal system which is evaluated through the windows into practice.
4. Develop and implement a range of personalised music programmes across a diversity of instrumental and vocal disciplines, resulting in greater student achievement and participation in performance music.
5. Connect students to a wide range of ensemble opportunities both in-school and out in the wider community.
6. Coordinate and implement regional and national multi-school music events for students to participate in.

C. Review of Charter and Consultation

Review and consultation occurs each year as part of annual 'review, inquire and plan' cycle. The strategic intentions and goals set out in this Charter describe the targets that the College as a whole is aiming towards, as well as reaffirm our core beliefs and what we stand for. In the writing of the education brief for Hagley's redevelopment during 2016 and 2017, all parts of our school community were consulted widely about our mission and vision for education at Hagley. These aspects are reflected in the first section of this Charter.

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

STRATEGIC GOALS

Our strategic goals set out how we give effect to the priorities our school has collectively established and to the National Education Guidelines.

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

Our goals are closely aligned to the National Education Guidelines [which include the National Education Goals, the New Zealand Curriculum and the National Administration Goals].

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

Our **goals** are:

1. Enhance our students' sense of wellbeing so that they flourish at and beyond Hagley.
2. Increase students' engagement and achievement in their learning.
3. Enable students to effectively transition to further learning or their chosen pathways.
4. Build Hagley's bicultural partnership.
5. Enact Hagley's values.
6. Build Hagley as a strong self reviewing school.
7. Build Hagley's role as a designated character school to meet regional and national education needs.

Strategic Goal 1

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

Under this goal, what were our targets in 2017?	Outcomes: – how did we go in 2017?	Annual 2018 implementation plan: – targets for 2018	Four year strategic plan
<p>1. We focus on our students seeing Hagley as their place: feeling good about themselves and feeling comfortable about being here.</p> <p>2. We collect, analyse and act on data about all our students' wellbeing.</p> <p>3. We collect, analyse and act on data about our Māori students' wellbeing.</p> <p>4. Our staff take an active and personalised interest in each student and in their learning.</p>	<p>1. In 2017, we have continued to gather and respond to school-wide data about our students' wellbeing. 225 [98%] Year 9 and 10 students, 535 [50%] Year 11 – 13 students, and 539 [[67%] After 3 students completed the wellbeing surveys about their attitudes to school and to learning. Data was examined from several perspectives, including Māori / non -Māori, ethnicity, gender, full / part-time programme, work participation, and adult/adolescent. After extensive reflection on the data gathered which revealed similar overall whole cohort patterns to 2016, a selective follow up approach was taken to focus on specific areas, in order to understand more fully about factors which contribute to specific groups of students' mental and physical wellbeing. Annual data shifts within the same cohort [Year 9 2016 / Year 10 2017] resulted in a follow up wellbeing survey conducted by Year 10 Health Education teachers into specific areas [for example, the number of students in year 10 going to bed after 11pm]. This cohort is the subject of the 2018 year 11 wellbeing pilot [see below].</p> <p>2. The Year 11 well-being pilot is an example of a wellbeing initiative was developed in response to research and school based data analysis of wellbeing needs. The role of an adult mentor, the student's tutor, is a significant feature of the pilot, coupled with a well-being programme covering how to manage stress and anxiety, careers advice, goal setting, individual mentoring, health education and physical activity.</p> <p>3. Professional development for</p>	<p>1. We further refine our data gathering around student wellbeing, so that the focus is on gathering and responding to data linked to specific groups instead of more general cohort-wide patterns:</p> <ul style="list-style-type: none"> • in 2018, a major wellbeing data gathering focus is on the Year 11 mentor pilot. • We also give priority to gathering and responding to data about our Māori students, particularly in Year 9. <p>2. We focus on our students being socially connected at Hagley. Social connection, for both our new and returning students, plays a key role in our students feeling good about themselves and feeling comfortable about being at Hagley. This could include:</p> <ul style="list-style-type: none"> • student engagement with broad range of extra-curricular activity • a focus on social connection in the school redevelopment plan <p>3. Our wellbeing team, including those leading and tutoring in the Year 11 pilot, lead professional learning for our staff on mentorship so that good practice evolving from the pilot is used to benefit wellbeing practice across the school.</p> <p>4. We continue to develop the delivery models for our counselling services within the College.</p> <p>5. Possible revisions to the structure of our school day, as a result of our curriculum review process, also give consideration to and are informed by our students' wellbeing needs.</p> <p>6. We explore ways of improving our systems to deliver better wellbeing outcomes for students, for example through the provision of wellbeing</p>	<p>1. We develop and implement a coherent vision of student wellbeing, based on the belief that engagement is centred on students' wellbeing and involvement in their learning.</p> <p>2. We recognise that the data we need to focus on as a first priority is about how our students feel about themselves, about being at school and about their learning. Student voice, together with other data sources, thereby guides College-wide and individual staff actions to improve students' sense of wellbeing.</p> <p>3. We develop an environment which enhances students' and staff's feelings of safety and connection with each other.</p> <p>4. We collect and act on data around wellbeing iteratively, building and responding to a comprehensive long term picture of wellbeing at Hagley.</p> <p>5. Through our redevelopment, we create new initiatives to increase students' sense of wellbeing. These might include:</p> <ul style="list-style-type: none"> • 'home bases' in

	<p>teachers around positive education has included character strengths and the PERMA model of wellbeing. Teachers have used this to underpin the learning process.</p> <p>4. Wellbeing staff working groups have been established to lead various developments during 2017. These include:</p> <ul style="list-style-type: none"> to align with Smokefree Aotearoa, we create a external smokefree community environment including Hagley Park connecting with whānau: keeping parents connected with Hagley and with each other, while gaining information and skills to support parenting teenagers. Coffee mornings have been introduced, with topics including our approach to well-being, our health programme, cyber-safety and digital citizenship, and the developmental and learning implications of the teenage brain. student leadership, with the inaugural implementation of a Year 13 leadership camp. student careers profiling with the implementation of the Careers Central programme <p>5. We continued to develop a proactive approach to students exhibiting mental health issues. This involved reviewing methods of engaging with school based counselling services and outside agencies. The review identified the need for an additional part time counsellor, with an appointment made.</p> <p>6. Attendance patterns have significantly strengthened in 2017 across all year levels : for example, attendance is at 90+% in Year 11. Across the school, there were very few stand downs, suspensions or fast tracks.</p>	<p>time within the school day.</p> <p>7. We continue our focus on school wide wellbeing developments initiated in 2017, including a smokefree school environment, connecting with whānau, student leadership and careers profiling.</p> <p>8. We build teachers' skills in restorative talk as a student management strategy, as one step to reducing the use of interventions such as fast track.</p> <p>9. We develop student awards and rewards across the school.</p> <p>10. Informed by our 2018 Year 11 pilot, we review our wellbeing and transition models at Years 12 to 13, with a view to implementation in 2019.</p> <p>11. We take a multi-faceted focus to the largest adolescent cohort at Hagley, students in Years 12 and 13. This is likely to include developing a pilot to explore the connections between wellbeing, tertiary and careers pathways at Hagley. Taking an approach which integrates wellbeing and learning, the focus includes students' successful transition into tertiary learning, further study or career pathways.</p>	<p>learning hubs for students to enhance a sense of belonging;</p> <ul style="list-style-type: none"> staff working increasingly in personalised mentoring roles where both wellbeing and learning are a shared focus; learning spaces doubling as social and recreational spaces <p>6. We develop increasing flexibility in how wellbeing services are provided to connect with and support all students, both at Hagley and in their own family settings.</p>
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Strategic Goal 2

Increase students' engagement and achievement in their learning.

Under this goal, what were our targets in 2017?	Outcomes: – how did we go in 2017?	Annual 2018 implementation plan: – targets for 2018	Four year strategic plan
<ol style="list-style-type: none"> 1. We take an active and personalised interest in each students' engagement and achievement in their learning. 2. We collect, analyse and act on data about all our students' engagement and achievement in their learning. 3. We collect, analyse and act on data about our Māori students' engagement and achievement in their learning. 4. In order to build engagement and achievement, we prioritise transferable skill development [contributing / communicating / maker mindset / self regulation / thinking / collaborating]. 	<ol style="list-style-type: none"> 1. Links have been made between student learning and wellbeing, with leadership from the Student Wellbeing and Student Learning DPs. 2. As well as a focus on wellbeing and learning links school wide professional development has concentrated on curriculum review work. This has included: <ul style="list-style-type: none"> • sustained PLD for curriculum leaders, including presentations by thought leaders • a school visiting programme • teachers have presented their leading practice in staff meetings on transferable skills, collaboration, student agency, blended curriculum approaches and other areas. 3. Two collaborative programme innovations (Te reo Māori/ English and Art/ Technology) have been developed and introduced. 4. The development of a new learning enhancement delivery model broadening support for teachers across learning areas in their work with a diverse range of students, as well as continuing to work with a variety of students across all year levels. 5. The school has continued to develop and trial flexible learning spaces to encourage innovative practice as well as collaboration between teachers and across 	<ol style="list-style-type: none"> 1. Our focus over the last three years on 21st century learning and transferable skills has made it clear that there is a need to review the junior programme. Our 2018 focus is: <ul style="list-style-type: none"> • to review our Year 9 and 10 programme through a <i>NZ Curriculum</i> lens. • to explore ways of improving our systems to deliver better learning outcomes for students, for example the structure of our school day and course design. 2. We further develop our learning enhancement model to support students across learning areas. 3. Across all levels, we encourage learning leaders teachers to explore aspects of appropriate learning area integration. 4. We encourage course development which enables a more flexible use of Levels 1 and 2 achievement standards drawn from across learning areas, as well as student evidence being used flexibly across various standards. 5. We continue to strengthen curriculum leadership by providing professional development opportunities, for example through the learning leaders innovation fund 6. The annual curriculum review process involving all learning areas continues to look for opportunities to develop appropriate programme 	<ol style="list-style-type: none"> 1. We recognise that the data we need to focus on as a first priority is about how our students feel about school and their learning. Student voice, together with other data sources, thereby guides College-wide and individual teacher actions to improve engagement and achievement. 2. We collect and act on data around engagement and achievement in an iterative way, building and responding to a comprehensive long term picture at Hagley. 3. We develop successful lifelong learners who transition successfully into further learning or their chosen pathways. We develop these learners by focusing on the critical link between student wellbeing and student learning in order to create engagement and involvement in learning. 4. Transferable skill development is a

	<p>learning areas. These include the the cafe annex, A3 and Writers' Block developments.</p> <p>6. Best practice workshops for subject leaders have continued to develop leaders' skills in analysing data to inform practice.</p> <p>7. There has been a continuing school-wide focus on teaching as inquiry, with many inquiries focused on school wide PLD [particularly transferable skill development and student wellbeing], with meta-analysis informing next steps for the school PLD focus. There has been a focus on developing mentorship for curriculum leaders.</p>	<p>innovations both within and across learning areas.</p> <p>7. We explore ways of aligning junior and senior programmes, particularly linked to specialist schools.</p> <p>8. We design senior college programmes to have sufficient flexibility to allow Hagley to continue to offer specialist schools where numbers are variable.</p> <p>9. We set up a pilot to explore 'anytime' reporting.</p> <p>10. We continue an active programme of professional learning and school visiting to build our expertise and understandings about: <ul style="list-style-type: none"> • innovative curriculum design • pedagogical development • flexible learning environments. </p> <p>11. We further develop robust analysis and use of NCEA achievement data to inform practice.</p> <p>12. In 2018, a student learning data gathering focus is on the Year 11 mentor pilot. Data gathering is likely to also include Years 9 and 10 . Māori student achievement is a particular aspect of this data gathering.</p>	<p>prominent focus in programmes across Hagley.</p> <p>5. Our curriculum and programme development evolves in innovative and responsive ways to meet our students' learning needs and to maximise our students' engagement with learning and achievement.</p>
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Strategic Goal 3

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

Under this goal, what were our targets in 2017?	Outcomes: – how did we go in 2017?	Annual 2018 implementation plan: – targets for 2018	Four year strategic plan
<ol style="list-style-type: none"> 1. We develop our delivery models, including our 'schools within schools' programmes, innovative subject contexts, vocational pathways and 'at risk' student mentorship models, to create opportunities based on students' needs, interests and goals. 2. We build and enhance our diverse range of transition programmes, including: <ul style="list-style-type: none"> • CTC, Gateway and STAR programmes • tertiary pathways programmes, including Catch Up College and UC@Hagley. 3. We work with ITO, business and tertiary providers to develop pathway programmes. 	<ol style="list-style-type: none"> 1. In partnership with kaiako and ākonga, the careers team support and guide successful decision making for transition through: <ul style="list-style-type: none"> • individual student portfolio development using Careers Central used with Years 10, 11 and ELL ākonga • careers profiling of senior ākonga. • employment skills programmes, including Gateway placements • STAR programmes including barista, customer service, first aid and retail • Canterbury Tertiary College [CTC] with joint ARA/Hagley study • Taster courses for years 9-11 and master classes for Year 12-13 students at ARA, with 76 placements made • Work exploration • Visiting speakers • Visits to work places and educational institutions • Apprenticeships through industries • ITO partnerships with Competenz, Career Force, Service IQ and others. 2. In partnership with our senior leadership team, our learning leaders have reviewed existing models offered. With the introduction of motion graphics, we have placed emphasis on creating pathways within Hagley which can lead into our specialist schools. 3. We continued the high success rate in our tertiary pathways programmes, Catch Up College and UC@Hagley. 4. We successfully negotiated a renewal of our MOU with the University of Canterbury to deliver the UC@Hagley programme. 	<ol style="list-style-type: none"> 1. We continue with the actions and strategies initiated in 2017, which includes: <ul style="list-style-type: none"> • programme developments including Life Beyond School, Future Directions, and the revising of Employment Skills to make it a more cohesive programme • senior leadership, kaiako and whānau supporting the work of the careers team. 2. As part of the curriculum review process, we look for opportunities to develop further pathways within Hagley which can lead into our specialist schools. 3. Following the introduction of 'fees free' tertiary study, we work with the University of Canterbury and other tertiary providers to establish a clear future for our tertiary pathways programmes. 	<ol style="list-style-type: none"> 1. We expand our NCEA based and other pathway options offered at Hagley, aimed at both adolescent and adult learners. 2. We establish Hagley as the secondary school through which adolescent and adult learners, who previously may have not considered further learning or tertiary study as options, have opportunities in Hagley programmes which lead them to successful transitions from secondary into tertiary learning or into other chosen pathways. 3. Our curriculum profile reflects growth and innovation in its programme development at all levels, including the development of Hagley as a magnet school, for example in the creative studio and performance areas. 4. We strengthen our partnerships with ITOs, businesses and tertiary institutions, particularly the University of Canterbury.

Strategic Goal 4

Build Hagley's bicultural partnership.

Under this goal, what were our targets in 2017?	Outcomes: – how did we go in 2017?	Annual 2018 implementation plan: – targets for 2018	Four year strategic plan
<ol style="list-style-type: none"> 1. We build an environment which actively fosters and reflects biculturalism. 2. We promote the normalisation of te reo Māori around Hagley. 3. We actively mentor our Māori ākonga. 	<ol style="list-style-type: none"> 1. In 2017, we continued to implement our whole school language plan and promote the normalisation of te reo māori around Hagley. Te reo greetings and everyday phrases have been used increasingly by teachers in class, as well as within a range of regular school occasions. 2. Hagley has taken a role in the Christchurch schools network in promoting biculturalism at the 2017 Positive Education conference and the consequent development of bilingual cards highlighting key character strengths, which were then made available for use in schools – tino pai! 3. We introduced nga kupu o te wiki. 4. We offered bicultural professional learning opportunities for kaiako, which has included te reo sessions for curriculum leaders. 5. We involved our returning ākonga in our bicultural partnership. In mihi whakatau to start the year, our returning students in Year 11 formed the tangata whenua with staff to welcome new students at their mihi whakatau. 6. We have continued to build our relationship with whānau through regular hui and other links. 7. Our staff have demonstrated how they are aware and respectful of their ākonga's reo, tikanga and world view through their curriculum choices and practices. Staff document these aspects as well as their professional commitment to biculturalism through their annual self-review documentation, the Window into Practice. 8. Our values have been presented through a bicultural lens [see Goal 5]. 	<ol style="list-style-type: none"> 1. We continue to develop reo Māori as a main aspect of our curriculum, particularly at Years 9 and 10 with the desired consequence being the resulting strengthening and popularity of te reo courses in our senior programmes. In 2018, we introduce a new course combining te reo and English at Year 9. 2. The role of our kaiako reo Māori is critical in realising our bicultural partnership. In 2018, this role includes: <ul style="list-style-type: none"> • working across all departments and support staff teams to promote the everyday use of te reo, for example through the development and renewing of ngā kupu o te wiki with Māori for words used commonly within each team. • involved in the leadership group reviewing our curriculum • involved in the lead group overseeing Hagley's redevelopment • contributing regular e-newsletter items promote Māori tikanga and reo, as well as highlight and celebrate our Māori ākonga. 3. In 2018, we continue to strengthen the involvement of ākonga in our bicultural partnership, ensuring we follow appropriate tikanga. This includes a review our mihi whakatau structure at all levels with a view to involving returning students as tangata whenua, as well as the role of biculturalism at other school occasions. 4. We continue to implement our reo Māori plan. 	<ol style="list-style-type: none"> 1. We recognise that a strong bicultural partnership starts with each of our kaiako making a personal commitment within their own professional learning and practice. 2. Our commitment to Māori achieving success as Māori and to our bicultural partnership in Aotearoa is explicit in our work as a school. 3. We live out our commitment to te Tiriti o Waitangi, particularly through how te reo Māori and tikanga are valued and promoted in the school. 4. Our staff practise the tātaiako competencies, in particular whanaungatanga [actively engaging in respectful relationships with learners, and particularly Māori learners], manaakitanga [showing respect for Māori beliefs, language and culture], tangata whenuatanga [providing learning contexts where language, identity and culture are affirmed], and ako [reciprocal teaching and learning as part of their pedagogy]. 5. Our te reo programme development continues to maximise our students' engagement and achievement. 6. In demonstrable ways across the College, it is clear that we value the culture, identity and language of all our students, and particularly Māori.

Strategic Goal 5

Enact Hagley's values.

Under this goal, what were our targets in 2017?	Outcomes: – how did we go in 2017?	Annual 2018 implementation plan: – targets for 2018	Four year strategic plan
<p>1. Our staff and students define, enact and promote our values [whakawhirinaki - trust, mana - respect, tika - integrity and whakamaramaru - personal responsibility] so that they are part of the daily culture of Hagley.</p> <p>2. We make our values visible around Hagley and lift staff and student awareness about those values, particularly through how our staff and students interact with each other every day.</p>	<p>The process to build awareness and engagement with our values has continued successfully, achieved through the following actions:</p> <ol style="list-style-type: none"> 1. The development of the tuakana taina narrative around our values which has proven to be an effective and understandable. 2. Through health classes, our Year 9 and 10 students gave their examples of what our values meant for them. Those ideas were made explicit by publishing them as large posters which appear around the school and reinforced through assemblies and other occasions. 3. Wristbands, each featuring a value, were developed as student awards. On the occasions they have been presented, the story behind why students have received them has been explained, which has been an effective method of bringing our values to life in ways that are meaningful for our students so that they can relate to what our values look like around them every day. 4. The Tuakana Taina Award has been developed and presented to one student at each year level who lives out our values. This prestigious special award is presented at our prizegivings, which means that our values have a significant place in our formal events too. 5. Staff have begun their own process of bringing our values to life both in their classrooms and around the school which has 	<ol style="list-style-type: none"> 1. We continue with the actions and strategies successfully initiated in 2017, which include: <ul style="list-style-type: none"> • continuing to bring our values to life in ways that are meaningful for our students • consulting our students about what our values meant for them • continuing to use a range of awards and imagery around the school to promote our values 2. We continue to present our values through a bicultural lens, which includes: <ul style="list-style-type: none"> • referring to our values in reo Māori as well as in English • continuing to promote the tuakana taina narrative as a metaphor for understanding and living out of values with every year group and particularly Years 9 and 10. <p>Our strategy with steps 1 and 2 is so that we gradually build a sense of ownership within students and staff as kaitiaki of our values.</p> 3. Our junior credit and graduation system is revised to be based on our values. 4. We build a link between the tuakana taina symbol and the koru shape of our logos past and present, as well as synergies with our whakatauki, "ka puāwai te koru, ka puāwai te tangata", and links to the school's proud 160 year old whakapapa and mission, "lifelong learning that is accessible to all". 	<ol style="list-style-type: none"> 1. We recognise that Hagley's values are based on the relationships staff build with our students and that those relationships are the foundation of student wellbeing and learning. 2. Through enacting our values, we make Hagley a turangawaewae for both the many students who start new at Hagley each year, as well as our returning students. 3. In demonstrable ways across the College, our values of whakawhirinaki, mana, tika and whakamaramaru are given prominence. 4. In demonstrable ways across the College, it is clear that we celebrate difference, individuality and diversity. 5. In demonstrable ways across the College, it is clear that enacting our values brings to life our mission statement: "lifelong learning that is accessible to all."

	<p>started to create a collective momentum of its own. For example, current staff member and former Hagley student Aimee Mahuta has designed murals for the exterior of the whānau, which will feature four panels representing our values framed by the tuakana taina fern. Aimee is one of an increasingly widening group of staff over 2017 taking up our values, negotiating with their students what those values mean in class, or referring to them in emails, assemblies, in classes and around the school in tangible ways that help contextualise what our values look like at Hagley.</p>		
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Strategic Goal 6

Build Hagley as a strong self reviewing school.

Under this goal, what were our targets in 2017?	Outcomes: – how did we go in 2017?	Annual 2018 implementation plan: – targets for 2018	Four year strategic plan
<ol style="list-style-type: none"> We engage in reflective evidence-informed practices to increase student engagement and achievement. We actively apply recommendations from the external agencies who review our work. 	<ol style="list-style-type: none"> Inquiry has continued as a well established school-wide process. School wide PLD focuses, including transferable skills, diversity and inclusiveness, student agency, collaborative learning, and student wellbeing, have influenced choice of 2017 inquiry topics. Learning leaders have been given professional guidance to support their work as inquiry mentors. Teachers completed their key self review tool, the Window into Practice, drawing on multiple evidence sources [including student survey data and annual plan] and reflecting on improvements in their own practice. This process is central to teacher appraisal and attestation for meeting the practising teacher criteria. A meta-analysis of inquiry and appraisal has continued to guide the direction of college-wide professional learning and staff development. Subject leaders have completed annual reviews of teaching, learning and assessment against indicators of best practice. Each major portfolio has completed an annual review of its key outcomes which are central to achieving our strategic goals. Recommendations from our 2017 NZQA Managing National Assessment review have been implemented. The review concluded that the school's own review mechanisms allow them to 	<ol style="list-style-type: none"> We continue with our self review practices at all levels, which include continuing to strengthen: <ul style="list-style-type: none"> our appraisal processes, in particular the development of teachers' Windows into Practice the Window into Practice document is developed to meet the new Code of Professional Responsibility and Standards for the Teaching Profession Improving annual subject reviews particularly in relation to the analysis of NCEA data to inform practice portfolio reporting assessment processes, through implementing recommendations from the 2017 MNA review. In regard to inquiry: <ul style="list-style-type: none"> the group completing the annual review and meta-analysis gives feedback to curriculum leaders in order to continue to inform and strengthen their professional guidance, as well as support their work as inquiry mentors. a recommended reading list exemplifying a range of desirable inquiry practices is developed within the major staff inquiry resource on Sharepoint, in order to effectively share practice with colleagues and help inform teachers' understandings about inquiry. the inquiry template is further 	<ol style="list-style-type: none"> We learn and move forward by reflecting honestly on our practice, acknowledging both our strengths and where we need to improve. Self review for improvement and accountability occurs at multiple levels as an integrated, iterative process. Our teachers' evidence gathering and review practices focus on improving student engagement, retention and achievement. Our self review practices actively inform our work towards College strategic goals.

	<p>identify and respond to any issues arising. For the third consecutive time, Hagley was again placed on the highest NZQA review cycle of four years.</p>	<p>developed to improve inquiry effectiveness, for example emphasising a thread of what has changed for the student and the teacher as a central inquiry focus</p> <ul style="list-style-type: none"> • continuing to build learning leaders' expertise as inquiry mentors. <p>3. Senior leadership and curriculum leaders work together to implement action points identified through the appraisal process to improve self review across the school as well as individual teacher practice.</p>	
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Strategic Goal 7

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

Under this goal, what were our targets in 2017?	Outcomes: – how did we go in 2017?	Annual 2018 implementation plan: – targets for 2018	Four year strategic plan
<ol style="list-style-type: none"> 1. We enact our designated character school mandate, acting as a regional education hub for students, staff, whānau and diverse communities. 2. We act as a regional hub across the greater Christchurch network, particularly for post-compulsory age learners who have experienced barriers that have prevented them from successfully engaging in learning. 3. We take up opportunities to build partnerships with diverse communities in Ōtautahi and within the education network. 4. We take up opportunities both regionally and 	<ol style="list-style-type: none"> 1. We have continued to implement our designated character mandate in our enrolments and school operations. 2. We have continued to lead the TLIF academic literacy programme in partnership with the University of Canterbury and several Christchurch schools, as part of the MOE 'Investing in Educational Success' initiative. The project aims to create more successful tertiary transitions for all students, with one focus being on addressing the underachievement of Māori and Pasifika students in Level 3 NCEA and UE. 3. We have taken a leadership role in the Christchurch City Centre Learning Community Cluster and its professional learning initiative linked to diversity and inclusion. We organised and ran a successful PLD day as a major cluster event in term 1 2017, with a keynote from Hana O'Regan. 4. We completed our education brief and have appointed master planners for Hagley's redevelopment. 5. We continue to support FORTE and HALC to deliver quality learning programmes for diverse learners across the region. 6. We have continued to develop Hagley's role as a turangawaewae to support migrant and refugee learners and communities: 	<p>We continue with the actions and strategies successfully initiated in 2017, which include:</p> <ol style="list-style-type: none"> 1. active participation and input into planning and roll out of Hagley's redevelopment 2. successfully concluding the third year of the TLIF project 3. continuing our leadership role within the Christchurch City Centre Learning Community Cluster, including: <ul style="list-style-type: none"> • scoping the feasibility of a 2018 teacher only day on diversity and inclusiveness • organising Nathan Wallis and Professor Paul Spoonley as thought leaders to continue to inspire and challenge our staff and those in other cluster schools. 4. continuing our successful hosting and support for Forte [ITM] and HALC programmes 5. presenting a submission for the inclusion of the multicultural centre into the Christchurch City Council Long Term Plan 6. maximising potential synergies with Metro Sport over car parking, an early childhood centre, use of Metro facilities for Hagley programmes and subsequently the development of courses in partnership with Metro. 	<ol style="list-style-type: none"> 1. We enact our mandate and responsibility to act as a designated character school, meeting the needs of students of all ages across our region. 2. We enact our mandate and responsibility to act as an education hub for students, staff, whānau and communities across our region. 3. Hagley is further established as the key regional provider offering a diverse range of programmes. We take up new opportunities, as well as refine or adapt current programmes and initiatives [Learning Communities, Forte, Van Asch, Adult Literacy Centre, Preschool, Tertiary Pathways], as well as introduce new initiatives. 4. Our education brief is enacted in the redevelopment of Hagley.

<p>nationally to lead and participate in research and to create new knowledge and practice about teaching and learning.</p>	<ul style="list-style-type: none"> ○ we have strengthened support for the multicultural centre proposal, having gained unanimous support from the City Council Multicultural Subcommittee ○ we have commissioned Opus to complete an extensive feasibility study which strongly endorses the need for such a centre. <p>7. We have engaged in negotiations with Metro Sport in regard to mutually beneficial partnership opportunities from our respective redevelopments.</p>		
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Inspiring futures | Transforming lives

510 Hagley Avenue | Christchurch 8011 | New Zealand

PO Box 3084 | Christchurch 8140 | New Zealand

Telephone 0508HAGLEY or (03) 364 5156 | Facsimile (64 3) 379 3134

Email: info@hagley.school.nz | Website: www.hagley.school.nz