



Hillcrest High School

Te Kura Tuarua o Tihipuke

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# ENROLMENT INFORMATION 2018

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## **IMPORTANT DATES**

### *Open Day*

*Thursday, 10th August, 2017  
Please report to the Auditorium  
9.15am, 1.30pm and 5.30pm*

## **APPLICATIONS FOR ENROLMENT MUST BE RECEIVED BY THE FOLLOWING DATES:**

### *In Zone*

*Year 9*                      *31<sup>st</sup> August, 2017*

*All other levels*    *from 1<sup>st</sup> September, 2017*

### *Out of zone*

*Year 9*                      *31st August 2017*

*All other levels*    *16th October 2017*

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# ENROLMENT PROCEDURE FOR 2018 STUDENTS

Hillcrest High School will enrol students to comply with the legislation requirement. All students living 'permanently' within the school zone will be automatically enrolled. Out of zone places will be determined by ballot. No more students will be excluded from enrolment than necessary to avoid overcrowding or the likelihood of overcrowding. The ballot is conducted by an external authority.

## PRIORITY LEVELS FOR OUT OF ZONE APPLICATIONS

Applications for out of zone enrolment will be processed in the following order of priority:

First priority will be given to students who have been accepted for enrolment in the following special education programme(s) 1. (Independent Living Centre and Physical Assistance Centre, ORRS funded) run by the school and approved by the Secretary for Education.

Second priority must be given to any applicant who is a sibling of a current student of the school.

Third priority must be given to an applicant who is a sibling of a former student.

Fourth priority must be given to any applicant who is a child of a former student of the school

Fifth priority must be given to any applicant who is either a child of an employee of the Board of the School or a child of a member of the Board of the School.

Sixth priority must be given to all other applicants.

If there are more applicants in the second, third, fourth, fifth or sixth priority groups than there are places available; selection within the priority group will be by a ballot conducted in accordance with instructions issued by the Secretary under Section 11G(1) of the Education Act 1989. Parents will be informed of the date of any ballot by notice in a daily or community newspaper circulating in the area served by the School.

## APPLICATIONS for ENROLMENT

### In Zone

The Board of Trustees requires proof of residence within the school zone. In zone applicants who want to enrol at Hillcrest High School must attach to their completed enrolment documentation the following documents:

- A copy of a birth certificate or passport in the student's name
- Evidence of proof of residence within the school zone (one of the following: electricity, telephone bill, tenancy agreement, sale and purchase agreement).

### Out of Zone

Out of zone applicants who want to enrol at Hillcrest High School must attach to their completed enrolment documentation the following:

- A copy of a birth certificate or passport in the student's name.

## YEAR 9 ENROLMENT

### In zone applications

All Year 9 in zone applications with necessary documentation must be received at the school by the 31<sup>st</sup> August, 2017.

### Out of zone applications

The number of out of zone students the school accepts at Year 9 is based on the number of in zone students enrolled. All out of zone student applications become part of the ballot process and a set of priorities as is explained in our documentation. This is the same process at all Hamilton state secondary schools with Enrolment Schemes follow.

All Year 9 out of zone applications must be at Hillcrest High School by Wednesday, 31st August. The ballot process for Year 9 out of zone students will be completed by Wednesday, 6th September and parents notified in writing by Friday, 15<sup>th</sup> September and acceptance of enrolment must be confirmed by Friday, 30<sup>th</sup> September.

## YEAR 10 - 13 ENROLMENTS

### In zone applications

Applications for enrolment in Year 10 to Year 13 will be formally received from 1<sup>st</sup> September. All students living 'permanently' within the school zone will be automatically enrolled.

### Out of zone applications

Out of zone places will be determined by ballot at each level, subject to the capacity of the school. All Year 10-13 out of zone applications must be received at Hillcrest High School by Monday, 16<sup>th</sup> October. The ballot process will be completed by Friday, 20<sup>th</sup> October and parents notified in writing by Friday, 27<sup>th</sup> October and acceptance of enrolment must be confirmed by Friday, 3<sup>rd</sup> November.

## SPECIAL EDUCATION PROGRAMMES<sup>1</sup>.

The school operates special programmes in the special education units: Independent Living Centre and Physical Assistance Centre. Students who live within the school's home zone and meet the criteria for enrolment in the special programmes will be enrolled ahead of out of zone students.

The criteria for acceptance into the programmes are as follows:

Priority need of students

All students should be verified in terms of the On-going and Reviewable Resourcing Scheme (ORRS)

If there are more applicants than there are places available, selection within the priority group will be by ballot conducted in accordance with instructions issued by the Secretary under Section 11G(1) of the Education Act 1989. Parents will be informed of the date of any ballot by notice in the Waikato Times.

## GENERAL INFORMATION FOR 2018 STUDENTS

### School Donation

We encourage all families to pay the school donation of \$200 per student per year. The school relies on the school donation to ensure the quality education that your child deserves can be delivered. The donations are sufficient, if supported, to ensure that parents, students and staff will not be involved in general fundraising. Learning and teaching will not be interrupted by gala preparations, raffle or mystery envelope.

### Material Charges

In some classes (Materials Technology Metal/Wood/Textiles, Art and Food and Nutrition etc) students are charged for the cost of materials used in any work which they can take home. Notification of these charges is the responsibility of each head of department and will be explained to students by the teachers concerned. Similarly trips and outdoor education activities must be self-funding.

### Free Text Books

Textbooks for the various courses will be issued free to students as they are required. At the end of each year students are required to complete a textbook clearance form and to pay for any losses or damage.

### Stationery

We offer an online ordering service through Officemax visit [www.myschool.co.nz](http://www.myschool.co.nz) and choose Hillcrest High School to purchase your stationery and have delivered to your home.

### Bring Your Own Device (BYOD)

Students who will be in Year 9 or Year 10 will be expected to bring a digital device to school to support and enhance their learning. Please refer to information on our BYOD website (link can be found at [www.hillcrest-high.school.nz](http://www.hillcrest-high.school.nz)).

### Student Diary

In 2018, Year 9 students will be required to use **myHomework** - a free, cross platform, online App - to record their homework, due dates and other important information.

Years 11, 12, and 13 students will be required to have a diary of their choice or device to record their homework, due dates and other important information.

# YEAR 9 LEARNING AREAS

English - Health & Physical Education -  
Mathematics - Science - Social Sciences -  
- Technology - The Arts - Learning  
Languages

## Full Year Courses:

All Year 9 students study the following:

- ✓ English
- ✓ Health & Physical Education
- ✓ Mathematics
- ✓ Science
- ✓ Social Studies

## Semester (two terms) Courses:

All students study two more subjects from each of the following learning areas:

- ✓ Technology
- ✓ The Arts

All students study one language:

- ✓ Learning Languages

All students study another subject from any one of the following learning areas:

- ✓ Integrated Studies
- ✓ Learning Languages
- ✓ Social Sciences-Financial Capability
- ✓ Technology
- ✓ The Arts

All subjects are timetabled and are only taught if sufficient numbers of students wish to study them. Refer to the Year 9 subject choice form in the student enrolment document.

## FULL YEAR COURSES

### ENGLISH

English is all about communication and language, enjoying and studying oral, written and visual texts.

Students will become increasingly skilled speakers and listeners, readers and writers, presenters and viewers.

There are three thematic based modules and four Common tests throughout the year, and an end of year exam.

**CONTACT PERSON:** Mrs R Jamieson

### HEALTH & PHYSICAL EDUCATION

This course provides a variety of learning experiences with emphasis on participation in a range of physical activities, including athletics, swimming, fitness, dance, gymnastics, hockey, wrestling, volleyball, adventure based learning, basketball, cricket, football and touch. Our Health programme seeks to prepare our students for their journey as teenagers with units on Me and My World, Drug Awareness, Sexuality/Puberty and Keeping Ourselves Safe. The 4 key strands from the health and physical education curriculum are explored in detail

and learning objectives from each strand are assessed.

**CONTACT PERSON:** Mr H Uivel/Miss S Hayman

### MATHEMATICS

This course consolidates, explores and develops content and processes from levels 3 and 4 of the New Zealand Curriculum. Content from Number & Algebra, Geometry & Measurement and Statistics strands is presented within a range of meaningful contexts.

The Mathematics classes are divided into two top classes, who follow a busy enrichment programme, Year 9 to Year 10 mixed ability classes and two smaller classes for those students who may need to learn at a slower pace. Students may be changed from one class to another during the year into a class offering a more suitable programme.

A semester based Junior Numeracy Programme is also offered to students who have bigger gap in their Mathematics education and students are invited to join the course by the HOF in consultation with the Numeracy Co-ordinator. Calculators are used and all students must purchase a Casio scientific calculator at the beginning of the year.

Students do end of topic assessments and a three hour exam. They are also offered international competitions to take part in. (Compulsory for the top classes)

**COURSE COST:** approx. \$25 for Education Perfect and an extra \$20 for competitions

**CONTACT PERSON:** Mr S Achary or Mr D Hall

### SCIENCE

Learning in Science is fundamental to understanding the world in which we live and work. This course develops skills and attitudes through the broad learning contexts of the:

- Nature of Science
- Living World
- Physical World
- Planet Earth and Beyond
- Material World

Within these learning contexts students will study topics such as Introduction to Science, Food and Digestion, Matter, Astronomy, Mixing and Separating, Hydrology, Ecology, Botany, and Waves and Energy, as well as the opportunity to carry out a scientific investigation leading to submitting a Science Fair project.

In the study of these topics students will be given opportunities to develop their scientific skills and attitudes as well as being made aware of the nature of science and its relationship to technology.

**COURSE COSTS:** \$23 for a write-on format student workbook; \$8 for ICAS Science exam (optional)

**CONTACT PERSON:** Mr C Taylor

### SOCIAL SCIENCES

#### SOCIAL STUDIES

Social Studies is about how societies work and how people can participate as critical, active, informed, and responsible citizens. Contexts are drawn from the past, present, and future and from places within and beyond New Zealand. Students will use a range of important skills, such as communication, numeracy and problem-solving skills. They will also develop the ability to self-manage and work collaboratively with others. Year 9 students explore the idea of People and Power using concepts such as culture, government, and economic decision-making.

**CONTACT PERSON:** Mr J Khan & Mr R Cox

#### THE FOLLOWING ARE ALL SEMESTER COURSES (TWO TERMS)

### INTEGRATED STUDIES

#### CROSS CURRICULAR LITERACY (9CCL)

This course accelerates learning in key literacy skills that students will need across a range of subjects. Students focus on research, reading, writing and speaking skills that lead to success at NCEA Level One. Self-management skills are developed through project-based learning. Topics in this course are drawn from a range of curriculum areas and are relevant and chosen in conjunction with students.

Cross-curricular Literacy is for any students who want to focus on and develop the literacy skills they will need in their different subjects.

**CONTACT PERSON:** Mr I Crandell-Tanner

### LEARNING LANGUAGES

#### FOUNDATION ENGLISH (EF) - by invitation

This course is designed to meet the English language learning needs of students who are working at foundation and stage one levels of *The English Language Learning Progressions* (ELLP).

The aim of the course is to help students move, when they are ready, into a limited range of mainstream subjects. Topics have been chosen to aid this transition to mainstream subjects.

Students are provided with individualised programmes within the course framework to build on their strengths and support their English language learning needs across the four skills areas of reading, writing, listening and speaking. The EF Programme recognises the importance of learning high frequency vocabulary and regular time is spent on this. Subject specific teachers from Maths and Science also teach the students in the EF classroom.

**CONTACT PERSON:** Ms S Weiss

### ENGLISH LANGUAGE LEARNING (9ELL)

This English Language Learning option class is designed to meet the English language learning needs of a group of Year 9 students from a range of language and cultural backgrounds. Most of the students are also in mainstream subjects, including English. The students with lower language proficiency also receive English Language support in the school's English Foundation class.

The course is designed to ensure that the students develop familiarity with the topics, text and task types they will encounter in mainstream New Zealand classrooms. It also aims to improve the students' English listening, speaking, reading, writing and vocabulary levels.

It is anticipated that some students will move on to 10ELL at the end of the year whereas some will transition into mainstream English classrooms.

**CONTACT PERSON ESOL:** Ms S Weiss

### FRENCH, SPANISH, JAPANESE, MANDARIN CHINESE (9FRE, 9SPA, 9JAP, 9MAN)

These are all one semester courses and will meet the needs of beginners and those with some prior learning. The programmes all offer an introduction to the main communicative skills of listening, speaking, reading and writing, integrated with cultural knowledge. In Japanese and Chinese, students will also learn the Hiragana script and some basic Chinese Characters. The languages department is innovative in its use of e-learning, and students will be encouraged to make use of a variety of digital tools. Where students have substantial previous learning, the student should discuss the programme with the head of department.

Students who have significant prior knowledge may have an opportunity to accelerate.

**CONTACT PERSON FRENCH:** Mrs S Collett

**CONTACT PERSON JAPANESE:** Ms F Akiyama

**CONTACT PERSON MANDARIN CHINESE:** Ms C Howard-Shi

**CONTACT PERSON SPANISH:** Ms A Danzeisen

### TE REO MĀORI (9MĀO)

This one semester course offers an introduction to the main communicative skills of speaking, listening, writing and reading in Te Reo Māori. Students who have significant prior knowledge of Te Reo Māori (as in those from a kura kaupapa background) should discuss an alternative programme with the HOD Māori.

**CONTACT PERSON:** Matua Walker

## SOCIAL SCIENCES

### FINANCIAL CAPABILITY (9FIN)

This course aims to develop financially capable students who can operate in the real world. Basic economic concepts are introduced in the unit The Economic Problem. Earning an Income explores different sources of income. Managing your Money looks at how to prepare a simple personal budget and how to make your money work for you by saving or investing. Spending your Money Wisely evaluates

payment options and different places or ways to buy goods and services. Students learn practical life skills in addition to communication, numeracy, decision making, self-management, work and study skills.

**CONTACT PERSON:** Ms M McKnight

## TECHNOLOGY

### DESIGN & VISUAL COMMUNICATION (9DVC)

This course encourages individual thinking and creativity in design, and provides the foundation for learning in Design and Visual Communication.

The course aims to provide a variety of design and drawing experiences that are challenging, creative, useful, and enjoyable and that draw upon students' interests and cultural backgrounds. Students will further develop their knowledge of the principles and elements of design, and extend their ability to apply a design process to solve design problems.

Aspects of the course include:

- Presentation techniques, basic sketching techniques, colour rendering, basic principles of design, application of the design process, using design briefs and model making.

**COURSE COSTS:** \$10 subject fee for take home materials. Students are required to have their own pad of A3 plain white paper.

**CONTACT PERSON:** Miss S Oehley

### DIGITAL TECHNOLOGIES ESSENTIALS (9DTE)

The aims of this course are to prepare students to be competent and efficient users of Digital Technologies. The course is made up of a range of units from the list below.

- Design a Year 9 page using bitmap images for the school magazine
- Experiment with augmented reality
- Develop a toy using 3D modelling software and a 3D printer
- Develop a simple game using Gamedesigner

The three key strands from the Technology curriculum are explored in detail and learning objectives from each strand are assessed.

**COURSE COSTS:** \$10 for printing

**CONTACT PERSON:** Miss C Bourke

### ELECTRONICS (9ELT)

This introduction to electronics includes designing and building some basic projects. Students will learn about electronic components and how they can be useful. Skills will be developed in soldering and making printed circuit boards. A small charge will be attached to this course.

**CONTACT PERSON:** Mr M Gilliver

### FOOD TECHNOLOGY (9FNT)

The aims of this course are to develop knowledge and practical skills in the preparation, cooking and service of food. Students will think creatively and critically, make decisions, learn to work in a team and begin to understand the place of technology in our world today. The content of the course is focussed around practical work and includes working with recipes, food safety, eating for good health and the development of a snack food for a teenager.

**Course Costs:** \$40.00 (Covers all food and workbook)

**CONTACT PERSON:** Mrs S Paris

### MATERIALS TECHNOLOGY (WOOD - 9MTW and METAL - 9MTM)

This is a practical based course involving the planning, design and development of outcomes from a brief. There is an emphasis on designing outcomes that are suitable for intended use, as well as developing practical skills using a range of materials and equipment to complete a chosen outcome. Students will also learn various aspects of the technology curriculum which supports their classroom practice and helps develop a deeper understanding of technology in the modern world. Costs involved relate to materials used.

**COURSE COSTS:** \$20

**CONTACT PERSON:** Mr B McDonald

### MATERIALS TECHNOLOGY (FABRICS - 9MTF)

This is a practical based course involving fabric decoration, design folio work, craft and garment design and construction. Students use the technology process to complete two practical projects, and develop skills in using a range of materials and equipment, particularly the sewing machine.

**CONTACT PERSON:** Miss A Wells

## THE ARTS

### ART (9ART)

This course is designed for students to develop new practical art skills and build confidence in their artistic abilities. Students are given the opportunity to explore their creativity through the use of different media and art techniques. This is a practical course with some written artist model research.

**COST:** \$15

**CONTACT PERSON:** Mrs R Hickman-Elder

### DRAMA (9DRA)

This course offers a range of skill based activities leading from improvisation to production drama. Students have the opportunity to develop confidence in speaking, moving and in theatre craft. This is a practical course with some written evaluation of group and individual performance.

**COST:** Performance \$5.

**CONTACT PERSON:** Mrs S Binks

### MUSIC (9MUS)

This course aims to develop performance skills and musical confidence while establishing students' understanding of basic musical concepts through musical knowledge, learning to read music and digital music production. Students are given the opportunity for musical exploration and creativity through composition and music technology. Students are taught to use online music production programs and produce their own compositions and songs. Of the three periods of music a week, one is for practical music and learning to play in a band. Students will have the opportunity to learn



an instrument and develop their musical ability.

CONTACT PERSON: Mr M Cook

## THE FOLLOWING TWO COURSES ARE BY INVITATION AND WILL RUN IN SEMESTER TWO

### JEEP Junior Enrichment & Extension Programme – by invitation

#### Rationale

Hillcrest High School's Junior Enrichment and Extension Programme (JEEP) is offered in Year 9 and Year 10. JEEP's goal is to offer our junior gifted & talented students opportunities to enrich and deepen their thinking and learning through inquiry driven classroom activities and EOTC experiences such as trips to the international film festival, live performance, exhibitions, tours of thought-provoking places and physical challenges. Students who take JEEP go on to excel in a range of areas, from sport, to academic subjects, music and the arts, cultural activities and many other extra-curricular activities. The majority of our senior student leaders at Hillcrest began their path to leadership in JEEP.

9JEEP runs in Semester 2 each year, allowing our new Year 9 students Semester 1 to settle into the routines of High School. 10JEEP is a year-long course building upon and extending the foundations laid in 9JEEP.

Note: It is possible to apply for 10JEEP, without having done 9JEEP.

#### Selection Procedures

The selection process is rigorous for JEEP and includes a collation of the following information:

1. Assessing data available from contributing schools as well as our current AsTTle & PAT data;
2. Self-referral from students;
3. Teacher recommendation including discussions with Deans, form teachers and subject teachers;
4. Also for Year 9 JEEP, assessment from observations made on our two-day retreat in early Term 2 at Hamilton Gardens Pavilion. Here we run various activities to challenge and stimulate you. These range from group projects, team building exercises, to quizzes and creative thinking tasks.

#### Framework

JEEP's course is designed around the Autonomous Learner model (Betts, 1985) to meet the cognitive, emotional and social needs of gifted and talented students. By developing student's autonomy for lifelong learning, JEEP fosters a growing of their awareness of the world around us through inquiry-based learning and reflection, debate and discussion. Students are encouraged to master concepts by presenting seminars to their peers, completing individual and group research projects and creating action plans for positive change within our community.

Contacts: Ms Mary Raleigh & Ms Jodie Terry

### YEAR 9 JUNIOR SPORTS DEVELOPMENT – by invitation

Students applying for this half year programme will go through a rigorous selection process during term 2 before being accepted into the group. Selection will be based on sporting ability, potential and effort in both sport and Physical Education. The selected group will participate in a timetabled option course in term 3 and 4, where class will be held 3 times a week. This course will prepare the students for the Year 10 programme and will cover fitness testing & training, skill development, goal setting, keeping training logs and nutrition in sport.

There will be some trips during school time and students will need to catch up on work missed.

Following this program, students can then apply to be a part of the Year 10 programme.

CONTACT PERSON: Mr G Hay

## YEAR 10 LEARNING AREAS

*English - Health & Physical Education -  
Mathematics - Science - Social Sciences -  
- Technology - The Arts - Learning  
Languages*

All Year 10 students study the following:

- ✓ English
- ✓ Health & Physical Education
- ✓ Mathematics
- ✓ Science
- ✓ Social Studies

All students study one more subject from each of the following learning areas:

- ✓ Technology
- ✓ The Arts

All students study another subject from any one of the following learning areas:

- ✓ Learning Languages
- ✓ Media Studies
- ✓ Social Sciences-Economics & Enterprise Studies
- ✓ Technology
- ✓ The Arts

Or, by invitation

- ✓ Junior Enrichment & Extension
- ✓ Junior Sports Development

### YEAR 10 FULL YEAR COURSES

#### ENGLISH

English is all about communication and language, enjoying and studying oral, written and visual texts.

Students will become increasingly skilled speakers and listeners, readers and writers, presenters and viewers.

There are three thematic based modules and four Common tests throughout the year, and an end of year exam.

CONTACT PERSON: Mrs R Jamieson

#### HEALTH & PHYSICAL EDUCATION

The emphasis of the Year 10 PE programme is to begin the process of empowering our students to make lifelong decisions in regard to personal fitness, lifestyle and recreational choices, through the introduction of a variable programme of learning.

We have elected to present to our students a choice of contexts in which they might learn and we offer them the opportunity to demonstrate competency in the transference of these skills and strategies to other contexts to demonstrate learning e.g. Topic: Invasion Games (Field); Context: Rugby/ Lacrosse/ Soccer/ Aussie Rules.

In Physical Education are leisure games, aquatics, athletics, striking sports, indoor games, adventure based learning, sports education, invasion games, movement, indoor game, minor games and fitness.

Health education is taught in conjunction with Physical Education in the form of two week blocks of learning. The units of work presented in Year 10 Health are Connected (Social Media/Cyber Safety), Hauora, Drug Awareness, Positive Relationships, Nutrition & CPR.

**CONTACT PERSON:** Mr H Uivel / Miss S Hayman

## MATHEMATICS

This course consolidates, explores and develops content and processes from Levels 4 and 5 of the New Zealand Curriculum. Content from Number, Measurement, Geometry, Algebra and Statistics strands is presented within a range of meaningful contexts.

**CONTACT PERSON:** Mr S Achary or Mr D Hall

### MATHEMATICS ENRICHMENT COURSE

About 60 students in Year 10 will be selected from their Year 9 performances in Maths, in consultation with their teacher, to join this course. This will be an enrichment programme and is designed for enriching and nurturing interest and talent in Maths. Opportunities are also offered to take part in Australian Maths and Otago University Junior Maths Competitions.

Students who are working at level 6 or above of the Mathematics Curriculum and show the Relational & Extended Abstract levels of the SOLO framework may be offered the following NCEA Level 1 Achievement Standards:

#### Internal Standards (Optional)

AS91026: Number (4 credits)

AS91029: Linear Algebra

#### \*External Standards (Optional)

AS 91027: MCAT algebra (4 credits)

AS 91031: Geometry and Trigonometry (4 credits)

AS 91028: Patterns and Graphs (4 credits)

AS 91037: Chance & Data

The above standards will be offered to students in consultation with the class teacher, and their recommendation

\*If external standards are entered, an NCEA fee of \$76.70 will be incurred plus costs for revision materials depending on the number of standards the student is doing.

**COURSE COSTS:** Approx. \$25 for Education Perfect and an extra \$20 for competitions

**CONTACT PERSON:** Mr S Achary or Mr D Hall

## SCIENCE

Learning in Science is fundamental to understanding the world in which we live and work.

This course continues to develop the skills and attitudes that have been introduced at Year 9 through the broad learning contexts of the:

- Nature of Science
- Living World
- Physical World
- Planet Earth and Beyond
- Material World

Within these learning contexts students will study topics such as Atomic Science, Acids

and Bases, Metallurgy, Forces and Motion, Earth Science and Geology, Electricity, Genetics and Evolution, Medical Science, Fuels and Climate, and scientific investigations leading to submitting a Science Fair experimental project.

In the study of these topics students will be given opportunities to develop their scientific skills and attitudes as well as being made aware of the nature of science and its relationship to technology.

**COURSE COSTS:** \$23 for a write-on format student workbook; \$8 for ICAS Science exam (optional)

**CONTACT PERSON:** Mr C Taylor

## SOCIAL SCIENCES

### SOCIAL STUDIES

Social Studies is about how societies work and how people can participate as critical, active, informed, and responsible citizens. Contexts are drawn from the past, present, and future and from places within and beyond New Zealand. Students will use a range of important skills, such as communication, numeracy and problem-solving skills. They will also develop the ability to self-manage and work collaboratively with others. Year 10 students explore the idea of the Past to Present using concepts such as sustainability, human rights, and the Treaty.

**CONTACT PERSON:** Mr J Khan & Mr R Cox

### LEARNING LANGUAGES ARE FULL YEAR COURSES

## LEARNING LANGUAGES

#### FOUNDATION ENGLISH (EF) - by invitation

This course is designed to meet the English language learning needs of students who are working at foundation and stage one levels of The English Language Learning Progressions (ELLP).

The aim of the course is to help students move, when they are ready, into a limited range of mainstream subjects. Topics have been chosen to aid this transition to mainstream subjects.

Students are provided with individualised programmes within the course framework to build on their strengths and support their English language learning needs across the four skills areas of reading, writing, listening and speaking. The EF Programme recognises the importance of learning high frequency vocabulary and regular time is spent on this. Subject specific teachers from Maths and Science also teach the students in the EF classroom.

**CONTACT PERSON:** Ms S Weiss

#### ENGLISH LANGUAGE LEARNING (10ELL)

This English Language Learning option class is designed to meet the English language learning needs of Year 10 students from a range of language and cultural backgrounds. Most of the students are also in mainstream subjects, including English.

The students with lower language proficiency also receive ELL support in the school's English Foundation class.

The course is designed to ensure that the students develop familiarity with the topics, text and task types they will encounter in mainstream New Zealand classrooms. It also aims to improve the students' English listening, speaking, reading, writing and vocabulary levels.

**CONTACT PERSON:** Mrs U Bonning

#### FRENCH (10FRE)

Students continue to develop their skills in speaking, listening, reading and writing using a wide variety of tasks, authentic resources and digital tools. As well as learning about French culture they will learn how French is used around the world. Topics include:

Talking about Yourself, School, Where you Live, Food, Holidays, Shopping, Sports, Interests, French Films and Music. Although it is a continuation of the Year 9 course, it is possible for motivated students to begin at this level.

**CONTACT PERSON:** Mrs S Collett

#### JAPANESE (10JAP)

Students continue to develop their language skills in reading, writing, speaking and listening while they learn about the Japanese school life and some other aspects of life in Japan. The main learning objective of Year 10 Japanese is to be able to recognise, ask about, and talk about self and the immediate environment such as family, friends, and school. It is essential that students who want to study this course be proficient with the Hiragana script. However, it is possible for motivated students to begin at this level. In Year 10, students will learn the Katakana script and a few more Kanji (Chinese characters). Cultural trips to Hamilton and Auckland may be organised.

**CONTACT PERSON:** Ms F Akiyama

#### MANDARIN CHINESE (10MAN)

The teaching of Chinese at this level is aimed at the development of the four communicative language skills: listening, speaking, reading and writing, and, with the aid of special topics, some understanding of the traditional and contemporary ways of life. Students study the following topics: Family, Describing themselves and Others, Home, Leisure-time, Sports, TV/Video/Films/Music, Food (Eating Out), Shopping/Clothing/Fashion Parade, Health.

**CONTACT PERSON:** Mrs C Howard-Shi

#### SPANISH (10SPA)

The teaching of Spanish at this level is aimed at the development of the four communicative language skills: listening, speaking, reading and writing, and, with the aid of special topics, some understanding of the Hispanic way of life. Students study the following topics: Family, Describe Themselves and Others, Home, Leisure-time, Sports, TV/Video/Films/Music, Food (Eating Out), Shopping/Clothing/Fashion Parade, Health.

Special topics: The Spanish World (geographical review), Spain and the Discovery and Conquest of America, Family in the Hispanic World, Housing in the Hispanic

World, Festivals in the Hispanic World and Music, Animals Native to Latin America.  
**CONTACT PERSON:** Ms A Danzeisen

### TE REO MĀORI (10MĀO)

Year 10 Māori continues on from the Year 9 course. Students wishing to study Te Reo Māori in Year 10 must either have completed Year 9 Māori or have obtained the consent of the HOD Māori. This course further develops student's skills in speaking, listening, reading and writing. Topics studied include: sports, food, work around the house, meeting people and leisure activities.

Students are given the opportunity to do the following NCEA Unit Standard:

US7261 Whakamāramatia ngā whakawhitinga kōrero māmā (5 credits) towards the end of the course. This has proved highly successful in this program and it gives students the opportunity to experience the work conditions and expectations of NCEA Level 1 as they prepare themselves for Year 11.

**CONTACT PERSON:** Matua Walker

## SOCIAL SCIENCES

### ECONOMICS AND ENTERPRISE (10EES) - Full year course only

This course begins by focussing on the economy and the relationships between the different parts of it. The emphasis of this course is on enterprise studies where students study enterprising people (looking at how they have made their millions) and in groups run a small enterprise, producing, marketing and selling a product while keeping financial records. It enables students to discover whether they have the qualities needed to be a business person and meet the demands of running a business. This course also covers the issue of corporate social responsibilities of businesses.

**CONTACT PERSON:** Ms M McKnight

### MEDIA STUDIES (10MESS) - Semester course

This is a semester Media Studies course with a focus on understanding the superhero genre with its conventions, issues with character types and as a franchise. Students will learn about the techniques, the consequence of representations of groups/cultures/genders in advertising. Students apply this knowledge to planning and creating their own television advertisement in small groups. Students will develop media literacy and critical thinking skills. This course is a mix of theory and practical work.

**COST:** \$5

**CONTACT PERSON:** Mrs L Stratford

## THE FOLLOWING ARE FULL YEAR AND/OR SEMESTER COURSES

## TECHNOLOGY

### DESIGN & VISUAL COMMUNICATION (10DVC & 10DVCS)

This course builds upon the knowledge from the year 9 course. Students will further develop their knowledge of the principles

and elements of design, and extend their ability to apply a design process to solve product, system, and environmental design problems.

Aspects of the course include:

- Presentation techniques, sketching techniques, rendering, principles of design, application of the design process, using design briefs and model making.

Topics may include:

- Drawing Skills
- Product Design: Wearable gadget branding and modelling
- Architectural Design: Interior spaces

**COURSE COSTS:** \$25 subject fee (full year) or \$10 subject fee (one semester). Students are required to have their own pad of plain A3 paper.

**CONTACT PERSON:** Miss S Oehley

### DIGITAL TECHNOLOGIES MEDIA (10DTM & 10DTMS)

The aim of this course is to prepare students for NCEA Digital Technologies courses in Digital Media.

Digital Technologies Media is designed for students with a creative interest in Digital Media and Digital Technologies. This is a half year and a full year option. Students learn to use a variety of software for different design purposes including:

- Develop graphic designs for Identity & Publications
  - Develop a website of your choice using HTML and CSS.
  - Use animation and multimedia software.
- Students also develop essential decision making skills based on researching, planning, consulting stakeholders, developing ideas, testing and evaluating as part of the projects they undertake.

The three key strands from the Technology curriculum are explored in detail and learning objectives from each strand are assessed.

**COURSE COSTS:** \$10 (For printing)

**CONTACT PERSON:** Miss C Bourke

### DIGITAL TECHNOLOGIES PROGRAMMING (10DTP & 10DTPS)

The aim of this course is to prepare students for NCEA Digital Technologies courses in Programming and Computer Science. Digital Technologies Programming is designed to extend experienced computer enthusiasts interested in software design and problem solving. Students learn how to use a range of software for different purposes including:

- Technological Systems
- Robotics
- Vector & Bitmap Graphics
- Modelling and Animation
- Programming

Students also learn to research, plan, consult stakeholders, develop ideas, test and evaluate as part of projects they undertake. The three key strands from the Technology curriculum are explored in detail and learning objectives from each strand are assessed.

**COURSE COSTS:** \$10 (For printing)

**CONTACT PERSON:** Mrs K Langman

### MATERIALS TECHNOLOGY- FABRICS (10MTF & 10MTFS)

This is a practical-based course involving fashion design, garment construction and craft projects.

No previous Materials Technology Textiles knowledge is needed, just enthusiasm and an interest in textiles fashion & design.

Skills in design folio work and the use of materials and appropriate equipment will be developed through practical work. During the course, students have the opportunity to design and construct a variety of projects. Costs relate to materials used.

**CONTACT PERSON:** Miss A Wells

### FOOD TECHNOLOGY AND NUTRITION (10FNT & 10FNFS)

This is a practical based course which focusses on developing students' knowledge of food, nutrition and technology. Students will prepare, cook and serve a variety of food using a range of recipes and skills. The topics studied include food safety, meal planning, teenage nutrition, and product development.

**COURSE COSTS:** (covers all food) \$40.00 half year, \$80.00 full year

**CONTACT PERSON:** Mrs S Paris

### ELECTRONICS (10ELT & 10ELTS)

This course follows on from Year 9 electronics. Students who have not studied electronics in Year 9 may study this course after consulting with the TIC. The practical components of this course enable students to learn about components and how to design and build circuits. A charge will apply.

**CONTACT PERSON:** Mr M Gilliver

### MATERIALS TECHNOLOGY -Semester courses

#### - WOOD (10MTWS)

#### - METAL (10MTMS)

This subject can be picked up at Year 10 although prior experience is an advantage. Students learn to follow the design process and develop outcomes in response to a brief. There is an emphasis on designing outcomes that are suitable for an intended use, as well as developing practical skills using a range of materials and equipment to complete a chosen outcome.

Student will also learn various aspects of the technology curriculum which supports their classroom practice and helps develop a deeper understanding of technology in the modern world. Costs relate to materials used.

**COURSE COSTS:** \$40

**CONTACT PERSON:** Mr B McDonald

## THE ARTS

### ART (10ART & 10ARTS)

This course aims to develop student's practical art skills and creative thinking. Students may study Art for the full year or one semester (two terms). Students are encouraged to explore their creativity through painting, drawing, printmaking, sculpture and design. The full year course is best suited for those students who show a high level of artistic ability and commitment



as Level 1 NCEA credit opportunities are offered in the second semester. Either of the 10Art courses are pre-requisites for Level 1 Visual Painting or Level 1 Photo/Design.  
**COURSE COSTS:** \$25.00 full year/\$15.00 half year  
**CONTACT PERSON:** Mrs R Hickman-Elder

#### **DRAMA (10DRA & 10DRAS)**

Year 10 Drama allows students to experience different kinds of drama, the end point of each being a live performance. The course includes improvisation, mime, physical theatre, devising and stage drama (culminating in an evening performance of comedy) and study of theatre through the ages as a final unit. Students will explore and develop their creativity, gain confidence in public presentation and develop skills in working co-operatively. Although previous experience in drama is not essential, a willingness to participate and work positively with others is expected.  
**COSTS:** Performance \$5.  
**CONTACT PERSON:** Mrs S Binks

#### **MUSIC (10MUS) - Full year course**

This course aims to develop students' performance and composition skills while extending their understanding of musical concepts through musical knowledge and developing their theory and music technology skills. Students are taught and encouraged to use music computer technology, and they are given the opportunity to be involved in the orchestra, rock bands and jazz band. The opportunities for students to engage in a music career both while in school and as a career after leaving school alongside other student career interests are developing exponentially and the Hillcrest music department are excited to provide the context and foundation for this to take place. This course, which is for the full year, is a pre-requisite for students intending to study NCEA Music L1. As a pre-requisite for studying NCEA Music is performing on an instrument, it is recommended that students taking this course learn an instrument during this year.  
**CONTACT PERSON:** Mr M Cook

#### **MUSIC (10MUSS) - Semester course**

This is a one semester music course [two terms] with a focus on performance and developing understanding of musical elements and features of songs. Students are taught to use music computer technology to compose, produce and distribute their own songs and pieces. Students will learn about different styles of music including contemporary, classical and the Blues. Students will develop their theory skills and engage in performance music as part of a class band and solo performance.  
**CONTACT PERSON:** Mr M Cook

#### **MUSIC ACCELERATED COURSE (10MUC) - Full year course**

This is an alternative course which a small group of Year 10 students will be invited to participate in. It is a programme for students who have already attained a high level in performance music and wish to extend their opportunities and develop their

musicianship. This is a Level 1 NCEA course, the students will be undertaking the following NCEA standards and will need to pay associated fees.

**AS 91091:** Demonstrate Ensemble skills through performing piece of music as member of a group.  
Students will develop and extend ensemble performance skills through regular rehearsals and instruction from itinerant and classroom teachers. Students will learn important ensemble skills including, dynamic control, ensemble awareness and artistic interpretation of the chosen piece.  
**AS 91090:** Perform two pieces of music as featured soloist. Solo performance is a vital part of the students' progress to becoming an accomplished musician. Students will learn stagecraft, informed choice of performance piece, performance dynamics, technical development and be mentored by itinerant and classroom teachers.  
**AS 91092:** Composition. Students will develop analysing, deconstructing, reconstructing and improvisation skills in composition in order to compose new musical works using digital technologies.

**AS 91095:** Musical Knowledge. Students will develop critical analysing skills that identify differences in musical style, genre, performance techniques, influence, and compositional techniques between two different music works.  
**AS 91093:** Demonstrate aural and theoretical skills through transcriptions. Students will learn to transcribe (write down) the melody and harmony of songs and instrumentals when listening to them. Students will develop skills in identifying chord progressions and the pitch and rhythm of melody lines.

**AS 91094:** Demonstrate knowledge of conventions used in music scores. Students will develop music reading theory skills that include identification of modes, chords, figured bass, key centers, scales, and performance instructions.  
All students involved in this course must be learning a musical instrument or have vocal lessons through enrolment in music tuition at school or privately. Students wishing to take this course sit an examination to ensure they have an understanding of scales, chords and music history. Each student must have a high level of performance and desire to develop their music skills.  
**CONTACT PERSON:** Mr M Cook

### **THE FOLLOWING TWO COURSES ARE BY INVITATION AND ARE FULL YEAR**

#### **JEEP Junior Enrichment & Extension Programme – by invitation**

##### **Rationale**

**Note:** It is possible to apply for 10JEEP, without having done 9JEEP.  
Hillcrest High School's Junior Enrichment and Extension Programme (JEEP) is offered in Year 9 and Year 10. JEEP's goal is to offer our junior gifted & talented students opportunities to enrich and deepen their thinking and learning through inquiry driven

classroom activities and EOTC experiences such as trips to the international film festival, live performance, exhibitions, tours of thought-provoking places and physical challenges. Students who take JEEP go on to excel in a range of areas, from sport, to academic subjects, music and the arts, cultural activities and many other extra-curricular activities. The majority of our senior student leaders at Hillcrest began their path to leadership in JEEP.

10JEEP is a year-long course building upon and extending the foundations laid in 9JEEP. Note: It is possible to apply for 10JEEP, without having done 9JEEP.

##### **Selection Procedures**

The selection process is rigorous for JEEP and includes a collation of the following information:

1. Assessing data available from contributing schools as well as our current AsTTle & PAT data;
2. Self-referral from students;
3. Teacher recommendation including discussions with Deans, form teachers and subject teachers;

##### **Framework**

JEEP's course is designed around the Autonomous Learner model (Betts, 1985) to meet the cognitive, emotional and social needs of gifted and talented students. By developing student's autonomy for lifelong learning, JEEP fosters a growing their awareness of the world around us through inquiry-based learning and reflection, debate and discussion. Students are encouraged to master concepts by presenting seminars to their peers, completing individual and group research projects and creating action plans for positive change within our community.  
**Contacts:** Ms Mary Raleigh & Ms Jodie Terry

#### **YEAR 10 JUNIOR SPORTS DEVELOPMENT - by invitation**


Year 10 Sports Development runs as a full year course where students are exposed to both sporting theory and practical experiences that aim to help them achieve their potential in sport. Topics included are Fitness Studies, Anatomy, Injury Prevention, Nutrition and Sports Psychology. Practical experiences will include weight training, swimming, kayaking, and a Sports Education module.

There is also a fitness-training component, which will teach the students how to train themselves for the requirements of their sport including cardiovascular, anaerobic, strength, power and speed training. The class will begin the year by training for and competing in the Multi Sport Challenge. Individuals will complete a challenging event including swimming, running and kayaking around the Mt Maunganui area. The students will be required to keep a diary of their sporting progress throughout the year.

Hard working and dedicated students will be offered the opportunity of partaking in two 2 day trips as a reward. In Term 3, the class will head to Whakapapa for skiing or snowboarding and will stay in cabins on the mountain overnight. There will also be another trip at the end of the year.

**CONTACT PERSON:** Mr G Hay

HILLCREST HIGH SCHOOL  
**2018 COURSE OVERVIEW**

	YEAR 9	YEAR 10	LEVEL 1	LEVEL 2	LEVEL 3
<b>ARTS</b>	Art Drama Music	Art Drama Music	Art - Design & Digital Photography Art - Paint/Print  Drama Maori Performing Arts Music	Art – Design & Illustration Art - Paint/Print Art – Photography  History of Art Drama Maori Performing Arts Music	Art – Design & Illustration Art - Paint/Print Art – Photography Art - Sculpture History of Art Drama Music: Studies / Technology
<b>BUSINESS</b>	Financial Literacy	Economics and Enterprise Studies	Accounting  Economics	Accounting Accounting (Bridging) Business Studies Economics	Accounting  Business Studies Economics
<b>ENGLISH</b>	English  Junior English Literacy	English Early Start to Qualification (selected students) Junior English Literacy  Media Studies	English Senior English Literacy  English Language Learning Media Studies	English Cambridge English (selected students)  English Language Learning Media Studies	English  English Language Learning Media Studies
<b>G.A.T.E. (Gifted &amp; Talented Education)</b>	*Junior Enrichment & Extension *Junior Sports Development * programs by invitation	*Junior Enrichment & Extension *Junior Sports Development * programs by application	Sports Development Programme		
<b>GATEWAY</b>				Gateway	Gateway
<b>INTEGRATED STUDIES</b>	Cross Curricular English				
<b>LEARNING LANGUAGES</b>	Foundation English English Language Learning French Japanese Mandarin Chinese Spanish Te Reo Maori	Foundation English English Language Learning French Japanese Mandarin Chinese Spanish Te Reo Maori	Foundation English  French Japanese Mandarin Chinese Spanish Te Reo Maori	Foundation English  French Japanese Mandarin Chinese Spanish Te Reo Maori	Foundation English  French Japanese Mandarin Chinese Spanish Te Reo Maori/Te Pihinga
<b>MATHEMATICS &amp; STATISTICS</b>	Mathematics Junior Numeracy Programme	Mathematics Junior Numeracy Programme	Mathematics	Mathematics Cambridge Maths (selected students) Calculus Statistics	Mathematics  Calculus Statistics
<b>SCIENCE</b>	Science	Science	Biology Science with Biology Science with Chemistry Science with Physics Science by Internals	Biology Chemistry Physics Earth & Space Science Science by Internals	Biology Chemistry Physics Earth & Space Science
<b>PHYSICAL EDUCATION &amp; HEALTH</b>	Physical Education & Health	Physical Education & Health	Physical Education & Health Social Health	Recreation Advanced Physical Education Outdoor Education	Advanced Physical Education Outdoor Education 
<b>SOCIAL SCIENCES</b>	Social Studies	Social Studies	Geography History Sociology	Classical Studies Geography History Sociology Tourism	Classical Studies Geography History Sociology * Tourism
<b>TECHNOLOGY</b>	Design & Visual Communication Digital Technology - Essentials  Electronics  Food Technology  Materials Technology: Wood Metal Fabrics	Design & Visual Communication Digital Technologies - Media - Programming  Electronics  Food Tech & Nutrition  Materials Technology: Wood Metal Fabrics	Early Childcare Design & Visual Communication Digital Technologies - Media - Programming - Computing  Food & Nutrition Food Tech & Nutrition Hospitality Materials Technology : Engineering Construction Skills Fabrics	Early Childcare Design & Visual Communication Digital Technologies - Media - Programming - Computing Electronics  Food & Nutrition  Hospitality Materials Technology : Engineering Construction Skills Fabrics  Motors	Design & Visual Communication Digital Technologies - Media - Programming - Computing - Infrastructure  Food & Nutrition  Materials Technology : *Engineering *Construction Skills Fabrics  * Motors
<b>TECHNICAL &amp; VOCATIONAL EDUCATION</b>			Technical & Vocational Education	Technical & Vocational Education Gateway	Technical & Vocational Education Gateway
<b>INCLUSIVE EDUCATION / STUDENT SERVICES</b>	Physical Assistance Centre (PAC) / Independent Living Centre (ILC) / Learning Support  The Guidance Counselling Team / The Careers Department				*Subjects <b>not</b> approved for university

# Hillcrest High School

## BLANKET CONSENT FOR EOTC

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Education Outside The Classroom (EOTC) is the name given to all events/activities that occur outside the classroom, both on and off the school site. This includes sport.

- Our school believes in using a range of environments and experiences to enhance our students' learning.
- We have ready access to the beach, rivers, mountains, and the bush in our area and beyond. We are also close to various built environments in our community. These areas are rich learning environments for our students both in and out of school. They need to learn how to be safe. Our school also values the concept of providing students with opportunities. Thus some of the learning for students occurs beyond the school site and this document is seeking your consent for your child/ren to participate in such learning

The Ministry of Education's EOTC guidelines identify four EOTC activity types, each with recommended types of parental/caregiver consent. In brief they are:

Type of event	Description	Type of consent
A	On site- in the school grounds 1. Lower risk environments 2. Higher risk environments*	1. <b>No consent</b> 2. <b>Blanket consent</b> at enrolment
B	Off-site events in the local community occurring in school time. 1. Lower risk environments 2. Higher risk environments*	1. <b>Blanket consent</b> at enrolment. 2. <b>Blanket consent</b> at enrolment
C	Off-site events - finishing after school finishes 1. Lower risk environments 2. Higher risk environments*	1. <b>Blanket consent</b> at enrolment. 2. <b>Separate consent</b> for each event or programme
D	Off-site residential overnight events 1. Lower risk environments 2. Higher risk environments*	1. <b>Separate consent</b> for each event or programme 2. <b>Separate consent</b> for each event or programme

\*Involves risk assessed to be greater than that associated with the average family activity.

All EOTC activity categories require staff to undertake an analysis of the risks, and identify the management strategies required to eliminate, isolate and minimise the risks. Emergency procedures are also in place.

To the student and parent/legal guardian/caregiver, please:

1. Read this document carefully to check that you understand your responsibilities under this agreement
  2. Sign on page 5 of the enrolment form. This will remain on the student's file.
  3. Keep this document for future reference.
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# Hillcrest High School

## WIRELESS DEVICE POLICY

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Hillcrest High School is committed to promoting the use of computers and the Internet to help deliver teaching and learning resources to all of its students and staff.

Students may access the internet at Hillcrest High School via wireless capable devices. These include any wireless capable devices such as laptops, netbooks, iPod touches, iPhones, and tablet PC's such as iPads.

Access will be provided via Fortinet Wifi.

### What the school will provide:

- Student access to the World Wide Web.
- The internet connection will be filtered via Fortianalyser to block inappropriate sites.
- There are no data limits currently, this is subject to change depending on usage.

### Connecting to Fortinet Wifi is simple.

1. Connect to HHS\_BYOD
2. The Fortinet page will open.
3. Use your student ID number and your current network password to login.

Hillcrest High School will give you access to the World Wide Web. It does not give you access to the school network or printers and all other network ports are blocked.

### Conditions of Use

1. Use in class time is conditional on consent from your classroom teacher. You may only use devices if you have permission to do so from your teacher.
2. The school takes no responsibility for loss or damage of devices that occur on school property. However, security measures will be put in place in situations where students are unable to take direct responsibility for their devices. For example, Physical Education, Technology Workshops, Assemblies etc.
3. The school will not provide technical support for student devices. It is the responsibility of students to ensure their devices are working.
4. School wide conditions of responsible internet use apply. This means that students:
  - Must NOT access illegal content such as pirated movies or music or other content inappropriate for school.
  - MUST adhere to the Hillcrest High School Student Responsible Use Agreement. Failure to do so will result in the loss of network connectivity.

**Student access to the internet via Fortinet is traceable via student ID, and the Mac address of devices used on the network. Students found to be abusing the system will be banned from the Fortinet Wifi network.**



# Hillcrest High School

## STUDENT RESPONSIBLE USE AGREEMENT

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When using information & communications technologies (ICT) at Hillcrest High School, I will always be a good digital citizen.

This means that I:

**Will be a confident and capable user of ICT.**

I know what I do and do not understand about the technologies that I use. I will get help where I need it.

**Will use ICT for learning as well as other activities.**

I understand that technology can help me to learn. I also know it can also be used to talk to people, to buy and sell things and to have my opinion heard. I know when and where it is OK to do each one.

**Will think carefully about whether the information I see online is true.**

I know that it is easy to put information online. This means that what I see is not always right. I will always check to make sure information is real before I use it.

**Will be able to speak the language of digital technologies.**

When people talk online the things they say can be quite different from a conversation they might have if they were sitting next to each other. I know that I must try to understand what people are saying before I react to them. If I am not sure, I can ask them or someone else to explain.

**Understand that I may experience problems when I use technology but that I will learn to deal with them.**

I understand that there will be times when technology may not work as I expected it to, or that people may be mean or unkind to me online. When these things happen, I know that there are ways I can deal with it. I also know there are people I can go to, to get help if I don't know what to do next.

**Will always use ICT to communicate with others in positive, meaningful ways.**

I will always talk politely and with respect to people online. I know that it is possible to bully or hurt people with what I say and do on the internet. I will think about the effect that my actions have on other people.

**Will be honest and fair in all of my actions using ICT.**

I will never do anything online that I know will hurt anyone. I will make sure what I do is not against the law. I will make sure that my actions don't break the rules of the websites that I use. When I am not sure about what I am doing I will ask for help.

**Will always respect people's privacy and freedom of speech online.**

I understand that some information is private. I will be careful when using full names, birthdays, addresses and photos of other people and of my own. I also know that I will not always agree with what people say online but that does not mean that I can stop them or use it as an excuse to be unkind to them.

**Will help other to become a better digital citizen.**

Being a good digital citizen is something that we all have to work at. If I know that my friends are having problems online, I will try to help them. If I see that someone is being unfairly treated online then I will speak up rather than just watch it happen.

### Student Declaration

I understand that these guidelines for responsible use are to be followed when using any technology whilst at school or whilst on any school activity. I am aware that this may include the use of a device that the school does not own.

I understand that if I breach this responsible use agreement, I may lose access to school ICT services including the use of the internet, on school owned devices or any personally owned device used at school.

I understand that all my online activity can be seen by the network administrators and I have no expectation of privacy.

I understand that any form of cyberbullying is not tolerated.

I understand that I bring my technology property to the school at my own risk and that Hillcrest High School will not accept any responsibility for loss or damage.

# Hillcrest High School

## PARENT RESPONSIBLE USE AGREEMENT

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I understand that our school is supporting students as they learn the skills required to become successful digital citizens.

Our school defines a digital citizen as someone who:

- is a confident and capable user of ICT
- uses technologies to participate in educational, cultural, and economic activities
- uses and develops critical thinking skills in cyberspace
- is literate in the language, symbols, and texts of digital technologies
- is aware of ICT challenges and can manage them effectively
- uses ICT to relate to others in positive, meaningful ways
- demonstrates honesty and integrity in their use of ICT
- respects the concepts of privacy and freedom of speech in a digital world
- contributes and actively promotes the values of digital citizenship

I understand that our school has a policy and associated procedures\* which outlines Hillcrest high schools digital citizenship approach and how this supports teaching and learning.

\*These documents are available [\[on the school website/ on request/ at the school office\]](#)

I understand that the school provides access to the internet and other communications technologies because it believes that they enhance the teaching and learning process.

I understand that the school encourages responsible behaviour by students when using technology to help protect themselves and each other from experiencing harm online. I am aware that this "Responsible Use Agreement" is part of that, and that it encourages students to consider how their actions can affect themselves and those around them.

I have read the student declaration and have talked with my child about what it means to them. I am happy that my child understands what this means, and that they are capable of working within the guidelines.

I am aware that students can experience challenges when using technology, but that the school makes every effort to support students to manage those challenges effectively. I understand that by learning to deal with them in a safe environment with the appropriate support they will be better prepared to deal with those challenges in the future.

If I have questions or concerns about the way in which technology is being used by my child at school, I know the school is happy to discuss this with me, and I am aware that I am welcome to do this at any time.

### TO THE STUDENT AND PARENT/LEGAL GUARDIAN/CAREGIVER, PLEASE:

1. Read this document carefully to check that you understand your responsibilities under this agreement.
2. Sign on page 5 of the enrolment form. This will remain on the student's file.
3. Keep this document for future reference.

# Checklist and Notes for Enrolment

Please check that you have:

- 1** Page 1: Student Information
  - Provided all information requested
  - If Maori descent, indicated Iwi affiliation on last page
  - Attached a copy of New Zealand birth certificate or New Zealand passport OR  
For overseas applicants - attached a copy of passport showing either permanent residency or student's permit and parent's work permit.
- IN-ZONE (Choose one):
  - OWN HOME
    - Attached as proof of in-zone residence a copy of one of the following e.g. electricity or telephone bill, sale and purchase agreement
  - RENTING
    - Attached as proof of in-zone residence a copy of one of the following e.g. electricity or telephone bill, tenancy agreement
  - BOARDING IN ZONE
    - Attached a completed 'Boarding In-Zone' form (available from school office)
    - Attached a 'Statutory Declaration' (obtainable from a JP or Solicitor)
    - Attached as proof of in-zone residence a copy of one of the following e.g. electricity or telephone bill, tenancy agreement
- OUT-OF-ZONE
  - Indicate priority level sought.
- 2** Page 2: Parent/Caregiver/Emergency Contact Information
  - Completed all sections
- 3** Page 3: Completed and signed and dated Health Information
  - Attached a copy of immunization certificate
- 4** Page 5: Read carefully and signed and dated by both parent/caregiver and student
- 5** Keep this document for future reference as it contains the *Blanket Consent for EOTC* and the *Responsible Use Agreement*, both of which you agree to abide by when you sign the enrolment form.

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## Notes on completing this enrolment

The address given at the time of application for enrolment must be the student's usual place of residence when the student begins instruction at Hillcrest High School. This address will be used for any mail sent from the school.

The Ministry of Education has advised that parents should be warned of the possible consequences of deliberately attempting to gain unfair priority in enrolment by knowingly giving a false address or making an in-zone living arrangement which they intend to be only temporary, for example

- Renting accommodation in-zone on a short term basis;
- Arranging temporary board in-zone with a relative or family friend;
- Using the in-zone address of a relative or friend as an 'address of convenience' with no intention to live there on an ongoing basis.

If the school learns that a student is no longer living at the in-zone address given at the time of application for enrolment, and has reasonable grounds to believe that a temporary in-zone residence has been used for the purpose of unfairly gaining priority in enrolment at the school, then the Board may review the enrolment. Unless the parents can provide a satisfactory explanation within 10 days, the Board may annul the enrolment. This course of action is provided for under Section 110 (A) of the Education Act 1989.

The school may actively collect information to ensure that enrolment data provided is accurate.