

## 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.

Sylvia Burch  
Acting Principal



Alan Sinclair	David Marrison	Sylvia Burch	Judith Taylor
<i>Deputy Principal</i>	<i>Acting Associate Principal</i>	<i>Acting Principal</i>	<i>Acting Deputy Principal</i>

## Contents

1. Senior Staff
2. Board of Trustees
3. Enrolment Scheme
4. Hutt Valley High South – Integrated Studies
5. Learning Support Unit
6. Community Education
7. Curriculum Flow Chart
8. Course selection
9. Descriptions of Courses
10. Art
11. Career Development Dept/Learning Support
12. Classical Studies
13. Commerce
14. Computer
15. English
16. Graphics & Technology
17. Health
18. Home Economics
19. Fashion Design & Technology
20. Languages
21. Mathematics
22. Media Studies
23. Music
24. Physical Education
25. Science
26. Social Sciences
27. Education Outside the Classroom
28. Parents Association
29. Expenses
30. Student Life
31. Guidance
32. Uniform
33. Extra-curricular Activities
34. Basic Information
35. International Students
36. Principals Contract with Students
37. School Plan

## SENIOR STAFF - 2000 (as at time of going to print)

### ADMINISTRATION

PRINCIPAL	Appointment pending
ACTING 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)

### HEADS OF SUBJECT DEPARTMENT - 2000

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	Mrs K Kennedy , T.T.C.
SCIENCE	Mr W Clitheroe, Cert.Ed. M.N.Z.I.P.
SOCIAL SCIENCES	Ms J Taylor, B.A.

### GUIDANCE

SENIOR DEAN	Mrs B Atkinson, Dip.P.E.
GUIDANCE COUNSELLOR	Mrs V Duguid., M.Guid.Couns.
GUIDANCE COUNSELLOR	Mr E Salem, Dip.Guid.Couns

### DEANS 2000

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

### BOARD OF TRUSTEES

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

Staff Representative:	Mrs M Gledhill
Pupil Representative:	Chantelle Brader
Principal:	Mrs S Burch (Acting)
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.

# HUTT VALLEY HIGH SCHOOL - ENROLMENT SCHEME 2001

At the time of going to print proposed legislation to alter enrolment schemes was under discussion. Different criteria may apply in 2001.

## Purpose

The purpose of the scheme is to avoid overcrowding at the school and to:

- maximise learning opportunities for students
- provide the opportunity for students who reside within reasonable proximity of the school to be afforded priority access
- maintain a preferred optimum roll in the vicinity of 1,720.

## Entrance

To determine entry to all forms advance enrolment will be necessary. Application must be made by the due date. In enrolling students the following criteria in order of priority will be followed:

### Priority One:

Students whose usual place of residence at the time they start at school is in the home zone and who seek enrolment will be enrolled at Hutt Valley High School. The board may require proof of residency. The home zone 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 meets with the

Harbour Ward boundary and continuing along that boundary until it meets the Wellington harbour.

*Western and Southern Boundary:* Horokiwi Road (including van der Velden Way) and the northern edge of the Wellington Harbour.

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

Siblings of students who are now legally enrolled at Hutt Valley High School.

## Priority Three

Such other applicants as are accepted at the sole discretion of the principal acting under delegated authority from the board. In considering applications under priority three the following applicants will receive favourable consideration:

- siblings and children of people who have at any time been legally enrolled at Hutt Valley High School.
- the children of any current teacher or staff member of Hutt Valley High School
- students wishing entry into year 9 (form 3) who are enrolled in year 8 at a contributing primary or intermediate school within the home zone as set out in priority one.
- Any other student with special circumstances.

## Application

Application for pre-enrolment to year 9 must reach the school office by the second Friday in August. Application for enrolment to all other years should reach the school by 15 November. Applicants will be notified in writing as soon as possible whether their applications have been accepted. Applications for entry 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, with priority given to those students whose usual place of residence is in the home zone.

## **HUTT VALLEY HIGH SOUTH**

### **3<sup>rd</sup> and 4<sup>th</sup> Form Integrated Studies Programme**

Hutt Valley High School will offer a Year nine and Year ten (3<sup>rd</sup> and 4<sup>th</sup> form) junior programme at the Petone Site campus in 2001. Initiated in 2000 for forty Year 9 students, the programme will double its intake and offer forty places at both Year 9 and Year 10 next year.

Students at the Petone site are taught by a small team of teachers who focus on the integration and transfer of curriculum and teaching strategies. The programme combines the core subjects of Mathematics, Science, English and Social Studies, enabling teachers to co-ordinate lesson planning into themes, topics, and assessment activities.

Students are transferred to and from the main campus by parents and staff for sporting, cultural, and musical activities.

A meeting for all interested parents and students will be held in Term four.

## **LEARNING SUPPORT UNIT**

Students who have had high or very high needs assessments may choose to study in the Learning Support Unit which provides intensive specialist teaching with the support of teacher aides. Students may be full-time in the Unit or partly mainstreamed while using the Unit as support.

## COMMUNITY EDUCATION 2001

Hutt Valley High School took over the administration of Community Education after the closure of Petone College at the end of 1998. Since then there has been tremendous growth in this department. We are looking forward to continued growth in this area over the next year. The number and type of courses available has expanded and includes a wide variety within the following course categories:

- Art and Craft Design
- Computer Courses
- English for Speakers of Other Languages
- Health and Fitness
- Home and Garden
- In the Kitchen
- Languages
- Music, Dance and Singing
- Personal Development/Life Skills
- Photography
- Pottery and Sculpture
- Writing and Drama

The majority of Community Education courses, which include day and evening courses, are held at Hutt Valley High School's Petone site. Computer and Photography courses are held on the Woburn Road campus.

The demand for Community Education courses has grown as a result of the national trend for adults to upskill for a variety of reasons. These may include the need for additional skills for employment purposes, either to gain skills for existing employment or for those wishing to return to the workforce. Community Education courses also provide a social and recreational setting as well as an arena for personal development and growth.

The 2001 Community Education brochure will be distributed to households within the Lower Hutt region about the middle of January. Copies are also available from the main office on Woburn Road, the Petone site or by 'phoning the Community Education office, telephone 568-7521.

CURRICULUM FLOW CHART				
3rd Form	4th Form	5th Form	6th Form	7th Form
English <sup>1</sup> Dance Drama	English <sup>1</sup>	English <sup>1</sup> Drama <sup>2</sup>	English <sup>1</sup> Drama	English Alternative English <sup>4</sup>
			Media Studies	Media Studies <sup>4</sup>
			Classical Studies	Classical Studies
			Computer Studies	Computer Studies <sup>4</sup>
Mathematics <sup>1</sup>	Mathematics <sup>1</sup>	Mathematics <sup>1</sup> OR Unit Stds Maths (1) <sup>2</sup>	Mathematics Practical Maths Unit Stds Maths (2) <sup>3</sup>	Maths -Statistics Maths - Calculus
Science <sup>1</sup>	Science <sup>1</sup> Horticulture	Science <sup>1</sup> Human Biology	Biology Human Biology Chemistry Physics Electronics <sup>3</sup>	Biology  Chemistry Physics Electronics <sup>4</sup>
Social Studies <sup>1</sup>	Social Studies <sup>1</sup> History Geography	History Geography	History Geography International Relations	History Geography
Consumer Economics Text and Information Management (Keyboarding)	Consumer Economics Text and Information Management (Keyboarding)	Economics Text and Information Management (Keyboarding) Accounting	Economics Text and Information Management (Keyboarding) Accounting Business Studies Legal Studies	Economics Text and Information Management (Keyboarding) <sup>4</sup> Accounting Business Studies <sup>4</sup>
Art <sup>1</sup>	Art	Art	Practical Art Practical Design Art History Photography	Art Painting Art Design Art History Art Photography
Graphics & Design Materials Technology (wood and metal)	Graphics & Design Materials Technology (wood and metal)	Graphics Design Technology (wood or metal)	Graphics Design Technology (wood or metal)	Graphics Design Technology <sup>4</sup> (wood or metal)
Physical Education <sup>1</sup> Health <sup>1</sup>	Physical Education <sup>1</sup>	Physical Education <sup>1,2</sup>	Physical Education	Physical Education
French German Japanese Te Reo Maori <sup>6</sup>	French German Japanese Te Reo Maori	French German Japanese Te Reo Maori Spanish	French German Japanese Te Reo Maori Spanish	French German Japanese Te Reo Maori Spanish
Music <sup>1</sup>	Music	Music	Music	Music
Fashion & Technology  Food Technology	Fashion & Technology  Food Technology	Design Technology (Soft Materials) Home Economics	Fashion Design Alternative Home Economics <sup>3</sup>  Home Economics	Fashion & Textile Design Home Economics <sup>4</sup>
Language Studies ESOL		Transition <sup>2</sup>	Communication Studies <sup>3</sup> Transition Career Focus <sup>3</sup>	Career Focus <sup>4</sup> Polytech Alternative Programme

<sup>1</sup> = Compulsory

<sup>2</sup> = not a S.C. subject

<sup>3</sup> = not a S.F.C. subject

<sup>4</sup> = not a Bursary subject

<sup>6</sup> = beginners or non-beginners

**Staffing and other forward planning may result in changes to the subjects scheduled above.**

# COURSE SELECTION

## THIRD FORMS (YEAR 9)

All pupils take a common core of English, Mathematics, Social Studies, Science and Physical Education for a whole year; *and* all pupils will do one term – 4 hours per week of: Music, Art, Health, Technology (you may indicate a preference for wood and metal or fabric or food-based, or indicate if no particular preference). As well, students choose :

**EITHER:** TWO languages, each 4 hours per week for two terms from: Maori, French, German and Japanese

**OR:** ONE language for two terms and one term each of two of the following (all 4 hours per week): Graphics and Design, Consumer Economics, Text and Information Management, Drama/Dance (you may indicate a preference).

**OR:** NO language and one term each of (all 4 hours per week): Graphics and Design, Economics, Text and Information Management, Drama/Dance (you may indicate a preference).

English as a Second Language and Language Studies are also available.

## FOURTH FORMS (YEAR 10)

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, Horticulture, 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 (YEAR 11)

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 or Human Biology and take at least one hour of Physical Education per week.

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

Accounting, Art, Design Technology (Soft Materials), Design Technology (Wood or Metal options), Drama, Economics, French, Geography, German, Graphics, History, Home Economics, Japanese, Music, Spanish, Te Reo Maori, Text and Information Management (Keyboarding). **One only of Design Technology Soft Materials, 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) and Drama are also available. They are not School Certificate courses.

## SIXTH FORMS (YEAR 12) - Qualifications for Sixth Form 2001

Although some students in some subjects may be assessed using Unit Standards, the majority of subjects at 6th form level will continue as in 2001; 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, Business Studies, 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, Te Reo Maori, Text and Information Management (Keyboarding), Transition (Skills for Living).

Numbers must be sufficient to form a class.

Also available: Alternative Home Economics\*, Communication Studies\*, Unit Standards Mathematics\*, Career Focus\*, Electronics\*. \*These are not Sixth Form Certificate subjects.

## SEVENTH FORM (YEARS 13 and 14)

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, Electronics\*, English, Fashion & Textiles Design, French, Geography, German, 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)  
Ms S Kauter (Asst 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:* 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. Supervised after school art workshop available from term two.

*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:

- . that the student demonstrates an understanding of artists' ideas and methods of working, and
- . 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:

- . through the study of the ideas and methods of New Zealand and overseas designers;

- 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. This course is not appropriate for year 12 students.

## 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, Whitireia, Travel Careers & Training, UCOL, 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.

### **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. These students will attend a block course at Polytech. Cost \$75.

### **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. Some work experience is included. Cost \$75.

### **National Certificate in Tourism A & B**

This course covers a selection of NZQA Unit Standards in tourism and the travel industry. The 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. 4 periods per week.

### **National Certificate in Sport**

Mixture of theory and practical units of work to gain qualifications in this area in association with UCOL. Cost \$75.

### **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.

### **2000 Polytechnic Courses were:**

National Certificate in Travel

Certificate in Building 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 Studies:** 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

**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:** A selection from Greek Vase Painting, Attic Comedy, Alexander the Great, Socrates, Roman Epic Poetry - Virgil's Aeneid, Juvenal's Satires, Roman Religion, Roman Art and Architecture, Greek Science.

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

### **COMMERCE DEPARTMENT**

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

Mr N Tully (HOD)

Mrs N Bowles (Text and Information Management)

Mrs Z Sinclair (Accounting)

Mr M Pope (Economics)

#### **Subjects Offered:**

Accounting	Forms 5-7
Business Studies	Form 7
Economic	Forms 3-7
Text and Information Management	Forms 3-7
Legal Studies	Form 6

### **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 6 Business Studies

**Pre-requisite:** Minimum one S.C. Grade C.

**Course Content:** On the completion of the year's course, students will be able to understand and appreciate the factors and organisations that influence business objectives, decisions and activities.

**Assessment:**

- 1 Internally assessed for Sixth Form Certificate.
- 2 Appropriate Unit Standards.

### 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**

**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 TIM 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 TIM 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:** Internal Common tests and assignments with an examination at the end of year.

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

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

**Course Content:** This course develops text entry, document design and production skills.

**Assessment:** SC examination worth 50%, with internal common tests, examinations and assignments worth 50%.

### **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 TIM 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.

- . 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 to have entry into form 6 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.

## 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

**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)  
Mrs D Gray (Asst HOD)  
Mrs C Fisher (Asst HOD)

### **Courses Offered:**

English: Forms 3-7  
Drama: Forms 3, 5, 6  
Dance: Form 3

**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:** Common assessments by teacher, 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 Qualifications**

**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. Students at this level are also offered English Unit Standards which can contribute to the National Employment Certificate.

**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 3 Drama**

***Pre-requisite:*** *An interest in Drama and Movement.*

***Course Content:*** Students are introduced to basic performance skills through improvisation, storytelling and scriptwork.

### Form 5 Drama

**Pre-requisite:** An interest in English and Drama.

**Course Content:** Students develop performance skills leading to an end of year production. Students are expected to be involved with either the major School Production or Stage Challenge. This course stands alone but can lead into Drama at Form 6.

**Assessment:** Level One Unit Standards.

### 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.

### Form 3 Dance

**Course Outline:** Students will learn technique in different disciplines of dance, including jazz, ballet and folk or national dance. History, anatomy and basic dance

criticism will be addressed in the course.

Students will have the opportunity to choreograph and to perform.

**Assessment:** Assessment is based on both the theory and the practical side of the course, though the practical component is given more weight.

## DEPARTMENT OF GRAPHICS AND TECHNOLOGY

**Teacher in charge:** Mr H Barker (HOD)  
Mr B Sanderson (Asst 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 (4 hr x 10 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 Technology**

These core curricula cover four Technology curriculum areas in a one term (40 hour) course. Two further technology areas are incorporated in 4<sup>th</sup> Form Social Studies and Science courses. Students choose to do their technology in a food or fabric or workshop-based environment.

### **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); drug education (tobacco), managing stress, 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.

**Course duration:** 1 term

**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.

**Course Duration:** 1 year

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

5 Food for a Special Occasion.

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

### **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, was trialled in place of this course in 2000. Its focus is on points 1-3 only of the above and it has a more significant food technology component. It is partly internally assessed with an end of year exam as well.

### **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.

### **Form 6 Alternative Home Economics**

**Pre-requisite:** No previous experience required.

**Course Content:** This is a flexible, student-interest-based course covering mainly food and nutrition aspects such as basic cooking (flatting, etc.), special occasion foods, preservation, meal planning. You will have the option of completing a HETANZ Practical Certificate in class time.

**Assessment:** Written and practical work in assignment format.

### **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 Soft Materials Technology**

**Pre-requisite:** None.

**Course Duration:** 1 term option

**Course Content:** Students do a variety of projects which involve fabrics, papier mache, applied design, fashion drawing, patternmaking, constructing items etc. There is also a range of project themes which include bags, jewellery, toys, clothing. Students are encouraged to extend ideas and skills and be creative with textiles.

**Assessment:** Practical projects will be assessed.

#### **Form 4 Fashion and Technology**

**Pre-requisite:** None.

**Course Duration:** Full year option

**Course Content:** Students are given opportunities to build skills and develop knowledge in design, construction and patternmaking of fashion and textile items. A wide range of projects is covered; these include decorating fabrics, bags, personal logos, fashion designers, fashion illustration, patternmaking, garment-making etc. Everyone is encouraged to be creative and create original items, and extend skills in all areas.

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

#### **Form 5 Design Technology – Soft Materials**

**Pre-requisite:** 4<sup>th</sup> Form Fashion and Technology, Soft Materials, or Art, or Materials Technology, or Graphics & Design.

**Course Duration:** Full year option.

**Course Content:** Students focus on constructing four major projects which are divided into three learning areas of construction, design, and related study. Project themes covered may be logo design, interior item, garment design, and accessory design. The cost for all materials and drawing equipment is the responsibility of students.

**Assessment:** This is an internally assessed S.C. course. There is no end of year exam. All projects are retained by the school until the end of the school year for internal and

external assessment and moderation. Assessment is made on students skills in construction, design and related studies.

**Note:** You are unable to take this course if you have selected to take another Form 5 Design Technology course, i.e. metalwork or woodwork.

#### **Sixth Form Certificate Fashion Design**

**Pre-requisite:** 5<sup>th</sup> Form Materials/Design Technology or Graphics & Design or Art or Fashion Technology.

**Course Content:** Students explore various aspects of fashion design, wearable art, history of costume, computer fashion illustration, patternmaking, applied design, construction, screenprinting, and fashion illustration. The cost of fabrics, project equipment and drawing equipment is the responsibility of students.

**Assessment:** Internal assessment - based on technical skills, design and research for 6FC.

#### **Form 7 Bursary Art - Design (Fashion & Textiles)**

**Pre-requisite:** 6<sup>th</sup> Form Graphics & Design or Art or Fashion Design or Practical Design.

**Course Duration:** Full year course.

**Course Content:**

Students are given opportunities to explore various areas of fashion and textiles, the main focus being on drawing and design. Students are given opportunities to set their own briefs and prepare a folio which has a collection of work for their chosen theme. The collection of work on the folio must include drawing and photos of 3-D items. Past folios have included t-shirt designs, military uniforms, café interior items, costumes, uniforms for sports teams, and individual clothing design stores. All costs of equipment, stationery, drawing and related equipment for projects is the responsibility of students.

**Assessment:** Folios are externally assessed by NZQA at the end of the year.

**Note:** You are unable to take this course if you have selected to take Art Design at Form7 level.



## LANGUAGES DEPARTMENT

### *Teachers in Charge:*

Mrs P Doig (HOD)

Mr W Jackson (Asst. HOD)

Ms M Lewis (Acting HOD

Maori)

### *Subjects Offered:*

French: Forms 3-7

German: Forms 3-7

Japanese: Forms 3-7

Maori: Forms 3-7

Spanish: Forms 5-7

## 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. End-of-course 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.

### **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:** A small assessment after each unit. Small speaking tests. Regular vocabulary testing. End-of-course assessment.

### **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 20% internally assessed. This includes two oral assessments. Regular listening, writing and reading tests throughout 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 course examination of one hour.

### **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. (2 hours)

### **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 being able to write essays in Maori.

**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 a series of speeches, interviews, role plays, conversations throughout the year and a moderation by external assessors in Term 4. 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 in both speaking and writing.

**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.

## 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. 20% 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. Spanish. Students must be committed to daily homework, learning the day's new language and revising previous work.

**Course Content:** Everyday situations and social issues provide bases for language study. Students study 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 an assignment.

**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)

Ms D Bruns (Asst HOD)

### Subjects Offered:

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

**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)

##### **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:

- . a knowledge of a variety of genre in these three media, which they can relate to.
- . an understanding of the techniques used and their effect.
- . 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 and 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 media conventions and characteristics by close reading of television, film, print and radio texts. They will also investigate the ways individuals and groups are represented in the media and how different audiences interact with media texts. Students produce their own television, print and radio programmes to get practical experience and develop a folio for tertiary course applications.

**Assessment:** Internally assessed. Level 2 Unit Standards for the Qualification Framework.

## **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 continue at High School.

### **PHYSICAL EDUCATION DEPARTMENT**

**Teacher in Charge:**

Mrs K Kennedy (HOD)

Mr K Campbell (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 the knowledge, understanding, skills and attitudes needed to maintain and enhance personal health and physical development.
- . develop motor skills through movement, acquire knowledge and understanding about movement and develop positive attitudes towards physical activity.
- . develop understanding, skills and attitudes that enhance interactions and relationships with other people.



- participate in creating healthy communities and environments by taking responsible and critical action.

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

**3<sup>rd</sup> and 4<sup>th</sup> 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:** In response to an identified need some 4<sup>th</sup> Form classes are grouped according to their performance results achieved at 3<sup>rd</sup> form level. Our aim here is to cater more for individual differences at this level; to provide more relevant physical challenges and to encourage more active participation.

### **5th Form Physical Education**

The 5th form students have a course which involves the following units:

- Two Sports Education units which focus on Helison's Social Responsibility approach. In these units students are required to examine sporting roles, reflect on their own practices and work on improving their personal level of social responsibility.
- A Lifestyles unit where the students measure and analyse their personal fitness and set goals to improve their fitness.
- A Recreation unit where students experience a range of recreational activities.

Students who are taking two spells of P.E. a week have Unit Standards woven into the above courses which are then used for assessment purposes. Students taking only one spell of P.E. a week will also be assessed but will have a modified programme based on the above outline.

**Assessment** is formal and will be carried out on the student's personal performance; self-management; teamwork; participation and 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 (Lawn bowls), leadership and Communication, Fitness Studies, Issues in P.E., Biomechanics, Motor Skills Learning.

**Assessment:** Internally assessed for 6FC using Achievement Based Assessment. (e.g. 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 where knowledge learnt is applied in practical situations. 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 (Asst HOD and Biology)  
Mr C Booker (Asst HOD and Chemistry)  
Mr C Riley (Asst HOD and Physics)  
Mrs B MacKechnie (Asst HOD and Electronics)

### **Subjects Offered:**

Science	Forms 3-5
Horticulture	Form 4
Human Biology	Forms 5 and 6
Biology	Forms 6 and 7
Chemistry	Forms 6 and 7
Electronics	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 "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  
Making Sense of the Nature of Science and its Relationship to Technology

**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, Bread.

## Form 4 Horticulture

Plants are vital to life on the planet as well as to the New Zealand economy. This subject gives a practical and theoretical introduction to the life and management of plants.

## 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 is 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 two-year 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). This Certificate can be completed in two years.

## Form 7 Electronics

**Pre-requisite:** 13 or more credits (obtained from Form 6 Electronics) towards the National Certificate of Electrotechnology (Level 2).

This is the second year of our two-year electronics course. The course gives 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)
Mrs L Thomson	(Social Studies)
Ms S McDiarmid	(Geography)
Mr J Green	(History)

### ***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 treaties.

**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 6th Form Certificate, by the completion of 5 assessments 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

## 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 1980, and South Africa from 1938-1976.

several field trips including a 5 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.

**Assessment:** An internally-assessed component of assignments (worth 35%) and the S.C. examination (worth 65%).

## 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:

Gandhi and Indian Independence, 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 assessments 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 assessments 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 will cover the history of Tudor and Stuart England 1558-1667 OR New Zealand in the 19<sup>th</sup> Century. Both may be offered if there is sufficient student interest. Special studies comprising of United States, New Zealand and Australian history complete the course.

**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**

A school-wide Careers programme is offered at every level. This is to ensure that students think about their future, competition for jobs is becoming more intense and tertiary courses are increasingly expensive.

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.

## **SCHOLARSHIPS**

The Past Pupils and Friends Association offer the following scholarships to students going on to tertiary institutions:

- . The Past Pupils and Friends Association Award for Valued Contribution to School Life
- . The "Chris MacKay Financial Planning" Scholarship
- . The Keesing McLeod Law Scholarship

Enquiries about these scholarships should be addressed to the Senior Dean.

## **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.

## **ID Cards**

All students are expected to carry a school I.D. card. These will be available through the school in term one at a cost of approximately \$6.

## **Stationery**

Students are strongly encouraged to purchase their stationery from the Uniform shop which is supplied by Hewson's Office Supplies Ltd. At the beginning of the year Hewsons supply stationery lists and these are given to students usually on the first day.

## **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 students responsible to the Senior Council and covering such activities as Sports, Socials, Community Affairs, Environment, 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 a voluntary prefect system at the High School and 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)

School (Red)

### **GUIDANCE FOR STUDENTS**

Senior Dean: Mrs B Atkinson

Guidance Counsellor: Mrs V Duguid

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.

Hutt Valley High School is the pilot school for a new drug/alcohol programme initiative. Through the guidance counsellors students access a variety of services which are designed to support students.

**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.

# UNIFORM

## OFFICIAL STOCKISTS : HUTT VALLEY HIGH SCHOOL AD ALTA APPAREL

### GIRLS - WINTER/SUMMER

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

**Trousers:** Long, mid-grey tailored trousers as sold by the uniform shop.

**Shirt:** Polo shirt, short and long-sleeved, knit collar with black trim, with H.V.H.S. insignia by Canterbury. 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. 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 by Canterbury, 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.

### BOYS -WINTER/SUMMER

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. Boys are expected to be clean-shaven.

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

**Shirt:** Polo shirt, short and long-sleeved, knit collar with black trim, with H.V.H.S. insignia by Canterbury. 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. 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 by Canterbury, 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.

**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.

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

## **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 school canteen has a wide range of food available to students at both morning break and lunch. Filled rolls, sandwiches, pies, cakes and muffins are offered with drinks, both hot and cold. A large amount of this food is prepared fresh daily by the canteen staff. Special diets are catered for on request. A tuckshop selling sweets is operated by the same business for a short time only every

lunchtime. All profits from this business are returned to the school.

### **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.

## **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

## **INTERNATIONAL STUDENTS**

Every year Hutt Valley High School accepts a number of international students (both foreign fee-paying and exchange). Currently we have students from Canada, Denmark, Germany, Finland, Thailand, Japan, China, Brazil, and the Solomon Islands.

Special assistance with the English language is provided if students require this help. There is no extra charge for ESOL assistance and it will continue for as long as the student needs it.

In addition there is some time provided for ESOL teachers to go into mainstream classes and sit alongside an overseas student to assist them with their learning and understanding of the English language in that subject.

Pre-university/Polytechnic instruction is offered to students preparing to go on to tertiary study.

ESOL services beyond those listed and individual tutoring in individual subjects can sometimes be arranged at additional cost.

## **Homestay**

If a student requires accommodation the school can arrange a homestay; that is, living with a local New Zealand family. The student will be met at the airport and taken to the homestay.

All homes are carefully selected and closely monitored. They are as near as possible to the school. Students usually take a school bus to school which brings them to the school gate, or they may live within walking distance.

A homestay will provide a student with his/her own fully furnished room, three meals a day and laundry facilities. The school will ask students and families to sign a Homestay Contract, which includes good behaviour guidelines.

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.



## 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.

## 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	