

## WELCOME TO HUTT VALLEY HIGH SCHOOL

The 'High School' has been an integral part of the Lower Hutt City community since 1926. Not only is it physically located in the heart of the city but its previous students form the heart of the Hutt Valley community. For more than 70 years the school has been the neighbourhood High School for the Central Hutt Valley and Eastern Bays and has fed a stream of students into every type of occupation and tertiary institution in the Hutt Valley, Wellington and elsewhere. It counts among its old pupils some of New Zealand's foremost scholars, scientists, commercial, professional and sports people.

Two things usually concern new parents above all else; will my child succeed in the new demands made on him or her, especially in public examinations; and will they be happy at such a large school?

High School students consistently score above the national mean in external examinations, and we would expect to given our contributing community. Further, a large school ensures that all students can find other students of similar background and interests to themselves, and this is important in their social development and general happiness. We can also offer an unparalleled range of extra-curricular activities to cater for all interests.

What we try to offer students is spelt out in this Prospectus; but the dominating aim of the school, through both its classrooms and its variety of extra-curricular activities, is to expect and insist on high standards of endeavour and achievement to give students confidence and self-reliance, to enable each to feel a sense of self-worth and so to be prepared for the world they will live in when they leave school.

I look forward to welcoming you at the evening to be held for parents and form II students in June where senior staff and deans will be available to discuss courses.

Graeme Marshall   
Principal

Alan Sinclair	David Marrison	Sylvia Burch	Graeme Marshall
<i>Deputy Principal</i>	<i>Deputy Principal</i>	<i>Associate Principal</i>	<i>Principal</i>

## **SENIOR STAFF - 1999 (as at time of going to print)**

PRINCIPAL	Mr G Marshall, M.A.(Hons)
ASSOCIATE PRINCIPAL	Mrs S Burch, M.A. (Hons)
DEPUTY PRINCIPAL	Mr D Marrison, B.Sc.(Hons)
DEPUTY PRINCIPAL	Mr A Sinclair, B.A.(Hons), M.Ed.Admin. (Hons)
SENIOR DEAN	Mrs B Atkinson, Dip.P.E.
SENIOR GUIDANCE COUNSELLOR	Ms A Dale, M.A., M.Guid.Couns.

## **HEADS OF SUBJECT DEPARTMENT - 1999**

ART	Mr G Haws, B.A.(Hons)
CAREER DEVELOPMENT	Mrs L House, Dip.Tchg
COMMERCE	Mr N Tully, B.A.
COMPUTING	Mr J Gibbs, B.Sc.
ENGLISH	Ms K Grant, M.A.(Hons)
GRAPHICS & TECHNOLOGY	Mr H Barker, N.Z.C.E. (Civil)
HOME ECONOMICS	Mrs F Chow, B.Home Sc.
LANGUAGES	Mrs P Doig, B.A. (Hons.)
MATHEMATICS	Mrs P Spence, B.Sc.
MUSIC	Mr R Stevenson, F.T.C.L., L.T.C.L. (C.M.T.)
PHYSICAL EDUCATION	Mr K Campbell (Acting), Dip. P.E.
SCIENCE	Mr W Clitheroe, Cert.Ed. N.Z.I.P.
SOCIAL SCIENCES	Ms J Taylor, B.A.

## **DEANS 1999**

3rds	Mrs Balshaw, M.Sc. (Hons)	Mr P Jones, B.C.A.
4ths	Mr W Hicks, T.T.C.	Mrs S Kauter, B.A., L.T.C.L., A.T.C.L.
5ths	Mr R Carthew, B.Sc.	Ms N Hannan, B.A.(Hons)
6ths	Mrs K McGavin, B.A.	Mr J Martin, B.A.
7ths	Mrs M Gledhill, B.A.(Hons)	Mr J Toft, M.A.(Hons), B.Inf.Sc.

## **BOARD OF TRUSTEES**

Parent Representatives: Ms J Brown, Mr B Dewes, Mr R Jamieson, Mr J Strahl, Mrs J Whitcher.

Staff Representative:	Mrs M Gledhill
Pupil Representative:	Mr K Minogue
Principal:	Mr G Marshall
Board Secretary:	Mrs M Gillatt

The Board generally meets on the Wednesday following the 20th of each month at 7.00 p.m. in the School Library.

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## ENROLMENT SCHEME 2000 HUTT VALLEY HIGH SCHOOL

The purpose of the enrolment scheme is to manage the school roll so as to:

- a) maximise opportunities for students
- b) maximise the school's ability to plan
- c) maintain a maximum preferred roll in the vicinity of 1,450.

At the time of going to print enrolment at Hutt Valley High School is controlled by the 1991 Education Amendment Act. The effect of this is that, since we can no longer accommodate all those students who wish to come here, we must determine an enrolment scheme to limit entry. Therefore, it is the Board of Trustees' intention to enrol 312 (12 classes of 26 students) Third Formers according to the set criteria and priorities. These criteria will be applied up to the closure date for enrolments for Form Three which is the second Friday in August in each year.

N.B It is most important that applications for enrolment are made by the due date. If you enrol late, even though you may be in-zone or with some other priority for enrolment there may be no spaces left. Past experience shows that very few applicants in Priority 5 can be offered places. None will be offered in Priority 5 until late-November, 1999.

### PRIORITY ONE:

Permanent residence within the school's geographic zone. The northern boundary is:

**"Northern Boundary:** That area south of a line drawn through the following points and including the streets mentioned starting at the point where, on the Belmont Hill, Normandale Road ends then South to Tirohanga Road along Tirohanga Road and including Kekenoo Street to the southern junction of Tirohanga Road and Matuhi Street then in an easterly direction to the Hutt River to a point opposite the Boulcott golf course proceeding down the Hutt River to a point opposite Melling Road, then along Melling Road, Brunswick Street, Kings Crescent, Epuni Street, Oxford Terrace, Waterloo Road, Waiwhetu Road, Rossiter Avenue to the southern end of Wyndrum Avenue then to the East to the boundary between the Eastern and Wainuiomata Wards of The Hutt City, then following the ward boundary south-west until it intersects with the Harbour Ward boundary.

Western and Southern Boundary: Following the line of the ordinary Hutt City/Wellington City boundary to the harbour **excepting that** Horokiwi Road and the roads associated with it and listed following are also regarded as "in-zone": Lincolnshire Road, van der Velden Way, Hillcroft Road and Woollaston Way.

**N.B.** Any street whose only exit or exits is onto a street named in the zone as defined above at Priority One shall be deemed part of the Hutt Valley High School zone.

### PRIORITY TWO

Brothers or sisters of people who are now or who have at any time been legally enrolled at Hutt Valley High School.

### PRIORITY THREE

The children of former students.

### PRIORITY FOUR:

Students enrolled in Form Two at a contributing primary or intermediate school within the Hutt Valley High School zone as defined at Priority One above.

### PRIORITY FIVE:

Any other applicant if there are spaces available. Applicants at this level may be required to attend an interview with the Principal.

N.B. No offers will be made to Priority Five candidates until late November, 1999.

### APPLICATION:

A pre-enrolment meeting for prospective parents and students will be held in June of each year. Details will be made available separately. Application for pre-enrolment to Form Three on the form provided should reach the school office by the second Friday in August. Parents will be notified in writing as soon as possible whether their applications have been accepted and they and their child will be interviewed by a dean before the end of the year, to clarify courses. Please note that the official enrolment date - the first day of school of the new academic year - will be notified later in the year and that it is the law applying at that date and the address of the student at that date, which finally determines whether we can finally accept an application for enrolment. Applications for entry to Form Three received after the closure date will be held on a waiting list. Places may be offered as they become available at the sole discretion of the Principal and Board of Trustees.

### ENTRIES AT FORM LEVELS OTHER THAN FORM THREE

For 2000, entry to all other levels will be at the sole discretion of the Principal and Board of Trustees.

It is understood that preference will be given to people exercising their first opportunity to enrol at Hutt Valley High School.

The only exceptions to the above may be enrolments accepted at the request of another secondary school or at the direction of the Ministry of Education.

## COURSE SELECTION

### THIRD FORMS (1ST YEAR)

There are three components to the third form course:

All pupils take a common core of English, Mathematics, Social Studies, Science, Music and Physical Education for a whole year; *and*

All pupils take for 2 hours per week for half a year, Health and Art; *and*

All pupils take EITHER TWO LANGUAGES for two hours a week for the whole year, selected from the following list:

French, German, Te Reo Maori (beginners or non-beginners), or Japanese OR

ONE language for two hours a week for the whole year (from the above list), and in addition may include 2 of Consumer Economics, E.S.O.L., Fashion & Technology, Food Technology, Graphics & Design, Language Assistance, Materials Technology (Wood or Metal options); and Text and Information Management (Keyboarding) for half of the year;

*or*

NO language and a mixture of the above subjects.

The exact subjects taken can only be determined when pupil numbers are known.

### FOURTH FORMS (2ND YEAR)

Students must elect TWO OPTIONS to study in the Fourth Form.

All 4ths study:

English, Mathematics, Science, Social Studies, and Physical Education.

The two options are selected from the following list:

Art, Consumer Economics, Fashion & Technology, Food Technology, French, Geography, German, Graphics & Design, History, Japanese, Materials Technology (wood and metal), Music, Te Reo Maori, Text and Information Management (Keyboarding).

Students may select language options only if they have studied them in the 3rd form. All these subjects may be continued in the Fifth Form.

### FIFTH FORMS (3RD YEAR)

All students must take at least five subjects in the Fifth Form; many will be invited to take six subjects. School Certificate can be entered for in any number of subjects up to six and many students accumulate single credits over two years. All students study English, Mathematics and Science and take at least one hour of Physical Education per week.

The two or three options are selected from the following list:

Accounting, Art, Economics, French, Geography, German, Graphics, History, Home Economics, Japanese, , Music, Te Reo Maori, Text and Information Management (Keyboarding), Design Technology (Fabrics), Design Technology (Wood or Metal options)..

One only of Design Technology Fabrics, Wood or Metal may be taken.

The Form 5 Unit Standards Mathematics Certificate is also available as a course for students for whom School Certificate Mathematics is not appropriate.

Transition (Life Skills) is also available. It is not a School Certificate course.

## SIXTH FORMS (4TH OR 5TH YEAR)

### Qualifications for Sixth Form 2000

Although some students in some subjects may be assessed using the new Unit Standards, the majority of subjects at 6th form level will continue as in 1999; with internal assessment for Sixth Form Certificate..

All students in their 6th Form year must take a course comprising SIX subjects. These can be made up of a combination of School Certificate, 6th Form and 7th Form subjects or be all from the 6th or 5th form.

As a general guide, students may study the same number of subjects at 6th Form Certificate level that they gained a C pass or better for, in School Certificate provided that entry criteria to any individual subject are met. Entry into subjects with no 5th form equivalent will depend on the general level of grades earned and will be approved only after discussion with the school. The reason for this is to prevent students studying subjects at a level where they have little chance of success.

6th Form Certificate subjects are:

Art History, Accounting, Biology, Chemistry, Classical Studies, Computer Studies, Design Technology (wood or metal), Drama, Economics, English, Fashion Design, French, Geography, German, Graphics, History, Home Economics, Human Biology, International Relations, Japanese, Legal Studies, Mathematics, Media Studies, Music, Photography, Physical Education, Physics, Practical Art, Practical Design, Practical Mathematics, Spanish, Teeline Shorthand, Te Reo Maori, Text and Information Management (Keyboarding), Transition (Skills for Living).

**Numbers must be sufficient to form a class.**

Also available: Communication Studies\*, Unit Standards Mathematics\*, Career Focus\*, Electronics\*

**\*These are not Sixth Form Certificate subjects.**

## SEVENTH FORM (5TH OR 6TH YEAR)

Students intending to go to University or proceeding to tertiary study are strongly advised to spend a year in the Seventh Form. A year's satisfactory study at this level leads to the award of Higher School Certificate and most students sit the University Bursaries Examination. A minimum mark is required in this exam if entry is to be made to University the next year. Some students sit Scholarship papers set by the N.Z. Education Foundation.

Subjects available are:

Accounting, Alternative English, Art Design, Art Painting, Art Photography, Art History, Biology, Business Studies\*, Career Focus\*, Chemistry, Classical Studies, Computer Studies\*, Design Technology (wood or metal)\*, Economics, English, Fashion & Textiles Design, French, Geography, Graphics, History, Home Economics\*, Japanese, Mathematics, (Calculus), Mathematics (Statistics), Media Studies\*, Music, Physical Education, Physics, Spanish, Te Reo Maori, Text and Information Management (Keyboarding\*).

\* Not Bursary subjects.

A maximum of 2 practical art subjects may be taken. One only of Art Design/Fashion and Textiles Design may be taken.

Students must take 5 subjects and each course is individually approved by the 7th Form Deans. At this level students also have 4 hours per week of study.

As a general guide, students may study the same number of subjects at 7th form level that they gained a grade 5 or better for in Sixth Form Certificate provided that entry criteria to any individual subject are met. Entry into a new subject at this level will depend on the general level of grades earned and will be approved only after discussion with the school.

For Higher School Certificate a minimum of three 7th form subjects must be taken.

For entry to university a minimum of 3 Bursary subjects should be taken. To have any realistic chance of gaining an A or B Bursary in one year, 5 Bursary subjects should be taken.

**NOTE:** The availability of any course at any level is dependent upon the availability of staffing.

## ART DEPARTMENT

*Teacher in charge:* Mr G Haws (HOD)

### *Courses Offered:*

Art	Forms 3-5
Painting, Design, Photography:	Form 6
Bursary Painting, Bursary Design, Bursary Photography:	Form 7
History of Art:	Forms 6-7

### *General Aim:*

Art is concerned with students understanding how and why art is made, how artists and designers work, and how they affect the visual environment. Art and design encourage creative responses to problems, ideas or observations. This requires practice of skills in a variety of media, including drawing, painting, printmaking, sculpture, photography and design.

### **Form 3 Art**

*Course Content:* The course of 38 hours introduces students to drawing, painting and printmaking. Students experiment with responses to the local environment through art, and learn how other artists have responded to similar subjects. Creative individuality and honest effort towards the highest standards are always encouraged.

### **Form 4 Art**

*Pre-requisites:* None.

*Course Content:* The course is intended to develop creative and technical skills through experimentation with art ideas, based on drawing in and around school. Students also develop knowledge about art through studying the work of artists. A variety of media including drawing, painting, printmaking, sculpture and design is explored.

*Assessment* by folio and workbook (no exam).

### **Form 5 School Certificate Art**

*Pre-requisites:* Form 4 option Art is essential.

*Course Content:* Students develop extended themes, and make direct use of N.Z. and other Art examples. The local environment is one important starting point for drawing studies, leading to painting, printmaking or works in other media. Regular homework is necessary to achieve the required quantity and quality of work.

*Assessment:* All the year's work is presented in the folio and workbook at the end of October. Assessment is internal, with external national moderation. (No exam).

### **Form 6 Practical Art**

*Pre-requisite:* School Certificate Art grade C.

*Course Content:* S.F.C. Practical Art has two aims:

- 1 that the student demonstrates an understanding of artists' ideas and methods of working, and
- 2 through this study, develops personal expression in painting, printmaking, or other media.

Work is in the form of theme studies initiated from drawing, and using examples of 20th Century painting.

*Assessment:* Is internal for S.F.C. Each theme study is presented for marking to a multi-criteria schedule. (No exam).

### **Form 6 Practical Design**

*Pre-requisite:* School Certificate Art or Graphics and Design to Grade C or better.

*Aims:* are to give students an understanding of the design process in two ways:

- 1 through the study of the ideas and methods of New Zealand and overseas designers;
- 2 through the practical application of design methods to solve everyday problems and create original products and solutions.

Students are offered the opportunity to work in the areas of graphic, textile or product design.

Design may be continued to Bursary or tertiary level.

*Course Content:* Work is undertaken in the form of units of increasing duration. Design skills taught include researching information, concept sketching, colour drawing, model-making, prototype construction, presentation.

*Assessment:* Each unit is presented in a folio (with prototypes or models where appropriate) and marked internally for S.F.C. to a multi-criteria schedule. (No exam).

### **Form 6 Photography**

*Pre-requisite:* S.C. Art is an advantage.

This course is intended for students interested in further study at Bursary or tertiary level, or perhaps a career which includes photography. Technical instruction is given in the form of practical assignments. Students also learn from the work of photographers of the past and present.

*Assessment:* For S.F.C. is internal using folios of work and assignment.

## TWO PRACTICAL ART SUBJECTS MAY BE TAKEN AT 6TH OR 7TH FORM LEVEL.

ONE ONLY OF ART DESIGN AND FASHION AND TEXTILES DESIGN MAY BE TAKEN AT FORM 7 LEVEL.

### Bursary Painting

**Pre-requisite:** Grade 5 S.F.C. Art.

Students taking this option will be seriously contemplating a career involving Art or further study at tertiary level.

Students develop their own ideas and skills through experimentation and practice, using artists' examples. Gradually students are given more opportunity to develop their own programme. Good organisation and use of time is essential.

### Bursary Photography

**Pre-requisite:** Normally Grade 5 S.F.C. Photography, Practical Art or Design.

Students taking this option will be seriously contemplating a career involving photography or further study at tertiary level. As with Painting, Photography at Bursary level requires students to not only grasp the necessary technical skills, but also to extend and develop their own picture-making ideas through studying the work of photographers.

### Bursary Design

**Pre-requisite:** Grade 5 S.F.C. Practical Design, Practical Art or Graphics & Design.

Students taking this option will be seriously contemplating a design-based career and further study at tertiary level. Design skills are refined with structured exercises. Gradually students are given more freedom to select their own problems for development as final folio projects.

*Assessment for Painting, Photography and Design is 100% externally on 4-card folio per subject in November with internal assessments in April and July.*

## HISTORY OF ART

**Aims:** This subject gives students an introduction to a lifetime of enjoyment and understanding about Art, as well as an insight into the social and political contexts in which it operates. History of Art is very useful to students of practical Art subjects.

### Form 6 Art History

**Pre-requisite:** Grade 'C' S.C. English or History. An ability to take part in class discussion and write coherent essays is important.

**Course Content:** This course gives students an introduction to the study of Art of the modern era, by examining the work of innovative artists. Gallery visits to study New Zealand Art are a vital part of the course.

**Assessment:** For S.F.C. is internal, by tests, essay assignments and exam.

### Form 7 Art History

**Pre-requisite:** Grade 5 in SFC History or English or Classical Studies.

**Course Content:** Students study art reproductions and texts and take part in class discussion to discover the underlying themes and styles from specific periods in art. The syllabus will look at the Italian Renaissance, as well as 20th Century art in Europe and America. A variety of teaching methods are used.

**Assessment:** Bursary exam and 20% internal assessment by essay and slide tests.

## CAREER DEVELOPMENT DEPARTMENT

### CAREER EDUCATION / TRANSITION EDUCATION

Teacher in Charge

Mrs L House (HOD) Career Programmes/  
Polytech Courses

Mrs K Ranchod Careers Adviser

Mrs R Deverall Learning Support

#### Courses Offered

Transition Forms 5 and 6

(Form 6 is a Sixth Form Certificate subject.)

Career Focus Forms 6 and 7

Communication Studies Form 6

Polytech Alternative Programme Form 7

**Pre-requisites:** For 6FC Transition, one C pass in S.C. For other courses, no pre-requisite.

### 5th Form Transition.

**Course Content:** The students will work on topics and gain unit standards towards the National Certificate in Employment Skills. Topics include: Driver Education: obtain a Learners Licence; Consumer Studies: consumer transactions, hire purchase, etc. NZ Law: Rights and responsibilities; Career Development: Work experience, produce a c.v.; Personal Management: Personal Wellness, Manage stress, anger management, use of time.



### **6th Form Transition**

**Pre-requisite:** One Grade C in S.C.

**Course Content:** A lifeskills programme. Topics include Decision-making, Healthy Living, Relating to Others, Rights and Responsibilities, Career Development.

**Assessment:** Achievement-based assessment for SFC. Unit Standards where applicable.

### **6/7th Form Career Focus**

Important career-based learning programmes taught in association with several different Tertiary Training organisations: Hutt Valley Polytech, CIT, Stevens Ford, Whitireia, Travel Careers & Training, UNITEC, Manukau. All students can gain recognised qualifications from these courses.

**Some courses** may require attendance at polytech classes. They will, whenever possible, be timetabled in a 4-hour block (8.30am till 12.30) to ensure that students miss the minimum of class time. Students may choose to study one or two of the following courses over a year. (This list may be altered depending on student demand):

**Automotive Engineering** - Covers a selection of NZQA Units in basic Automotive Industry studies. Students gain an understanding of industry training requirements.

Students will attend a weekly 4-hour "hands-on" block and will study theory at school as a normal timetabled subject. Cost \$75 plus Textbook (refundable) \$20.

**National Certificate in Employment Skills A & B** - completion of Course A is a pre-requisite for Course B. A mixture of Unit Standards covering such topics as Interpersonal communications, Employee Rights & Responsibilities, Problem-solving and Health & Safety issues. Cost Nil.

**Early Childhood Education** - Several modules of early childhood education, including Learning & Play, Ethics, Values & Philosophy, and Child Development. Students will attend either a weekly 4-hour polytech class or work experience as required. Cost \$75.

**National Certificate in Retailing** - This is an employer-recognised qualification for the Retail industry. It is timetabled as a regular subject. Cost \$75.

**National Certificate in Tourism A & B** - This certificate can be completed in two years. Completion of Course A is a prerequisite for Course B. Cost \$75.

### **Communication Studies - Form 6**

A course of units covering many vital aspects of Communication skills, in association with Manukau Polytechnic. Option of full Certificate, 4 periods per week or ½ Certificate with 2 periods of recreation.

**National Certificate in Sport** - Mixture of theory and practical units of work to gain qualifications in this area.

### **Polytech Alternative Programme**

Polytech Class: Specialist courses offering Polytechnic qualifications and work. These places must be applied for and are restricted. Students doing this course will not be studying any timetabled subjects.

#### **1999 Polytechnic Courses were:**

General Catering Certificate

National Certificate in Travel

National Certificate in Construction Skills

### **SPECIAL PROGRAMMES: LEARNING SUPPORT**

**E.S.O.L. or N.E.S.B.** (non-English Speaking Background) For students whose mother tongue is not English and who have English language difficulties because of this Group assistance is provided by trained ESOL teachers.

**Learning Support:** Special programmes may be offered to students identified as having special educational needs. This will include computer-assisted learning programmes. Co-ordinator - Mrs R Deverall.

**Language Assistance:** 3<sup>rd</sup> Form students who have reading and language difficulties are able to take this option as a half year course.

**Correspondence:** Where we cannot provide a programme at an appropriate level, this may be an option.

### **CLASSICAL STUDIES**

**Teacher in charge:** Mrs D Gray, Asst HOD English

*Courses offered:*

**Classical Studies:** Forms 6 and 7

**General Aim:** Classical Studies is the study of the civilisations of Classical Greece and Rome. The origins of much of European art, science, literature, law, philosophy, politics and religion are to be found in

ancient Greece and Rome. Classical Studies is a multi-disciplinary subject, including history, art history and literature.

#### **Form 6 Classical Studies**

**Pre-requisites:** Strengths in English or History are desirable.

**Course Content:** Mythology, Greek and Roman Social Life, Literature, History, Art and Domestic Architecture.

**Assessment:** Internally assessed. Assessment includes tests, seminars, research assignments, essays and a three hour exam.

#### **Form 7 Classical Studies**

**Pre-requisite:** SFC Classical Studies is a decided advantage. Strengths in English or History are desirable.

**Course Content:** Greek vase painting, Attic Comedy, Alexander the Great, Socrates, Roman Epic Poetry - Virgil's Aeneid, Juvenal's Satires, Roman Religion, Roman Art and Architecture.

**Assessment:** University Bursary Exam, with no internal assessment component.

### **COMMERCE DEPARTMENT**

#### **Teachers in Charge:**

Mr N Tully (HOD)  
Mrs N Bowles (Keyboarding)  
Mrs Z Sinclair (Accounting)  
Mr M Pope (Economics)

#### **Subjects Offered:**

Accounting	Forms 5-7
Business Studies	Form 7
Economics	Forms 3-7
Keyboarding	Forms 3-7
Legal Studies	Form 6
Teeline Shorthand	Forms 6-7

### **ACCOUNTING**

**General Aim:** Accounting is concerned with students being able to understand the financial world and to be able to prepare and interpret financial information to aid decision-making.

#### **Form 5 Accounting**

**Pre-requisite:** None.

**Course Content:** On the completion of the year's work, students have sufficient knowledge to enable them to be the treasurer of a club and to understand and be able to prepare financial statements for a small business..

**Assessment:** S.C. examination (100% external examination).

#### **Form 6 Accounting**

**Pre-requisite:** 5th form Accounting.

**Course Content:** The year's work focuses on the use of financial information for decision-making with an emphasis on accounting systems.

**Assessment:** 6th Form Certificate - internal assessment.

#### **Form 7 Accounting**

**Pre-requisite:** 5th and 6th Form Accounting a distinct advantage.

**Course Content:** The preparation of financial information for partnerships, companies and manufacturing entities.

**Assessment:** University Bursary (100% external examination);

### **BUSINESS STUDIES**

#### **Form 7 Business Studies**

**Pre-requisite:** Minimum one SFC Grade 6.

**Course Content:** This is a practical course which aims to give students an experience of running a business (through Young Enterprise Trust). Students also compete in the National Stockmarket Game, the Enterprise New Zealand Pathways to Financial Literacy Programme.

**Assessment:**

- 1 YE Exam (University of Oxford)
- 2 Certificates of Achievement (YE Trust/Stockmarket Challenge)
- 3 Unit Standards (Pathways to Financial Literacy)
- 4 Higher School Certificate.

### **ECONOMICS**

**General aim:** Economics is a study of how people as individuals and groups choose to satisfy their wants, by allocating and managing scarce resources. Within the school curriculum the subject aims to assist students to understand that individuals, groups and communities make decisions about the use of scarce resources.

Economics aims to enable students to take an effective part in economic activity and contribute to future economic well-being.

Throughout all levels the following skills are taught:

- 1 Cognitive Thinking - Evaluation of economic ideas.
- 2 Statistical-Calculation, comprehension and presentation of statistics relating to the economy and economic decision-making.

- 3 Decision-making - Set goals, determine alternatives to reaching goals, rank alternatives and choose the best option, then evaluate the consequences of the decision.
- 4 Investigative - Collect, interpret and analyse information then present conclusions in the appropriate form.

### **Form 3 - Consumer Economics**

**Course Outline:** This course serves as an introduction to the subject and considers aspects of personal economics - decision-making, management and participation. There are four units: Money and Economics, Earning an Income, Budgeting and Wise Buying, and Economics is 'Choice'.

**Assessment:** Internal including an end of semester test.

### **Form 4 - Consumer Economics.**

**Course Outline:**

Units include: Consumer Demand, Saving and Borrowing, Insurance, the Consumer's Role in Production, Legal Responsibilities and Rights of the Consumer, Consumer's Role in the Economy and Accounting. There is also a unit on Enterprise Studies - the challenge of running your own business!.

**Assessment:** Internal including an end of year exam.

### **Form 5 Economics**

**Pre-requisite:** Study of Consumer Economics at Forms 3 and 4 an advantage.

**Course Outline:** This level concentrates on the market system. It considers the roles of consumers and producers and examines how the price system works.

- 1 Production and Producers
- 2 Consumers and Consumption
- 3 The Market Economy - Interaction of Consumers and Products.

**Assessment:** S.C. examination. 70% from final exam; 30% from internal assessment of Investigative and Decision-making skills.

### **Form 6 Economics**

**Pre-requisite:** 5th Form Economics is an advantage.

**Course Content:** This is a very topical course, using current events to examine the following economic issues:

Employment; Economic growth; Inflation; Trade; Inequality.

**Assessment:** Internally assessed for Sixth Form Certificate.

### **Form 7 Economics**

**Pre-requisite:** 5th and 6th Form Economics an advantage.

**Course Outline:** The 'Bursary' course is a theoretical one which is divided into three sections:

- 1 Resource allocation via the market system.
- 2 Allocation via the public sector.
- 3 Aggregate economic activity and policy.

### **Assessment:**

- 1 Bursary exam: 20% internally assessed based on two investigations, one on a topic from section 1, the other on a topic from section 2; 80% on the Bursary/Scholarship examination.
- 2 NZEST (Scholarship) optional.

## **TEXT AND INFORMATION MANAGEMENT (KEYBOARDING)**

**General Aim:** Text and Information Management is concerned with students developing keyboard mastery and information technology skills either for personal and/or vocational use.

### **Form 3 Text and Information Management**

**Course Content:** Form 3 keyboarding course develops the student's ability to master the keyboard and display simple letters, advertisements, tables and menus.

**Assessment:** 3rd Form Common testing.

### **Form 4 Text and Information Management**

**Pre-requisite:** Study at 3rd Form an advantage.

**Course Content:** This course aims to build on keyboard skills learnt at Form 3 level and uses the keyboard as a communication tool to develop format and language skills. It also encourages students to make decisions independently and prepares them for an external examination.

**Assessment:** External Pitman Elementary Word Processing examination. Internal Common tests and examination at end of year.

### **Form 5 Text and Information Management**

**Pre-requisite:** 4th Form Text and Information Management

**Course Content:** This course develops keyboard and communication skills for personal and vocational use.

**Assessment:** SC examination. Pitman examinations. Internal common tests and examinations. 50% internal assessment.

### **Form 6 Text and Information Management**

**Pre-requisite:** 5th Form Text and Information Management.

**Course Content:** Sixth Form Certificate in Text and Information Management enables students to utilise the word processor and allied technology competently as a means of communication for both personal and vocational purposes, through mastery of keyboard skills, graphic design skills and language development.

**Assessment:** Internally assessed for 6th Form Certificate.

### **Form 7 Higher School Certificate Text and Information Management.**

**Pre-requisite:** 6th Form Certificate Text and Information Management.

**Course Content:** This course is in advance of the National 6FC Keyboard course and aims to extend the skills, knowledge, attitudes and values of that course.

It is a course approved for the HSC Award, independent of any other award and is aimed towards vocational (business) use of information technologies.

**Assessment:** Internally assessed for Higher School Certificate.

## SHORTHAND

### Form 6 Teeline Shorthand

**Pre-requisite:** SC English recommended.

**Course Content:** This course provides an introduction and development of the student's ability to write and transcribe Teeline shorthand notes taken from unprepared work of a general literary or commercial nature. It also prepares students for external examinations in shorthand.

**Assessment:** Internally assessed SFC. External examinations - Teeline/Pitman.

## LEGAL STUDIES

### Form 6 Legal Studies

**Pre-requisite:** Minimum of one S.C. grade C.

**Course Content:** The aims of the Legal Studies curriculum are to:

- . develop in students a knowledge, understanding and appreciation of the principles, structure and processes of the New Zealand legal system, its historical development, and the significance of the Treaty of Waitangi.
- . emphasise the role of law in society, its application in everyday life, and its relationship to the changing needs and values of society.
- . encourage students to develop a healthy and critical respect for the law so that they can operate as informed, confident and responsible participants in society.

The Legal Studies curriculum consists of the following topics:

- . Law and Society
- . The Law Making Process
- . The Judicial System
- . Criminal Law
- . Civil Law

### Assessment:

- 1 Internal assessment for Sixth Form Certificate.
- 2 Appropriate Unit Standards offered.

## COMPUTER DEPARTMENT

**Teacher in Charge:** Mr J Gibbs (HOD)

**Courses Offered:** Computer Studies Form 6 and 7.

**General Aim:** The courses aim to develop an understanding of elementary computer hardware and software concepts; develop skills in problem-solving using a computer; increase a student's general knowledge of computers, their history, applications and implications for society.

### Form 6 Computer Studies

**Pre-requisite:** There are two options: Programming and Screen Presentation - To do the programming option students need a minimum of Grade C in S.C. Mathematics. (N.B. There is some programming in both courses).

**Course Content:** Using a word processor, desktop publishing, spreadsheets, database; programming in BASIC; Computer System; Applications of computers, Implications for society.

**Assessment:** Internally assessed for Sixth Form Certificate. Some units will be assessed also for unit standards.

### Form 7 Computer Studies

**Pre-requisite:** Form 6 Computer Studies. (Grade 5 or better in S.F.C.)

**Course Content:** This course develops in more detail the areas listed in the Form 6 course, with the emphasis on programming skills. The units covered are: The Personal Computer; The Computer System; Wordprocessing; Spreadsheets; Databases; Desktop Publishing; Integrated Software; Logic; Problem Analysis and Programming. Programming forms the major part of the year's course.

**Assessment:** Internally assessed for Higher School Certificate. A certificate is also available to students who gain a minimum of 80% in one or more of the units.

## ENGLISH DEPARTMENT

**Teachers in Charge:** Ms K Grant (HOD)

### Courses Offered:

English: Forms 3-7  
Drama: Form 6

**General Aim:** To develop abilities in reading, writing, listening, speaking and viewing through as wide a variety of topics (literature, media studies, drama, debating and research) as is possible to provide at appropriate levels for each student, in line with the aims of English in the New Zealand Curriculum.

### **Form 3 English (Compulsory)**

**Course Content:** Students will complete a course based on the NZ English Curriculum covering the processes and functions of the oral, visual and written strands. Teachers aim to develop and extend the language abilities and critical faculties.

**Assessment:** Common assessments by teacher, end of year examination.

### **Form 4 English (Compulsory)**

**Pre-requisite:** None.

**Course Content:** Students will complete a course based on the NZ English Curriculum covering the processes and functions of the oral, visual and written strands. Teachers aim to develop and extend the language abilities and critical faculties in preparation for the 5th form year.

**Assessment:** By teacher assessment, end of year examination.

### **Form 5 English (Compulsory)**

**Pre-requisite:** None

**Course Content:** School Certificate English Prescription.

**Assessment:** School Certificate examination, teacher assessment, two school exams.

### **Form 6 English (Compulsory)**

**Pre-requisite:** Grade C in School Certificate. Achievement during the previous year will be considered.

**Course Content:** The sixth form course continues to develop close reading and writing skills, critical thinking and language analysis with a strong emphasis on literature.

**Assessment:** Full internal assessment for 6th Form Certificate.

### **Form 7 English**

**Pre-requisite:** Grade 5 in 6th Form Certificate.

Progress during the previous year will be considered.

**Course Content:** Bursary English Prescription includes close Reading, Literary Analysis of several texts including a Shakespearean play, Language study and research. Oral language is an integrated part of the course.

**Assessment:** External assessment by Bursary examination

### **Alternative English Courses**

**Form 5:** We offer students the opportunity to sit the Certificate in Practical English Level 1 (5th Forms) which is a nationally recognised practical English course.

**Assessment:** Two formal exams.

**Form 6:** We offer students the opportunity to sit the Certificate in Practical English Level 2 (6th Forms) which is a nationally recognised practical English course.

**Assessment:** One formal exam.

### **Form 7: Pre-requisite: Four years secondary school.**

**Course Content:** Includes all aspects of an English programme but focuses on developing writing skills and confidence in oral communication.

**Assessment:** English Unit Standards Levels 1 and 2.

## **DRAMA**

### **Form 6 Drama**

**Pre-requisite:** Minimum one grade C in S.C. Interest in English and Drama.

**Course Content:** Students participate in a wide variety of individual, group and class exercises in role-play, improvisation, script interpretation, voice, performance skills, script writing and analysis. They learn about different dramatic styles, theatre history and go to see as many productions as possible, as well as producing items for performance.

**Assessment:** Internally assessed for 6th Form Certificate.

## **DEPARTMENT OF GRAPHICS AND TECHNOLOGY**

**Teacher in charge:** Mr H Barker (HOD)

### **Subjects Offered:**

Graphics & Design:	Forms 3-7
Materials Technology:	Forms 3 & 4
Design Technology:	Form 5, 6 & 7

## **GRAPHICS & DESIGN**

This course follows the National Syllabus for Graphics in which students develop skills in interpreting graphic information, solving problems, communicating ideas and designing using 2D and 3D drawing systems and modelmaking.

At senior levels the course covers the Graphics syllabus for School Certificate at form 5 and Bursary at form 7.

### **Form 3 Graphics & Design**

This is a 40hr (2 hr x 20 wks) course whose major aims include developing:

- 1 skills in designing, interpreting and presenting graphic information in 2D and 3D drawings and models;
- 2 accurate measuring skills and a neat printing style; and
- 3 an awareness of how these drawing skills can be applied across the curriculum and in everyday life.

### **Form 4 Graphics & Design**

This course has the same aims as above but with a greater emphasis on personal standards of presentation and drawing skills development. In addition the course aims to develop skills in design and decision-making using the design process to challenge students and build self-confidence.

Computer Aided Draughting and Design is introduced at this level and skills are further developed in later courses.

### **Form 5 Graphics**

**Pre-requisite:** Previous study at 3rd or 4th form essential.

At this level drawing skills are refined and applied to units of work related to the prescription for School Certificate Graphics which has a 40% internally assessed component.

### **Form 6 Graphics**

**Pre-requisite:** Previous study at 4th or 5th form essential.

At this level students are given design project briefs which challenge them to draw on their own environment for the solutions to problems such as designing an outdoor entertainment area complete with detailed drawings of all structures and landscaping.

### **Form 7 Graphics**

**Pre-requisite:** Study at 5th or 6th form in graphics is essential.

This is an approved course for University Bursary. It is designed to be a practical application of Graphics & Design skills in such areas as: Product Design, Architecture, Engineering and Graphic Design in the media. This course has a 30% internally assessed component.

## **DESIGN TECHNOLOGY**

These are practical, design-based, workshop courses predominantly in either wood or metal at each level although experience is offered in other related materials such as plastic, leather, and bone etc. They follow the National Syllabuses for Technology and Design Technology. Students are given a theme, or themes to work within, and some restrictions, but are encouraged/expected to use imagination and investigation to reach individual design solutions prior to construction of the project. Craftsmanship is a primary element with the development of hand and machine skills a high priority at all levels.

Entry to courses at junior level is open but for senior courses students must have experience in workshop or graphics. Students may switch between a wood bias and a metal bias at the beginning of any year; however, for School Certificate and beyond, previous experience in one bias or the other is a definite advantage. Only one bias may be entered for School Certificate by a student in any one year.

Courses at all levels use the Technology Curriculum as the basis for study and are designed to cover the aims for Technology study at junior levels.

### **Form 3 Materials Technology (Wood or Metal)**

These are 40hr (2hr x 20wks) courses in either wood or metal. Students are involved in the planning and

construction of small projects while developing good hand tool skills and learning how to apply imagination and investigation in the 'design and make process'.

### **Form 4 Materials Technology (Wood and metal)**

This is a full year course which involves students in all workshop materials and skills across both workshops. Students will develop, and apply, hand and machine tool skills in the solution to project design briefs. Students will also develop skills in the presentation of research material on topics related to workshop projects, procedures and safety.

### **Form 5 Design Technology (Wood or Metal)**

**Pre-requisite: Previous study in workshop or graphics is essential.**

These are internally assessed courses for School Certificate. However, all students' work is externally moderated by a team of moderators who visit schools to maintain national standards. These courses continue in the same vein as the materials technology courses, further developing craftsmanship skills, research presentation and design skills. A major design project in either wood or metal is undertaken during the year along with several minor projects, an environmental study and a safety study.

Fabric Design at 5th form is also moderated with Design Technology.

**Only one of design technology wood/metal/fabrics may be taken at Form 5 level.**

### **Form 6 & 7 Design Technology**

**Pre-requisite:** A grade C in S.C. Design Technology or Graphics.

These courses follow national syllabuses in which workshop skills and technological research are applied to the solution of practical problems.

## HEALTH

*Teacher in Charge:* Mr M Pope

All 3rd Form students participate in health education topics that form part of the national curriculum. These are: caring for the body (eating for health); keeping safe (resuscitation, First Aid); staying healthy (drugs, alcohol, smoking), pubertal changes.

In the 4th form there is a course in sexuality for all students, while at 5th, 6th and 7th form level other subjects such as Transition and Home Economics deal with other important aspects of health.

## HOME ECONOMICS DEPARTMENT

*Teacher in Charge:* Mrs F Chow (HOD)

### *Courses Offered:*

Food Technology	Forms 3-7
Fashion, Design & Technology	Forms 3-7

**General Aim:** Home Economics aims to help improve the quality of life by helping students to function more effectively in their environment. Students will acquire the skills and knowledge to help them adapt to changing situations.

### Form 3 Food Technology

**Course Content:** Basic food handling skills; an emphasis on simple dishes suitable for junior students to be able to prepare at home; food and how it affects your body.

**Assessment:** Assignments/tests.

### Form 4 Food Technology

**Pre-requisite:** F3 Food Technology preferred.

#### **Course Content:**

- 1 Getting Started - basic food handling skills (hygiene, safety, food poisoning, preservation).
- 2 Dietary analysis - what's right/wrong with our diet. N.Z. Nutrition Guidelines.
- 3 Making healthy eating choices - taking control. Advertising and new technologies.
- 4 Looking at food (groups) - Breads and Cereals, Milk and Milk Products, Fruits and Vegetables, Meat and Meat Alternatives, Fats and Oils.
- 5 The Wise Consumer - rights and responsibilities, budgeting, decision making, special equipment study.
- 6 The Family relationships, roles, types, and trends.
- 7 Working together - special occasion foods preparation and presentations.

**Assessment:** Assignments and tests throughout the year.

### Form 5 Home Economics

**Pre-requisite:** None although form 3/4 Food Technology an advantage.

#### **Course Content:**

- 1 Nutrition and the current national nutrition guidelines for N.Z.
- 2 The study of foods - basic safety and hygiene skills; the principles, techniques and processes involved in the gathering, storage, preparation, cooking and presentation of foods for family meals.
- 3 Meal planning to help ensure families can be well fed in a variety of situations. Budgeting.
- 4 The family home - purposes and services of the home, houseplans.
- 5 Finding somewhere to live - how to find finance and select a suitable home including consumer practices.
- 6 Furnishing the home - selection, care and cleaning of equipment, appliances, utensils, furnishings, floor covers etc. Design in the home.

**Assessment:** The H.E.T.A.N.Z. National Practical Certificate in Home Economics (optional). School Certificate.

**N.B.** An alternative S.C. course, available for the first time in 1999, Food and Nutrition, may be run in place of this course. Its focus is on points 1-3 only of the above and has a more significant food technology component.

### Form 6 Home Economics

**Pre-requisite:** Form 5 Home Economics an advantage.

#### **Course Content:**

- 1 What are people eating?
- 2 Prepare a Family Budget
- 3 Low cost Food For a Family.
- 4 Develop a Food Product.
- 5 Food for a Special Occasion.

**Assessment:** 6th Form Certificate internally assessed. Unit standards may be used.

### Form 7 Home Economics

**Pre-requisite:** Form 5-6 Home Economics is preferred.

#### **Course Content:**

- 1 The NZ Diet and Nutrition Related Disorders.
- 2 The Development of the NZ Food Pattern and Multicultural Foods.
- 3 Food in the Market Place.
- 4 Food for a Special Occasion.

**Assessment:** HSC. Practical and theory tasks. Unit standards may be used.

## FASHION, DESIGN AND TECHNOLOGY

Teacher in charge: Ms K Merrick

### Form 3 Fashion and Technology

**Pre-requisite:** None.

**Course Content:** ½ year option: Students learn to use sewing machines, how to choose fabrics, read patterns, cut out and construct fashion garments. Students are encouraged to extend skills and be creative with textiles.

**Assessment:** Practical projects.

### Form 4 Fashion and Technology

**Pre-requisite:** None.

**Course Content:** Students are given opportunities to build skills and develop knowledge in patternmaking, design and construction of fashion garments. Students are also encouraged to extend skills and be creative with applied design which includes fabric printing. Anyone who enjoys art, design and graphics will find this course to be interesting and challenging.

**Assessment:** Practical projects, research projects.

### Form 5 Design Technology - Fabrics

**Pre-requisite:** Fashion and Technology and/or Art, Materials Technology, Graphics & Design an advantage.

**Course Content:**

Students focus on constructing five major projects throughout the year; Logo design, interior item fashion design, accessory design, and applied design. The cost of fabrics for projects is the responsibility of students.

**Assessment:** This is an internally assessed S.C. course. Assessment is made on students skills in construction design and related studies throughout the year. All student work is externally moderated; it must be available for both scheduled in-class assessment and end of year moderation.

### Form 6 Fashion Design

**Pre-requisite:** Workshop Technology, Graphics, Art or Fashion Technology an advantage.

**Course Content:** Students explore various aspects of fashion design, construction, patternmaking, applied design, history of costume/fashion and the fashion industry in New Zealand and overseas. The cost of fabrics for projects is the responsibility of students.

**Assessment:** Internal assessment - based on technical skills, design and research for 6FC. Unit standards may be used.

### Form 7 Fashion & Textiles Design

**Pre-requisite:** Workshop Technology, Graphics, Art, Fashion Design or Practical Design at 6FC.

**Course Content:**

This is a Bursary subject.

Students are given opportunities to explore various areas of fashion; design, patternmaking, applied design, promotion and construction. Students are also given opportunities to set their own briefs. This course is designed to prepare students for entry into various polytechnic courses. The cost of fabrics for projects is the responsibility of students.

**Assessment:** Externally assessed, (NZQA).

## LANGUAGES DEPARTMENT

**Teachers in Charge:**

Mrs P Doig (HOD)

Mrs J Romanowsky (Asst. HOD)

Mrs H Amoamo (Maori)

**Subjects Offered:**

French: Forms 3-7

German: Forms 3-7

Japanese: Forms 3-7

Maori: Forms 3-7

Spanish: Forms 6 and 7

### FRENCH

**General Aim:** To study and appreciate French as a leading world language, developing the skills of listening, speaking, reading and writing in order to communicate effectively in everyday situations; to study the way of life in a variety of French-speaking countries and, in doing so, develop sensitivity to other cultures and greater understanding of our own. Materials used include songs, video-tapes, listening posts and a graded reading scheme.

### Form 3 French

**Course Content:** Emphasis is on listening and speaking skills. Students are encouraged to use French right from the start. Reading and writing activities are also introduced. Themes are: greetings, numbers, alphabet, time, school, sports, talking about yourself, your family and friends, pets, describing people, French throughout the world, and getting acquainted with France.

**Assessment:** Class tests, listening and speaking tests in the course book. End-of-year exam.



## Form 4 French

**Pre-requisite:** 3rd Form French.

**Course Content:** The four skills begin to receive more equal attention, although emphasis is still placed on speaking activities. Dictation in French and translation into English are introduced. Students learn to talk about present, past, and future activities. New themes are: home, town and shopping, travel, interests and hobbies, expressing feelings.

**Assessment:** Regular tests of vocabulary and verbs; listening, reading, writing and speaking tests in the course book; end of year examination.

## Form 5 French

**Pre-requisite:** 4th Form French

**Course Content:** Varied language activities encourage greater skill in listening, speaking, reading and writing. Themes are: holidays, travel, sport and leisure, health, cafes and restaurants, communications and talking about New Zealand in French. Themes from forms 3 and 4 are revised.

**Assessment:** Regular vocabulary, grammar and verb tests as well as testing of progress in the four main skills. School Certificate includes a 20% oral component internally assessed in 3 tests through the year, as well as a cultural knowledge section tested in English.

## Form 6 French

**Pre-requisite:** Minimum grade C in S.C. French.

**Course Content:** The course is theme-oriented and covers a selection of the following: teenagers, daily life, cultural life, fashion, health, New Zealand, the French-speaking world, media and holidays. We use the language to explain our way of life and learn about French-speaking countries. French literature is introduced through short stories and poems.

**Assessment:** 6FC is internally assessed. Regular grammar and vocabulary tests as well as tests at the end of each unit in the various skills. End of year examination.

## Form 7 French

**Pre-requisite:** Minimum grade 5 in SFC French

**Course Content:** Themes as for Form 6. Those not covered previously will be studied this year and last year's themes will be expanded. We deal with some more general material concerning history, society and culture. Students do more extended reading. This may include the study of one or more novels in French.

**Assessment:** Bursary French includes a 20% oral component assessed in 3 tests over the year. Also regular tests of vocabulary, verbs and grammar, as well as progress tests in the various skills. Mid-year examination.

## GERMAN

**General aim:** To study the German language, way of life and history and to promote and encourage cultural awareness and tolerance. To gain an insight into our own culture through comparison with that of Germany. To develop the four main linguistic skills of reading, writing, listening and speaking in German.

### Form 3 German

**Course Content:** Students learn to talk about themselves, their families and interests in German. They learn to read, write and speak basic German, and understand spoken German. They will learn songs, watch videos, listen to tapes and be involved in project work.

**Assessment:** Three small speaking tests. Regular vocabulary and verb testing. End-of-year exam.

### Form 4 German

**Pre-requisite:** Form 3 German

**Course Content:** Emphasis is placed on speaking German and having fun within the language. Progress is made with learning new grammar and the students will continue to learn about German life and how to talk about important everyday things.

**Assessment:** Regular class vocabulary and verb testing. End of unit tests covering listening, reading, writing and speaking skills, as appropriate. End-of-year exam.

### Form 5 German

**Pre-requisite:** 4th Form German

**Course Content:** There are 8 prescribed thematic topics:

- |                         |                         |
|-------------------------|-------------------------|
| 1 The individual;       | 2 The family and home ; |
| 3 School and education; | 4 Social life           |
| 5 City and town         | 6 Sport and recreation  |
| 7 Travel and holidays   | 8 Geography             |

Students are encouraged to increase their reading, writing, speaking and listening skills within these and enjoy the culture.

**Assessment:** S.C. German exam. 20% oral component requires 3 oral tests in the year. Regular vocabulary and verb testing. End of unit testing, covering reading, writing, listening skills.

### Form 6 German

**Pre-requisite:** Minimum grade C in S.C. German.

**Course Content:** The course is theme-oriented i.e. job-hunting and educational systems, travel and holidays, foreigners in Germany, reunification, etc. which are compared to N.Z. The four skills (reading, writing, listening, speaking) are further developed. Students will be encouraged to take part in the Waikato Exchange at the end of the year. Exchange students from Germany will come in twice during the year.

**Assessment:** There will be 4 assessments plus a seminar throughout the year worth 80%. Regular vocabulary and verb testing. Six main units of work based on a theme. The exam will be worth 20%.

### **Form 7 German**

*Pre-requisite:* Minimum grade 5 in SFC German.

*Course Content:* A continuation of theme work i.e. young people, looking at German and European society and comparing it with our own, environmental issues, etc. Seminar presentations and individual research are encouraged. Literature studies are integrated into theme work.

*Assessment:* University Bursary prescription. 20% oral component - requires 3 oral tests in the year. Regular vocabulary and verb testing. 5-6 units of work based on a theme with assignment work and/or a test. Revision of Form 6 work.

## **JAPANESE**

*General Aim:* Through the study of a foreign language we increase our understanding of other peoples and their culture as well as our own. We emphasise communication in the target language and students learn to understand and speak as well as to read and write.

### **Form 3 Japanese (total beginners)**

*Course Content:* An introduction to the Japanese writing system, life in Japan, including family and school life. Students are encouraged to use spoken Japanese as much as possible.

*Assessment:* Class tests. Final exam. 2 small speaking tests.

### **Form 4 Japanese**

*Pre-requisite:* 3rd Form Japanese.

*Course Content:* Through themes of daily life and customs we increase our communication skills and understanding. Students continue to develop their knowledge of the Japanese writing system.

*Assessment:* Class tests. Final exam. 2 small speaking tests.

### **Form 5 Japanese**

*Pre-requisite:* 4th Form Japanese.

*Course Content:* Communication skills are developed further covering several topics such as: family, travel, your town and how to get around, daily routines, leisure activities and shopping. Cultural themes include comparison between N.Z. and Japan, daily life and work. (Regular vocabulary and unit tests including writing, reading and listening skills).

*Assessment:* S.C. Japanese is 40% internally assessed: 20% for oral work, 20% for cultural studies each of which has 3 tests during the year.

### **Form 6 Japanese**

*Pre-requisite:* Minimum grade C in S.C. Japanese.

*Course Content:* Thematic in its approach to enable the students to describe Japan and New Zealand. The topics covered in 6th form are family life, eating and drinking, education and leisure activities.

*Assessment:* 6FC (internally assessed) includes cultural assignments in English as well as tests in oral and written Japanese language skills. Final exam.

### **Form 7 Japanese**

*Pre-requisite:* Minimum grade 5 in SFC Japanese

*Course Content:* A continuation of the themes: Land and People, Travel and Tourism, Japan at Work and Communication and the Media. Presentation in both Japanese and English and individual research are encouraged.

*Assessment:* University Bursary examination with 20% internally assessed oral component. 3 speaking tests. Regular vocabulary, Kanji, and unit tests including reading, writing and listening skills.

## **MAORI**

*General Aim:* To enable pupils to understand spoken Maori, speak in Maori, understand written Maori, write in Maori, and gain some insight into the culture associated with the language.

### **Form 3 Te Reo Maori**

There are two third form Te Reo Maori classes. The beginners class caters for students who have nil to a little experience in Maori language. The advanced class caters for students who have a strong background in Te Reo Maori. Pupils coming from Kohanga Reo, bilingual and total immersion Maori units will be placed in this class along with pupils who have had a continuous Maori language programme prior to entering High School. Some beginner students work from "Modern Maori Book I" by P Ryan.

*Course Content:* Students are introduced to listening, speaking, reading and writing skills to Te Rangatahi I level. Workbooks used are Te Matapuna Book 1.

*Assessment:* A series of assignments and tests and an end of year examination.

## SPANISH

**General Aim:** The general aims for learning Spanish in N.Z. are to be able to communicate through listening, speaking, reading and writing in a variety of situations with people from Spain, Latin America and other peoples comprising the 300 million Hispanic speakers of the world. Through acquiring knowledge of Hispanic contributions to the world, a better understanding of these cultures is gained.

### Form 5 Spanish

**Pre-requisite:** None.

**Course Content:** This is a beginners course leading to S.C. at the end of the year.

**Assessment:** S.C. Spanish exam. 15% internally assessed, oral component. There will be regular vocabulary and verb testing throughout the year.

### Form 6 Spanish

**Pre-requisite:** Grade C in S.C. English is desirable. Good progress can be made by beginners as well as those with previous foreign language experience. Students must be committed to daily homework, learning the day's new language and revising previous work.

**Course Content:** Everyday situations provide basis for language study. Students are also introduced to the culture, history and geography of a range of Spanish-speaking countries.

**Assessment:** 6FC internal assessment: speaking tests and listening/reading/writing tests 70%; final exam 30%.

### Form 7 Spanish

**Pre-requisite:** Grade 5+ in 6FC Spanish and ability to cope with grammar and written Spanish.

**Course Content:** Continues from 6th Form course with increasing emphasis on culture, history and contemporary events in the Hispanic world, including two assignments.

**Assessment:** Mid-year exam. Regular assessment each term of verbs, grammar, speaking, listening, reading and writing. Note: UB Spanish has a 15% oral component, assessed in three tests during the year.

## MATHEMATICS DEPARTMENT

**Teachers in Charge:** Mrs P Spence (HOD)  
Mr C Harter (Asst. HOD)  
Mrs M Espie (Asst. HOD)

### Subjects Offered:

Mathematics:	Forms 3-6
Mathematics (Statistics)	Form 7
Mathematics (Calculus)	Form 7
Unit Standards Mathematics 2)	Form 6
Practical Mathematics	Form 6
Unit Standards Mathematics 1)	Form 5

### Form 4 Te Reo Maori

**Pre-requisite:** 3rd Form Maori.

**Course Content:** Students develop their listening, speaking, reading, and writing skills to Te Pukaki Book 2 level by I & S Cormack

**Assessment:** A series of assignments and tests and an end of year exam.

### Form 5 Te Reo Maori

**Pre-requisite:** 3rd & 4th Form Maori.

**Course Content:** Students develop their listening, speaking, reading and writing skills to the level of Te Rangatahi II.

**Assessment:** Series of assignments and tests, and a mid-year and end of year examination. The final S.C. grade is decided by an external written examination at the end of the year. The oral component consists of two speaking tests through the year and a third test moderated by external assessors. This results in the final separate grade for speaking.

### Form 6 Te Reo Maori

**Pre-requisite:** A good grade in Form 5 Te Reo Maori. Grade 3 is acceptable.

**Course Content:** Students develop their listening, speaking, reading and writing skills to the first half of Te Awa Rere by I Cormack. Students also study the culture associated with the language in these chapters.

**Assessment:** Series of assignments and tests on language covered and culture associated with it. End of year examination.

### Form 7 Te Reo Maori

**Pre-requisite:** A good grade in Form 6 Te Reo Maori.

**Course Content:** Students develop their listening, speaking, reading and writing skills to the level of the second half of Te Reo Rangatira. Te Awa Rere by I Cormack.

**Assessment:** Series of assignments and tests and a 2 1/2 hour written examination is held in Term 2. A 1/2 hour oral examination also takes place in Term 2 making up 40% of the total examination. An external audio, oral and written examination at the end of the year. The oral section of the examination is worth 40% of the total mark. The other 60% will come from the written paper.

**General Aim:** Mathematics is concerned with skills of numeracy, geometry and measurement and their practical applications. Understanding the presentation of statistics is essential in today's world. In this subject, students must use problem-solving methods and have a good understanding of basic arithmetic skills.

### **Form 3 Mathematics**

**Course Content:** Basic numeracy and geometric skills. Introduction to algebra involving a logical approach to problem-solving. Statistics. Estimation and approximation.

**Assessment:** Class tests, Common tests and an exam.

### **Form 4 Mathematics**

**Pre-requisite:** Form 3 Mathematics.

**Course Content:** Further statistics, algebraic and geometric skills; introduction to trigonometry.

**Assessment:** Class tests, Common tests and an exam.

### **Form 5 School Certificate Mathematics**

**Pre-requisite:** Forms 3 and 4 Mathematics.

**Course Content:** Advanced numeracy, measurement and geometric skills. Emphasis on graph drawing and problem-solving.

**Assessment:** School Certificate examination.

### **Form 5 Unit Standards Mathematics (1)**

**Pre-requisite:** Forms 3 and 4 Mathematics are helpful.

**Course Content:** Measurement, reading tables, e.g. transport timetables and mathematical application to finance.

**Assessment:** Internally assessed for Unit Standards from NZQA Framework

**Note:** This course does not lead to S.C. Mathematics but units are gained for the NZQA qualification.

### **Sixth Form Certificate Mathematics**

**Pre-requisite:** Form 5 Mathematics. At least 60% in S.C. Mathematics is recommended.

**Course Content:** Advanced Algebra, Statistics and Geometric skills with applications. Introduction to Calculus.

**Assessment:** Internally assessed.

### **Sixth Form Practical Mathematics**

**Pre-requisite:** Form 5 School Certificate Mathematics.

A mark of between 45% and 60% is recommended.

**Course Content:** Algebra, Geometry and Arithmetic skills with emphasis on practical applications, for example, navigation.

**Assessment:** Internally assessed.

### **Sixth Form Mathematics Unit Standards Mathematics (2)**

**Pre-requisite:** Form 5 Unit Standards Mathematics (1) a minimum.

**Course content:** Percentages, Business maths, Trigonometry and other Level One units from the NZQA Framework.

**Assessment:** Internally assessed. Unit Standards from NZQA Framework.

### **Seventh Form Mathematics with Calculus**

**Pre-requisite:** Sixth Form Certificate Mathematics. A Grade 4 or better is recommended.

**Course Content:** Advanced Algebra, Co-ordinate Geometry and Calculus.

**Assessment:** External examinations. Bursary and/or Scholarship.

### **Seventh Form Mathematics with Statistics**

**Pre-requisite:** Sixth Form Certificate Mathematics. A Grade 5 or better is recommended.

**Course Content:** Advanced Algebra, Graphing, Elementary Calculus, Statistics and Probability.

**Assessment:** External examination. Bursary and/or Scholarship. There is a 20% internal assessment component.

### **MEDIA STUDIES**

**Teacher in charge:** Mrs C Fisher, Asst HOD English  
**Courses Offered:**

Media Studies                      Forms 6 and 7

**General Aim:** Media Studies is the study of radio, television and print journalism in New Zealand as outlined in the New Zealand curriculum for Media Studies. The purpose is to give students:

- 1 a knowledge of a variety of genre in these three media, which they can relate to.
- 2 an understanding of the techniques used and their effect.
- 3 a critical understanding of the issues which affect their viewing, reading and listening.

### **Form 6 Media Studies**

**Pre-requisites:** Grade C in S.C. English

**Course Content:** Students will investigate the language, conventions and audiences of television, radio and print journalism. They will research, interview, plan and produce their own radio and print or video production.

**Assessment:** Internally assessed for S.F.C. Assessment includes a major oral and visual presentation based on students' own research.

### **Form 7 Media Studies:**

**Pre-requisites:** A pass in S.C. English. SFC Media Studies is an advantage.

**Course Content:** Students will investigate how media audiences are identified and targeted, media and media texts as commercial products, media in New Zealand and do a film study.

**Assessment:** Internally assessed. Level Unit Standards for the Qualification Framework. Three assessments will be practical productions.

## **MUSIC DEPARTMENT**

**Teacher in Charge:** Mr R Stevenson(HOD)

**Courses Offered:** Music: Forms 3-7

**General Aim:** To appreciate, perform and compose music. Music is a subject in which all students can broaden their musical knowledge and experience, thus setting a foundation for further study. The study of Music increases self-confidence and self-esteem as students become involved in a wide range of class, co-curricular and related arts activities.

### **Form 3 Music**

**Course Content:** In practical classes students develop skills with the guitar, keyboard, class band/orchestral instruments and with the voice.

In musicianship classes students develop creativity, listening and theoretical skills and an understanding of the wide range of musical styles.

**Assessment:** Students are assessed in practical, musical knowledge and aural activities.

### **Form 4 Music**

**Pre-requisite:** A strong interest in music and the desire to develop musical knowledge, performance and creative skills. Students should already be learning a musical instrument.

**Course Content:** Performing individually and in a group. Composition, Singing, Aural training and listening to a wide variety of music. Music theory and knowledge.

**Assessment:** Internally assessed by: Performance and composition work, tests on aural skills and musical knowledge. Written exam at end of year.

### **Form 5 Music - School Certificate (internally assessed)**

**Pre-requisite:** Success in 4th Form Music. The student should preferably have been learning an instrument for the past two years.

#### **Course Content:**

- 1 Performance - individual and group
- 2 Composition -
  - a for their own instrument
  - b for film and T.V. (two or more instruments)
  - c setting words to music.
- 3 Development of aural skills.
- 4 Musical knowledge:
  - a individual theory programmes
  - b study of 3 'set' works from a wide range of styles
  - c score-reading
  - d study of a major work related to the student's performance instrument.

Regular involvement in performance co-curricular activities is an essential part of students' ongoing development.

**Assessment:** Performance, Composition and Musical Knowledge (internally assessed); Aural and Score Reading (externally assessed).

### **Form 6 Music**

**Pre-requisite:** S.C. Music. The student should have been learning an instrument for at least the last three years.

#### **Course Content:**

- 1 Performance - Solo and group.
- 2 Composition - Improvisation and arranging
- 3 Conducting or Accompanying.
- 4 Musical knowledge - study of 4 set works.
- 5 Regular involvement in co-curricular performance activities is an essential part of students' on-going development.

**Assessment:** Internal - regular assignments, performances, aural and written tests and one examination.

### **Form 7 Bursary Music**

**Pre-requisite:** 6th Form Music.

#### **Course Content:**

- 1 Performance Solo and group.
  - 2 Composition and arranging.
  - 3 Aural, Harmonic and Tonal analysis.
  - 4 Musical knowledge.
- Aspects 1 and 2 are worth 60% and internally assessed. Aspects 3 and 4 are worth 40% and externally assessed.

### **The Itinerant Music Programme**

There are opportunities for students to have instrumental (including vocal) lessons from itinerant teachers. Priority is given to students in music option classes at 4/5/6/7 form level and to students who have their own instruments. (Vocal students must sing in the school choir 'Encore').. Third formers are encouraged to join the itinerant programme and in fact those who have been learning under similar schemes at their contributing schools will be encouraged to

## PHYSICAL EDUCATION DEPARTMENT

**Teacher in Charge:** Mr K Campbell (HOD)  
Miss M Lewis (Asst HOD)

**Subjects Offered:** Physical Education Forms 3-7

**General Aim:** Physical Education is concerned with attitudes and quality of life. We aim to help students to:

- develop a wide range of skills and reach their potential in physical growth and development;
- recognise and develop their own strengths socially and through movement;
- develop a positive attitude towards regular physical activity.

**Social and Personal Skills emphasised include:** Self-esteem, confidence to participate, co-operation, perseverance, tolerance, setting goals, leadership and communication.

**3rd and 4th Form Course Outline:** The modules covered at this level include: Athletics, aquatics, movement and dance, gymnastics, education outside the classroom, large ball activities, small ball activities and fitness studies.

**Assessment:** The students will be assessed using Achievement Based Assessment and they will be formally assessed on the following aspects: Personal performance of individual skills, expressive performance, creativity, fitness level, self-management and working as part of a team.

**Groupings:** The 4th form level is not taught in class groups but students are grouped according to their performance results achieved at 3rd form level. Our aim here is to cater more for individual differences, to provide more relevant physical challenges and to encourage more active participation at this level.

### 5th Form Physical Education

The 5th form students taking P.E. for two hours a week will be focussing on Helisons Social Responsibility approach and aspects of the Wellington 5th Form PE Certificate. The course incorporates: Goal Setting, Reflecting on Performance, Individual Accountability, Fair Play, Skill Acquisition and Improvement, Co-operative Learning Strategies, Sports Education Modules, Management and Administrative Skills in Sporting Events, CPR Skills and administering basic First Aid.

**Assessment:** Students will be assessed using Achievement Based Assessment and they will be formally assessed on the following aspects: Personal Performance; Self Management; Team Work; Participation; Fitness.

### 6th Form Certificate Physical Education

**General Aim:** 6th Form Physical Education is concerned with developing the student's background knowledge and understanding of the theory and principles of physical education and providing opportunities for personal and social development through activities which require individual endeavour and interaction with others.

**Pre-requisite:** Minimum C grade in S.C. English and Science or consultation with HOD.

**Course Content:** The course covers the following units : Functional Anatomy and Physiology, Sports Education, (i.e. Lawn bowls), leadership and Communication, Fitness Studies, Issues in P.E., Biomechanics, Motor Skills Learning.

**Assessment:** Internally assessed for 6FC using Achievement Based Assessment. (i.e. Triathlon).

### Form 7 Bursary Physical Education

**Pre-requisite:** 6th Form P.E. a definite advantage.

We aim to help students to:

- develop a knowledge and understanding of the principles that influence acquisition and performance of individual skills;
- examine physical activity and lifestyles in our society;
- develop personal and social skills and attitudes that contribute to a healthy lifestyle.
- acquire and develop physical skills.

**Course Content:** This follows on from the Form 6 course. Three modules are covered: Lifestyle Concepts, Sports Education - Golf, Movement Education - Aerobics.

**Assessment:** Internally assessed for Bursary using Achievement Based Assessment.

## SCIENCE DEPARTMENT

Teachers in Charge:

Mr W Clitheroe (HOD)

Ms M Newberry (Acting Assistant HOD and Biology)

Mr S Foster (Acting Assistant HOD and Chemistry)

Mr C Riley (Assistant HOD and Physics)

### *Subjects Offered:*

Science	Forms 3-5
Human Biology	Forms 5 and 6
Biology	Forms 6 and 7
Chemistry	Forms 6 and 7
Physics	Forms 6 and 7

## SCIENCE

**General Statement:** Science education contributes to the growth and development of all students, as individuals, as responsible and informed members of society, and as productive contributors to New Zealand's economy and future. Learning in Science contributes to the development of the essential skills described in The New Zealand Curriculum Framework, which recognises Science as one of the seven essential learning areas.

Science learning experiences are derived from the New Zealand Curriculum, which specifies achievement aims in terms of four "contextual strands":

Making Sense of the Living World

Making Sense of the Physical World

Making Sense of the Material World

Making Sense of Planet Earth and Beyond

linked by two "integrating strands"

Making Sense of the Nature of Science and its Relationship to Technology

Developing Scientific Skills and Attitudes

**Assessment:** Generally Standards Based Assessment, on aspects of learning such as: Recalling Information, Communicating, Self Management, Working as Part of a Team.

Assessment in the senior school is to NZQA School Certificate, 6FC and Bursary/Scholarship.

### Forms 3 and 4 Science

The learning experiences are grouped into units which are chosen to put the learning into contexts which most students will be interested in, and feel familiar with. These contexts are reviewed frequently, and examples are : It's a small world, My bike, Green machine, Southern Oceans, Startrekking.

### Form 5 Science

Students are able to enter School Certificate Science at the end of this course. Currently, this is assessed by 3hr. examination at the end of the year. Some students are able to enter School Certificate Human Biology, which is assessed in the same way. The NZASE Certificate in Science will be available as an alternative course.

## Form 6 Electronics

**Pre-requisite:** 50% or better in both SC Science and Mathematics or by negotiation with the HOD.

This new course will give students with an interest in electronics or looking for a career in electronics the opportunity to complete study normally available at a tertiary level.

The electronic industry is a major employer in New Zealand and is an area of growth.

**Assessment:** Fully internally assessed, to Level 2 of the National Certificate of Electrotechnology (ETITO).

## HUMAN BIOLOGY

This is a Science subject where learning is achieved in the context of the human body, and the way we interact with the world. It appeals to students who have a genuine interest in the workings of the human body but who may not wish to carry on with the other plant and animal aspects of biology.

### Form 5 Human Biology

A course which caters for a range of students enabling them to have a measure of success in a science subject. It studies the various organ systems of the human body and how they work. It includes aspects of first aid during each topic. Assessed through an external examination at the end of the year.

### Form 6 Human Biology

A course which caters for a range of students. Its focus is on the human body and its interactions with the environment.

**Course Content:**

Cell structure and function; genetic change and evolution; personal health; human technology; Public health.

**Assessment:** Fully internally assessed. Activities include practicals, research assignments, class tests and field trips.

## BIOLOGY

**General Aim:** Biology is about life. Plants and animals (including humans) live in a variety of environments and have special features to help them survive in these places. The balance between the environment and living things is investigated through practical work, research and discussion

### Form 6 Biology

**Pre-requisite:** 50% or better in both S.C. Science and S.C. English, or by negotiation with the HOD

**Course Content:**

- 1 Ecology - study of populations and communities.
- 2 Biodiversity - study of organ systems in plants and animals

- 3 Cell Biology - study of cells and organelles.
- 4 Evolution - study of genetic variation and natural selection
- 5 Applied Biology - study of human use of living resources.

**Assessment:** Fully internally assessed. Activities include practicals, research, assignments and a field trip.

### Form 7 Biology

**Pre-requisite:** A Grade 5 or better in SFC Biology or by negotiation with the HOD.

**Course Content:**

Research into current biological issues, individual plant/animal experimental work, human evolution, genetics, animal and plant behaviour, biotechnological techniques.

**Assessment:** Bursary exam 75%. Individual plant/animal experimental work 25%

## CHEMISTRY

**General aim:** Chemistry is the study of the composition and properties of matter, and the changes it undergoes. It is a science that develops through people investigating matter. We study atoms of different elements and the rules which they obey, as they do or do not combine, to give us a wide range of materials - plastics, medicines, jewellery, batteries, to name just a few. We also study pure science as well as applications.

### Form 6 Chemistry

**Pre-requisite:** 50% or better in both S.C. Science and S.C. Mathematics, or by negotiation with the HOD

**Course Content:** Atomic structure and bonding, organic compounds, plastics, identification and quantifying ions; reactions releasing heat or electricity, reversible reactions, grouping elements by their reactions.

**Assessment:** Fully internally assessed. Activities include practicals and theory

### Form 7 Chemistry

**Pre-requisite:** Minimum Grade 5 or better in SFC Chemistry, or equivalent Unit Standards, or by negotiation with the HOD.

**Course Content:** Atomic structure, bonding, aqueous chemistry, organic chemistry, inorganic chemistry and energy in reactions.

**Assessment:** Bursary exam external assessment.

## PHYSICS

**General Aim:** Physics is the key part of science and technology in which people explore the physical world around them, and seek to describe the phenomena which they encounter. A study of physics spans the limits of our universe - from the sub-atomic to the size of galaxies - and develops skills and knowledge that are useful in later life and further education. Physics deals with how and why things behave as they do.

### Form 6 Physics

**Pre-requisite:** 50% or better in both S.C. Science and S.C. Mathematics, or by negotiation with the HOD

**Course Content:** The main areas of Physics, mechanics, waves, electricity and nuclear physics form the basis of the course.

**Assessment:** Fully internally assessed. Activities include practicals, theory and an examination

### Form 7 Physics

**Pre-requisite:** Minimum Grade 5 or better in SFC Physics, or equivalent Unit Standards, or by negotiation with the HOD

**Course Content:** Mechanics, wave motion, electromagnetism and nuclear physics.

**Assessment:** Bursary exam 80% and internal assessment of special topic 10% and practicals 10%

## SOCIAL SCIENCES DEPARTMENT

### Teachers in Charge:

Ms J Taylor HOD  
Mr N Larkin (Acting History)  
Ms S McDiarmid (Geography)  
Mrs L Thomson (Social Studies)

### Courses Offered:

Social Studies:	Forms 3 and 4
Geography:	Forms 4-7
History:	Forms 4-7
International Relations:	Form 6

## SOCIAL STUDIES

Social Studies is about how people in a variety of cultures, times and places think, feel and act, interact with others, organise their ways of life and initiate or respond to change.

### General Aim:

Social Studies education aims to enable students to participate in a changing society as informed,



confident, and responsible citizens. Students will achieve this aim by developing knowledge and understandings about human society as they study the five strands of:

- . peoples' organisation in groups
- . culture and heritage
- . places and environment
- . people and events
- . resources and economic activities.

They will also achieve this aim by developing skills as they use the social studies processes of:

- . inquiry
- . values exploration
- . social decision-making

### **Form 3 Social Studies**

**Course Content:** Various themes that illustrate the strands and processes are covered, including early New Zealand, conservation of resources and the Pacific Islands.

**Assessment:** Tests, assignments and projects using achievement based assessment, and an end of year examination.

### **Form 4 Social Studies**

**Course Content:** Various themes which illustrate the strands and processes are covered, including human rights, challenges and crises, migration and the Treaty of Waitangi.

**Assessment:** Tests, assignments and projects using achievement based assessment, and an end of year examination.

## **GEOGRAPHY**

### **General Aim:**

To develop an understanding of the environment as the home of people by studying the natural and cultural features in the environment, and how they interact. Students are encouraged to develop thinking, practical, social and valuing skills, while gaining knowledge and an understanding of specific geographic ideas. A large number of study areas are covered in the four years, and students are introduced to an increasingly diverse range of ideas, geographic skills, and learning experiences.

### **Form 4 Geography**

**Pre-requisite:** None.

**Course Content:** The course covers a variety of themes, including the local area, natural and cultural environment; current issues and geographic skills. There are several field trips.

**Assessment:** Knowledge, understanding of ideas, and competency of skills are assessed in tests, assignments and an end of year examination.

### **Form 5 Geography**

**Pre-requisite:** None.

**Course Content:** The course covers an introduction to New Zealand's environment, natural hazards (including earthquakes), population studies in New Zealand and Monsoon Asia, and the use of renewable and non-renewable resources. There is one local field trip.

**Assessment:** Knowledge, understanding of ideas, and competency of skills are assessed by an internally assessed component of assignments (worth 34%), and the S.C. examination (worth 66%).

### **Form 6 Geography**

**Pre-requisite:** Form 5 Geography is desirable.

**Course Content:** The course covers natural and urban landscapes in a variety of settings in New Zealand and overseas, and inequalities in development. Field trips include a 5 day trip to Tongariro National Park; others are Wellington based.

**Assessment:** Knowledge, understanding of ideas and competency of skills are assessed internally for Sixth Form Certificate, by the completion of 5 assignments and an end of year examination.

### **Form 7 Geography**

**Pre-requisite:** F5 and F6 Geography is desirable.

**Course Content:** The course is the culmination of three years study of Geography, and examines the interacting natural processes that form the Greater Wellington environment. Tourism as a cultural process, and issues of planning and decision-making, are also studied. There are several field trips including a 4 day trip to Rotorua.

**Assessment:** Knowledge, understanding of ideas and competency of skills are assessed by an internally assessed component of assignments (worth 34%), and the University Bursaries/Entrance Scholarships examination (worth 66%).

## HISTORY

### *General Aim:*

To further students' understanding of some major trends and developments in New Zealand society and beyond. It aims to develop in students a deeper awareness of themselves as New Zealanders, and an understanding of the past of Aotearoa/New Zealand, our place in the Pacific and our place in the wider world. History develops the skills of enquiry, interpretation and communication, and fosters in students an understanding of other peoples, distant in time and place.

### **Form 4 History**

*Pre-requisite:* None.

*Course Content:* The course looks at how we discover the past, covers ancient civilisations - Egypt and Greece - and looks at society in the Middle Ages. It also covers New Zealand's involvement in World War I and II, and other significant events.

*Assessment:* Tests, assignments (including individual research projects) and an end of year examination.

### **Form 5 History**

*Pre-requisite:* None.

*Course Content:* The course covers three main themes: International Relations, looking at the origins of World War II and New Zealand's search for security after World War II; Conflict, looking at Ireland from 1909-1922 and Palestine-Israel from 1935-1967; and Race Relations, looking at New Zealand from 1911 to the present, and South Africa from 1938-1976.

*Assessment:* An internally-assessed component of assignments (worth 34%) and the S.C. examination (worth 66%).

### **Form 6 History**

*Pre-requisite:* 'C' Pass in S.C. History or English.

*Course Content:* This is a traditional history course, which looks at the major events and issues which took place in Europe including the phenomenon of colonialism. The course will include the origins of WWI, the Russian Revolution, and two of the following themes: Bismarck and the Creation of Germany, the American Revolution, Conflict in early Australia and the Weimar Republic and the Nazi State.

*Assessment:* Internally assessed for 6th Form Certificate, by the completion of 5 assignments and an end of year examination.

### **Form 6 International Relations**

*Pre-requisite:* 'C' Pass in S.C. History or English.

*Course Content:* This course looks at history in the 'new world', particularly international relations in the post WWII period. The course covers several broad areas with emphasis given to the Search for Security in the Nuclear Age and Vietnam. A further two topics will be chosen from Capitalism & Communism, the Collapse of Communism, and Small Power Conflict since 1945.

*Assessment:* Internally assessed for 6th Form Certificate, by the completion of 5 assignments and an end of year examination.

### **Form 7 History**

*Pre-requisite:* Grade 5 or better in 6FC History, International Relations, Classical Studies or English.

*Course Content:* The course covers the history of Tudor and Stuart England 1558-1667. USA and New Zealand social history are looked at in Special Studies.

*Assessment:* An internally assessed component of assignments (worth 40%) and the University Bursaries Entrance examination (worth 60%).

## **EDUCATION OUTSIDE THE CLASSROOM**

One course each year goes to the Outdoor Pursuits Centre at National Park.

Most subjects, and especially Social Studies, History, Geography, Science and Biology, have extensive practical components, frequently involving field work in the local community or even further afield.

## **CAREERS**

There is a school-wide Careers plan for every student. This is to ensure that students think about their future career as the competition for jobs is becoming more intense.

Third Formers are given an introduction to the Careers Library and start a personal C.V. profile.

Fourth Formers will be given the opportunity to attend a taster course at a tertiary institution, and will update their profile. Fifth Formers will attend a Career Focus day. Sixth Formers may attend the Lampen Workchoice Day and will attend a personal development, career and subject choice programme. Each Seventh Former will be expected to prepare a curriculum vitae and be given personal career counselling.

Every school leaver has the opportunity of one-to-one career counselling, to help them in making positive choices about their post-school career/s.

The Careers Advisor, Mrs K Ranchod, is available for careers counselling and to supply information relating to future careers and training courses.

The Senior Dean, Mrs B Atkinson, is also available for specialist help with university information. Ms N Hannan can assist with College of Education applications.

A Careers/Library/Information Centre is located on the mezzanine floor of the school library where students can go at lunchtime or library times to discuss careers, use the Careers Service Database and locate and read information.

## **LIBRARY**

The Library is a large single-storey building with an ample mezzanine area for fiction books and quiet study. There are over 12,000 books for student use. Magazines, newspapers, and vertical file materials are kept up-to-date.

One portion of the mezzanine is run as a careers library by the Careers Development Department. It contains a variety of books, pamphlets, brochures and computerised information on job opportunities, careers, and tertiary education.

Main library facilities include a microfiche reader, a photocopier, eight networked OPACS (On-line Public

Access Catalogues). for searching the catalogue, accessing CDRom, internet access and careers information.

The library issues system is computerised, and the entrance is enhanced with an electronic security system.

The library is staffed by a full-time librarian and two part-time library assistants.

The library is open Monday to Friday from 8.15 am to 4 pm

## **PARENTS AND THE SCHOOL**

Parents wishing to discuss their child's progress or any matter relating to the school should ring the school office and make an appointment to see the appropriate Dean or a Deputy Principal, Associate Principal or the Principal. Many routine matters can be answered by the office staff.

## **PARENTS ASSOCIATION**

A very active Parents' Association is closely involved with many aspects of school life. While largely funded through the school fee donation, the Association also organises a number of other 'fun' fund-raising events such as dances, food stalls at school events and garage sales. The Parents' Association funds equipment and facility purchases for the school. Another major revenue earner is the Canteen, run by parents on a roster basis. This provides students with high quality, cheap lunches. A monthly meeting of the Association is supplemented by a Newsletter regularly sent to all parents by the Principal (approx. fortnightly). Parents are also involved in 'meet the teacher' evenings and in assisting at school functions such as dances and socials.

## **BOARD OF TRUSTEES**

The Board of Trustees is the controlling authority of the school and comprises five elected parent representatives and up to four co-opted other representatives, together with a pupil, a staff representative and the Principal. In order to function the Board has a Charter approved by the Ministry of Education, and this Charter sets out the aims and objectives of Hutt Valley High School. The drawing up of the Charter was done in consultation with all parents.

## **EXPENSES**

Acceptance of a student for enrolment at Hutt Valley High School may involve the following expenses being incurred. (Amounts quoted will vary according to G.S.T. charges).

## **Uniform**

The school operates its own new and second-hand uniform shop and is the sole official stockist.

### **Textbooks**

Free textbooks are provided for all pupils and these remain the property of the school. A deposit may be required to cover any loss or damage but in any case pupils remain responsible for loss or damage to books. Parents will be notified should a textbook deposit be levied.

### **Fee Donation and Parents Association Levy**

As in all secondary schools, pupils pay a fee donation to cover the purchase of sports and recreational equipment, affiliation fees, sports administration and such other expenditure as the board may consider necessary and which is not covered by government grants. It also includes the library subscription, subsidy to cost of school magazine, membership of all clubs and participation in all organised extra-curricular activities. A portion of the fee donation goes to the Parents Association to allow them to avoid some of the more trivial fund-raising activities.

The fee donation is \$41.25 per pupil per term. A second child also pays \$41.25 per term. Third and subsequent children at school at the same time are not expected to make any fee donation. These donations are tax deductible.

### **Stationery**

Students are strongly encouraged to purchase their stationery from the school shop which is operated for us by Hewson's Office Supplies Ltd. In most cases this is available at the beginning of the year.

### **Musical Instruments and Tuition**

Tuition is available to students over a wide range of instruments. If school instruments are available a hire fee is charged. Details of this can be obtained from the Head of Department, Music, Mr Stevenson when tuition is being arranged. The demand for this service exceeds the supply of tutors and instruments so parents are requested to discuss this as soon as possible.

### **Miscellaneous Charges**

From time to time pupils will need to provide money for additional activities such as visiting musicians and theatre groups, and for outdoor activities involving transport hire. These amounts vary year by year at different levels of the school.

### **REMISSION OF CHARGES**

Any parent, whose circumstances are such that the payment of the charges would create unnecessary hardship, should apply to the Principal for consideration of a full or partial remission.

## **STUDENT LIFE AND ACTIVITIES**

Encouraging students to be self-reliant and confident is an important part of their education and all students are given plenty of opportunity to develop in this way through responsibilities on the committees organised by the Senior Student Council.

The committees are ad hoc bodies of senior and junior students responsible to the Senior Council and covering such activities as Sports, Socials, Community Affairs, Environment, Supporters' Club, Assemblies and any others that may arise. Students are also encouraged to be involved in activities centred on their Forms, and to help Third Formers to get to know one another and their Form teacher.

There is no prefect system at the High School although an elected Head Boy and Head Girl have a responsibility for co-ordinating student activities. All senior students are expected to be involved in routine duties and Seventh Formers are allocated to junior classes to help the Form teacher in organisational matters and pastoral care.

All classes are allocated into one of five 'Houses' for the purposes of sports and interform competition. The houses are: Burns (Green), Howe (Purple), Jarden (Blue), Reid (Yellow), and School (Red).

## **GUIDANCE FOR STUDENTS**

Senior Dean:	Mrs B Atkinson
Senior Guidance Counsellor:	Ms A Dale
Guidance Counsellor:	Mr E Salem

We try to ensure that the individual needs of each student are not overlooked in such a large school. The form teacher has primary responsibility for the students in their form class and will attend to day-to-day matters. Each form level of the school has two Deans responsible for the general welfare and progress of that level. The Guidance Counsellors provide specialist assistance to students and families who request personal help, and the Deans are also available to discuss matters with families.

**Programmes:** Two seventh form liaison students are attached to each third form to help the younger people and look after their welfare. In the fourth form there is a Sexuality Education programme. A Bereavement group is run annually for those who have lost a parent or sibling. Other groups e.g. smoking cessation or anger management may be offered as the need arises.

## EXTRA-CURRICULAR ACTIVITIES

A wide variety of extra-curricular activities is available at the school, and all students gain more from school by being involved in these activities. The ability of the school to extend the range available is greatly assisted by our two modern gymnasium buildings, a drama room and an impressive music suite.

### Activities Available

<b>Cultural</b>	<b>Person in Charge</b>	<b>Sport</b>	<b>Person in Charge</b>
Orchestra	Mr R Stevenson	Handball	Mr N Taufale
Bands	Mr R Stevenson	Hockey - Girls	Ms M Lewis
Chess	Mrs N Bowles	- Boys	Mr D Mant
Choirs	Mr R Stevenson	Karate	Mr N Taufale
Polynesian Club	Ms R Mapusua	Mountainbiking	Mr A Armstrong
Cultural Committee	Mrs S Burch	Netball	Mrs D Papps/ Ms J Harris
Chess	Mrs N Bowles	Orienteering	Mr D Olsen
Drama	Mr C Harter	Rockclimbing	Mr A Armstrong
Photography	Mr G Haws	Rowing	Mr N Taufale
Magazine	Mrs D Mulligan	Rugby League	Ms J Harris
Debating	Ms N Hannan	Rugby Union	Mr R Brady
<b>Sport</b>	<b>Person in Charge</b>	Shooting	Mr N Taufale
Sports Co-ordinator	Ms J Harris	Soccer - Boys:	Mr S Prossor
Sport-fit Co-ordinator	Mr N Taufale	- Girls:	Mr J Toft
Aerobics	Mrs C Fisher	Softball	Mr N Taufale
Athletics	Mr K Campbell	Squash	Mr M Langdon
Badminton	Mr M Shepherd	Swimming	Mrs D Papps/ Mr N Taufale
Basketball	Mr J Martin	Table Tennis	Mr G Murphy
Cricket - Boys	Mr N Taufale	Tennis	Mr N Tully
- Girls	Miss M Lewis	Triathlons	Mr D Bachmann
Croquet	Ms H Punton	Touch Football	Mr N Taufale
Cross-country	Mrs P Spence	Ultimate	Mr N Taufale
Dragonboating	Mrs B Atkinson	Volleyball	Mr M Ellett
Equestrian	Mr N Taufale	Underwater Hockey	Ms J Harris
Fencing	Mrs Grant-Taylor/ Ms J Harris	Waterpolo - Boys	Mr N Henriksen
Golf	Mrs M Espie/ Mrs K McGavin	- Girls	Mrs B Atkinson/ Mrs T Gruschow
Gridiron	Ms J Harris	Weightlifting	Mr K Campbell
Gymnastics	Mrs K Kennedy	Yachting	Mr W Sanderson

## SCHOOL UNIFORM - GIRLS

### WINTER/SUMMER

**Skirt:** Anthracite grey wool/poly skirt with 4 pleats.

**Shirt:** Polo shirt, short and long-sleeved, knit collar with black trim, with H.V.H.S. insignia. A plain, white skivvy may be worn under the long-sleeved polo-shirt as an undergarment for extra warmth. Formal, long-sleeved white shirt with collar, such shirt to be worn with H.V.H.S. tie.

**Jersey:** Long-sleeved, black woollen regulation jersey (has a V-neck with two white stripes in the neckband) and school insignia. No handknits.

**Footwear:** Plain white ankle socks **OR** black full-length tights, worn with approved black lace-up shoes, or approved brown or black Roman sandals without socks. In workshops students must wear footwear as directed for safety reasons.

**Coats:** Approved black and white ½ zip showerproof jacket; black and white full zip or plain black Hutt Valley High School longer length water-resistant jackets. These coats are the only acceptable outer wear. This has been foreshadowed for 7 years in school newsletters and in last year's prospectus. These coats have been the only acceptable outer wear from 1996.

**Blazer:** (optional). A black school blazer with H.V.H.S. insignia on the pocket.

**Scarf:** Black and white.

**Physical Education:** Coloured House T-Shirts, black knit shorts, white socks and non-marking sports shoes. (N.B. Black-soled shoes cannot be worn in the gymnasium). Approved black track suit pants for winter.

**Hats:** Black cap with Hutt Valley High School insignia or black beanie with Hutt Valley High School insignia.

## SCHOOL UNIFORM - BOYS

### WINTER/SUMMER

**Trousers:** Long mid-grey tailored trousers, style by Rembrandt. Mid-grey shorts, style by Argyle. Black belt.

**Shirt:** Polo shirt, short and long-sleeved, knit collar with black trim, with H.V.H.S. insignia. A plain, white skivvy may be worn under the long-sleeved polo-shirt as an undergarment for extra warmth. Formal, long-sleeved white shirt with collar, such shirt to be worn with H.V.H.S. tie.

**Jersey:** Long-sleeved, black woollen regulation jersey (has a V-neck with two white stripes in the neckband) and school insignia. No handknits.

**Footwear:** Long black socks with white ringed tops to be worn with garters. Approved black lace up shoes or short black socks worn with the above footwear and long trousers or approved brown or black Roman sandals without socks worn with shorts only. In workshops students must wear footwear as directed for safety reasons.

**Coats:** Approved black and white ½ zip showerproof jacket; black and white full zip or plain black Hutt Valley High School longer length water-resistant jackets. These coats are the only acceptable outer wear. This has been foreshadowed for 7 years in school newsletters and in last year's prospectus. These coats have been the only acceptable outer wear from 1996.

**Blazer:** (optional). A black school blazer with H.V.H.S. insignia on the pocket.

**Scarf:** Black and white.

**Physical Education:** Coloured House T shirts, black knit shorts, white socks and non-marking sports shoes. (N.B. Black soled shoes cannot be worn in the gymnasium). Approved black track suit pants for winter.

**Hats:** Black cap with Hutt Valley High School insignia or black beanie with Hutt Valley High School insignia

**OFFICIAL STOCKISTS:** Hutt Valley High School Ad Alta Apparel.

Students are expected to be neatly and presentably dressed and groomed at all times. Extremes of hairstyles are not permitted, nor is jewellery except for one plain sleeper in pierced ears. Make-up and coloured nail varnish are not allowed.

### DRESS CODE -

**7th Formers: 5th and 6th year students**

Seventh Formers (fifth and sixth year students) may choose not to wear school uniform. Instead, they may dress according to the senior dress code. The basis of this code is that clothing worn will be neat, tidy, clean and in good repair. It will be appropriate to a formal work place bearing in mind that the rest of the school must conform to a uniform code. Beach wear is not permitted nor are bare feet.

## **SOME BASIC INFORMATION**

### **ABSENCE**

A note for absence signed by a parent and stating the dates and the reason for absence is mandatory. Application for absence for special circumstances must be made to the Principal in advance and can only be granted for 'good and sufficient' reasons. Parents have no discretion under the Education Amendment Act to determine when they will take their children out of school. The school's attendance officer contacts as many homes of absent students as possible. Phone contact from home about student absence is very helpful.

### **APPOINTMENTS**

Music and other special lessons must take place out of school hours. If dental or medical appointments occur in school time, an appointment card, or note from the parent must be brought on the day of the appointment, and the pupil must sign out and in at the office.

### **BUSES**

Bus services are available for students from the Eastern Bays, Normandale and Maungaraki. The services are provided by contract from the Wellington Regional Council and all students have to pay bus fares. School discipline applies to students on these services.

### **CANTEEN**

The Parents Association runs an excellent canteen providing nutritious food for lunches at very reasonable prices. Tuckshop food is available for a short period every day as well.

### **CIVIL DEFENCE EMERGENCY**

In the event of a civil defence emergency all students will be held at school until parents/caregivers can make arrangements for them to be collected.

### **CONTACTING STUDENTS**

Parents or guardians may only contact students during the day at school in the case of a serious emergency. No messages will be delivered to children unless senior staff approve. Parents or members of the public are welcome in the school with the prior permission of the Principal. Please check in at the main office.

### **DETENTION**

School detention is held every lunchtime. Failure to clear detentions promptly will result in withdrawal from class and parent involvement.

## **HOMEWORK**

In the Third and Fourth Forms pupils should expect to spend, on average, between one and one and a half hours each week night on homework. This will include reading and other preparation for new work in class; continuation or completion of work started in class; revision and practice exercises; the learning of vocabulary and important facts; and revision for class tests. Parents can assist by taking an interest in the work being done; by encouraging and assisting pupils to plan their time effectively; and by arranging for good study facilities to be available - a straight chair, a table, good light and a quiet room.

### **LIABILITY FOR DAMAGE**

Parents may be required to reimburse the school for damage to school property or other people's property caused by their children, whatever the reason, but especially in the case of wilful or negligent action.

### **LUNCHTIME LEAVE**

Permanent lunch-passes are issued only to those who go home regularly for lunch and where a parent will be at home. Where this applies parents should send a written request for a pass. For occasional lunch-time leave a note should be sent on the day leave is required. Fifth and sixth year pupils only are permitted to leave the grounds at lunchtime. Possession of a lunch pass does not permit students to be in the town.

### **MOTOR VEHICLES**

Students may only drive a motor vehicle (or motorbike) to or from school if they have parental permission and this is endorsed by the school. Students may not be passengers in other students' cars unless they also have permission. Vehicles may not be parked inside the school grounds under any circumstances.

Parents who let down or pick up students from school must do so outside the school grounds and well clear of the entrances on Woburn Road.

### **PART-TIME JOBS**

If a student holds a part-time job it should not be timed to commence before 4.30 p.m. School discipline may override work commitments.

### **PLACEMENT OF PUPILS**

The school reserves the right to place each pupil in the class which appears appropriate or to change the class should the Principal feel that for any reason this is in the best interests of the class or the student.

### **PROPERTY**

Parents are urged to carry a comprehensive insurance policy which covers loss or damage to pupils' property. All property should be clearly marked with

the pupil's name. If it is essential for money or valuables to be brought to school, these should be handed to the school office for safe-keeping. While individual teachers may, under certain conditions accept articles for custody, they or the school will not accept responsibility for any loss or damage.

## **REPORTS TO PARENTS**

A parent evening is held for 3rd and 4th form students in late March or early April where parents can discuss the progress of their child with individual teachers. Full reports are issued in Terms Two and Four for 3rd, 4th 5th and 6th formers, in terms Two and Three for 7th form, and parents may discuss these on request. Parent interview evenings for 5th, 6th and 7th form are held in Term Two.

## **SCHOOL EXAMINATIONS**

At the end of the 4th Form year, all students sit a common examination. This helps in determining whether a student will take five or six subjects for School Certificate.

In the 5th form there are two sets of examinations, one at the beginning of Term Two and one towards the end of Term Three. In the 6th Form there is one examination at the end of the year. In the 7th Form there is one examination early in Term Three.

## **SMOKING AND DRINKING**

Neither smoking nor drinking alcohol is permitted when a pupil is in school uniform or is associated with any activity involving the school. This includes attendance at sports matches involving school teams. The possession of alcohol or any drug, or smoking, by a pupil on school property is totally prohibited.

## **PRINCIPAL'S 'DISCIPLINARY CONTRACT' WITH STUDENTS**

At the first assembly every year I explain to students my personal contract with them as far as discipline is concerned. I explain that teachers are busy people dealing with as many as 120 students a day, under pressure. Sometimes - but not often - they will make a mistake in dealing with an individual. A common complaint of students is that "it wasn't me!"

I ask students to put up with their worry for a maximum of one hour - the length of the lesson. If they still feel bad about the situation they should approach the teacher privately and quietly to explain how they feel. Generally, the problem can be fixed there. If not, the student may then approach their form teacher, a Dean, the Guidance Counsellors, other senior staff or me. They do not have to suffer in silence. They will have their concern heard and investigated.

However, I do tell them that if they insist on publicly challenging the teacher in front of the class, then I will have great difficulty in supporting them. I rely on teachers maintaining effective order in classrooms for everyone's benefit and this is much harder to achieve in an atmosphere of confrontation.

I give staff exactly the same message at our first briefing meeting. I would urge parents to follow a similar line. If your child voices concerns of course hear those; but if they are serious or worrying please check the detail with the school first before taking a strong, open or public stance of support for your child. The risks to the relationship between school and parent are exactly the same as the risk between two parents who fall out over the treatment of the child in front of the child.

## **SCHOOL HOURS**

8.40 to 4.30 pm Pupils will normally be released at 3.20 pm but may be required to stay at school until 4.30 pm.

Period Times:

Spell 1	8.40 - 9.40
Form spell	9.40 - 9.55
Spell 2	9.55 - 10.55
Interval	10.55 - 11.20
Spell 3	11.20 - 12.20
Lunch	12.20 - 1.20
Spell 4	1.20 - 2.20
Spell 5	2.20 - 3.20

These times may vary slightly on Wednesdays and Fridays to accommodate staff meetings. The lunchtime may be shortened in terms 2 and 3 with a consequentially earlier finish each day - probably 3.10 pm.

## **SPORTS EXCHANGES**

When travelling as an individual or with a team, all students including 7th formers are expected to wear either dress uniform (blazer and tie), tracksuits or normal school uniform. Depending on the type of meet, students will be informed of the dress required. Uniform is available for student use at no charge. We have sufficient tracksuits for a squad of 50 students and a good supply of blazers, thanks to the generosity of the Parents Association.

At High School, we are always working to lessen the financial burden on everyone and would ask that you promote the need to care for all uniforms and equipment and to return them to school promptly at the end of the playing season or occasion.



**RECENT PASS RATES IN EXTERNAL EXAMINATIONS**

University Bursary

1993	81%
1994	79%
1995	81%
1996	84%
1997	

School Certificate

1993	70%
1994	71%
1995	72%
1996	69%
1997	