



Hillcrest High School

Te Kura Tuarua o Tihipuke

Principal: Kelvin S. Whiting, BSocSc (Hons), DipSM, DipTchg
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ENROLMENT INFORMATION 2021

IMPORTANT DATES

Open Day **Wednesday, 5 August, 2020**
Please report to the Auditorium
Session times:
9.15am, 1.30pm and 5.30pm

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

In Zone

Year 9 28 August 2020

All other levels from 31 August 2020

Out of zone

Year 9 28 August 2020

All other levels 12 October 2020



Hillcrest High School
Te Kura Tuarua o Tihipuke

ENROLMENT PROCEDURE FOR 2021 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, ORS 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
- Immunization Certificate
- Evidence of proof of residence within the school zone (one of the following: recent electricity, recent 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.
- Immunization Certificate

YEAR 9 ENROLMENT

In zone applications

All Year 9 in zone applications with necessary documentation must be received at the school by the 28 August, 2020.

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.

All Year 9 out of zone applications must be at Hillcrest High School by Friday, 28 August. The ballot process for Year 9 out of zone students will be completed by Friday, 4 September and parents notified in writing by Friday, 11 September and acceptance of enrolment must be confirmed by Friday, 25 September.

YEAR 10 - 13 ENROLMENTS

In zone applications

Applications for enrolment in Year 10 to Year 13 will be formally received from 31 August. 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, 12 October. The ballot process will be completed by Friday, 16 October and parents notified in writing by Friday, 23 October and acceptance of enrolment must be confirmed by Friday, 30 October.

SPECIAL EDUCATION PROGRAMMES¹.

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

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 2021 STUDENTS

Material Charges

In some classes (Materials Technology Metal/Wood/Fabrics, 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 non-curricular 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 and choose Hillcrest High School to purchase your stationery and have it delivered to your home.

Bring Your Own Device (BYOD)

It is highly recommended that all students 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).

HILLCREST HIGH SCHOOL 2021 COURSE OVERVIEW

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

YEAR 9 LEARNING AREAS

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

Hauora Programme:

2021 will see the introduction of our new Hauora programme. The programme will be delivered in year groups across the whole school.

The Hauora programme is based upon the Māori philosophy of health and well-being which is commonly referred to throughout New Zealand.

The content of the programme is based upon the concept of Te Whare Tapa Wha, which is made up of four pillars; Taha tinana - Physical well-being, Taha hinengaro - Mental and emotional well-being, Taha whanau - Social well-being, and Taha wairua - Spiritual well-being.

The content will cover a range of topics from growth mindset, to money management, to empathy. The content and material of the sessions will vary across year groups, but will all very much focus upon our vision of a holistic approach to help build our students into well rounded, happy individuals.

Matihiko - Computer Literacy

This 1 period per week compulsory course covers all aspects of the Digital Technologies areas in the Curriculum. Students will gain vital skills and knowledge using digital technologies in contexts that are transferable to other areas of learning. The focus will be on being able to design and create digital outcomes and having a good understanding of computational thinking. Note: Students wanting more in depth Digital Technologies should also take 9DTG

Full Year Courses:

All Year 9 students study the following:

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

Trimester Courses (a total of 6 courses):

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

- ✓ Creative Arts
- ✓ Technology

All students study one language:

- ✓ Learning Languages

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

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

All subjects are timetabled and are only taught if sufficient numbers of students wish to study them. Refer to the Year 9 Choosing your Courses form in the Enrolment Information 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 throughout the year. Assessment will be through several common tests and an end of year exam.

CONTACT PERSON: Ms K Stevenson

HEALTH & PHYSICAL EDUCATION

The Junior Physical Education and Health Programme is influenced and guided by the Principles of Hallison's model of Social Responsibility and our HHS Physical Education values.



This course delivers topical units of work for Physical Education and Health Education. Physical Education has an emphasis on participation in a range of physical activities. We deliver activities and learning in the areas of athletics, water confidence, striking games, net games, invasion games, team activities, Year Nine PE Cup, Maori games and project based learning.

Health education is taught in three week blocks throughout Terms One, Two and Three. The units are Ko wai ahau, What should I do?, and Relationships. The 4 key strands from the Health and Physical Education curriculum are explored and some achievement objectives from each strand are assessed. Our aim is to develop our students into confident, well rounded individuals, capable of making sound decisions both now and in the future.

CONTACT PERSON: Mr H Uivel/Mrs N Parsons-Roberts

MATHEMATICS

This course consolidates, explores and develops content and processes from 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, six 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 a 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 are recommended to 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 the opportunity to take part international competitions.

CONTACT PERSON: Mr S Achary or Mr D Hall

SCIENCE

Nau mai, haere mai ki te Putaiao. Learning Science is fundamental to understanding the world in which we live. This course develops a range of scientific skills and knowledge all within contexts that inspire enthusiasm and discovery. Each context covers the four main learning areas along with the Nature of Science interwoven throughout.

Learning Areas

- Living World
- Physical World
- Planet Earth and Beyond
- Material World

Within these contexts, students will have the autonomy to direct their learning into areas of interest as well as experience Science in the real world, through individual and group learning.

Science at Hillcrest High School is designed to teach students the skills necessary to be lifelong learners within the Science context.

CONTACT PERSON: Mr N Bryant

SOCIAL SCIENCES

SOCIAL STUDIES

Social Studies is about how societies work and how people can participate as critical, active, informed, and responsible citizens. Students will develop a range of important skills, such as communication, collaboration and problem-solving. Year 9 students explore the ideas of people, power and influence through a future focused lens. Students are encouraged to and provided with opportunities to actively engage with their communities.

CONTACT PERSON: Mr R Cox

THE FOLLOWING ARE ALL TRIMESTER COURSES

CREATIVE 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.

TAKE HOME COMPONENT: \$15

CONTACT PERSON: Ms R Hickman

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.

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 four 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

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 for success across the curriculum.

CONTACT PERSON: Ms R Kuysten

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).

Students are provided with individualised programmes to build on their strengths and support their English language learning needs across the four skills areas of reading, writing, listening and speaking. Regular time is spent on learning high frequency vocabulary as well as topic work.

As students increase their confidence and language proficiency they move into mainstream subjects.

ENGLISH LANGUAGE LEARNING (9ELL)

This English Language Learning course is designed for Year 9 English language learners from a range of language and cultural backgrounds. The course gives students extra time to improve their English listening, speaking, reading, writing and vocabulary levels. It offers students learning opportunities to develop familiarity with the NZ approach to learning (including inquiry learning, group work and digital tools skills). This subject covers a range of topics relevant to life in NZ.

Students also study mainstream English or Foundation English depending on their language proficiency. Some students will move on to 10ELL or to mainstream English at the end of the year as recommended.

CONTACT PERSON: Ms J Blank

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

These are all one trimester 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 digital tools, and students will be encouraged to make use of a variety of websites and applications, including virtual reality to bring language and culture to life in our classrooms.

Students who have significant prior knowledge may have an opportunity to accelerate, and should discuss this with the head of department.

CONTACT PERSON FRENCH: Dr M Taylor

CONTACT PERSON JAPANESE: Ms F Akiyama

CONTACT PERSON MANDARIN CHINESE: Ms C Howard-Shi

CONTACT PERSON SPANISH: Ms A Rowlands

TE REO MĀORI (9MĀO)

This one trimester 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. Students begin by exploring their perceived financial identity. *Earning an Income* explores different sources of income. *Managing your Money* looks at how to prepare and apply a simple 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.

Topics may include:

- Drawing basics, chocolate packaging design, sketch up modelling

TAKE HOME COMPONENT: \$10

Students are encouraged to purchase their own A3 pad of drawing paper, 2B pencil and coloured pencils.

CONTACT PERSON: Miss S Oehley

DIGITAL TECHNOLOGIES (9DTG)

The aim of this course is to introduce students to innovative software and areas of the Digital Technologies curriculum to build on in later years. The course is made up of a range of units from the list below.

- Design a page using bitmap images for a publication
- Develop an outcome using 3D modelling software to be 3D printed
- Develop and code a simple game

The three key strands from the Technology curriculum are explored in detail and learning objectives from each strand are assessed. Areas of the Digital Technologies curriculum will be covered.

TAKE HOME COMPONENT: \$5 for 3D printing.

CONTACT PERSON: Miss C Bourke

ELECTRONICS (9ELT)

This introduction to electronics includes designing and building a range of visual and audio projects. Students will learn about:

- electricity
- circuits
- electronic components
- how to solder
- programmable electronics

Students will be assessed on skills gained from the three strands of the Technology curriculum.

TAKE HOME COMPONENT: \$25

CONTACT PERSON: Mr D Hopkirk

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.

CONTACT PERSON: Mrs M MacKenzie / Mrs J Campbell

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.

TAKE HOME COMPONENT: \$40
CONTACT PERSON: Mr D Kallahar

MATERIALS TECHNOLOGY (FABRICS - 9MTF)

This is a practical based course focussed around working with a range of fabrics. Students are encouraged to be creative and develop their skills in using a range of materials and equipment.

TAKE HOME COMPONENT: \$35.00
CONTACT PERSON: Mrs A Teahan

THE FOLLOWING TWO COURSES ARE BY INVITATION AND WILL RUN LATER IN THE YEAR

JEEP Junior Enrichment & Extension Programme – by invitation

Rationale

Hillcrest High School's Junior Enrichment and Extension Programme (JEEP) is offered in Year 9 (in Trimester 3) and in Year 10 (in Semester 1). JEEP's goal is to offer our junior gifted 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 Trimester 3 each year, allowing our new Year 9 students to settle into the routines of High School during Trimesters 1 & 2. 10JEEP is run in Semester 1 of Year 10, 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 students. By developing students' autonomy for lifelong learning,

JEEP fosters a growing 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 Jodie Terry

YEAR 9 JUNIOR SPORTS DEVELOPMENT – by invitation

Students applying for this half year programme will go through a rigorous selection process during Trimester 2 before being accepted into the group. Selection will be based on sporting ability, potential, attitude and effort in both sport and Physical Education.

The selected group will participate in a timetabled option course in Trimester 3 where class will be held 4 times a week. This course will prepare the students for the Year 10 programme and will cover training and competing in the annual Duathlon, Cooperation Games, Skill Acquisition, strategy in sport and a Police-based fitness unit.

Hard working and dedicated students will be offered the opportunity to partake in the annual 9SDP day out in Rotorua. Students are required to catch up on work missed during time out of school.

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 - Creative Arts - Technology - Learning Languages

Hauora Programme:

2021 will see the introduction of our new Hauora programme. The programme will be delivered in year groups across the whole school.

The Hauora programme is based upon the Māori philosophy of health and well-being which is commonly referred to throughout New Zealand.

The content of the programme is based upon the concept of Te Whare Tapa Wha, which is made up of four pillars; Taha tinana - Physical well-being, Taha hinengaro - Mental and emotional well-being, Taha whanau - Social well-being, and Taha wairua - Spiritual well-being.

The content will cover a range of topics from growth mindset, to money management, to empathy. The content and material of the sessions will vary across year groups, but will all very much focus upon our vision of a holistic approach to help build our students into well rounded, happy individuals.

Matihiko - Computer Literacy

This 1 period per week compulsory course covers all aspects of the Digital Technologies areas in the Curriculum. Students will gain vital skills and knowledge using digital technologies in contexts that are transferable to other areas of learning. The focus will be on being able to design and create digital outcomes and having a good understanding of computational thinking.

Note: Students wanting more in depth Digital Technologies should also take 10DTMS or 10DTPS

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:

- ✓ Creative Arts
- ✓ Technology

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

- ✓ Creative Arts
- ✓ Social Sciences- Enterprise Studies
- ✓ Technology

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 throughout the year. Assessment will be through several common tests and an end of year exam.

CONTACT PERSON: Ms K Stevenson

HEALTH & PHYSICAL EDUCATION

The Junior Physical Education and Health Programme is influenced and guided by the Principles of Hallison's model of Social Responsibility and our HHS Physical Education values.



The Year Ten PE programme is designed to empower our students to start to make lifelong decisions in terms of personal fitness, lifestyle and recreational choices. Our units of work emphasize cultural diversity, team work, skill acquisition and sports science, personal fitness, collaborative learning and traditional Maori games. We deliver units of work covering Life Saving, Athletics, World of Sport Asia, World of Sport USA, World of Sport Europe, Move Your Body, Ki-O-Rahi, Year 10 Cup, Our Local Community and Festival of Sport. Health Education is taught in blocks throughout Terms One, Two and Three. The

units are, This is Me, Keeping It Real, and Relationships.

The 4 key strands from the Health and Physical Education Curriculum are explored and some Achievement Objectives from each strand are assessed.

Our aim is to develop our students into confident, well rounded individuals, capable of making sound decisions both now and in the future.

CONTACT PERSON: Mr H Uivel / Mrs N Parsons-Roberts

MATHEMATICS

This course consolidates, explores and develops content and processes from 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.

TAKE HOME COMPONENT: Approx. \$25 for Education Perfect, \$12 for competitions (optional) plus any costs for revision materials depending on the number of standards the student is doing

CONTACT PERSON: Mr S Achary or Mr D Hall

SCIENCE

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Learning Areas

- Living World
- Physical World
- Planet Earth and Beyond
- Material World

Within these contexts, students will have the autonomy to direct their learning into areas of interest as well as experience Science in the real world, through individual and group learning.

Science at Hillcrest High School is designed to teach students the skills necessary to be lifelong learners within the Science context.

CONTACT PERSON: Mr N Bryant

SOCIAL SCIENCES

SOCIAL STUDIES

Social Studies is about how societies work and how people can participate as critical, active, informed, and responsible citizens. Students will develop a range of important skills, such as communication, collaboration and problem-solving. Year 10 students explore New Zealand's place in the world and consider the role that they can play in our increasingly globalised society. Students are encouraged to and provided with opportunities to actively engage with their communities.

CONTACT PERSON: Mr R Cox

CREATIVE ARTS ARE FULL YEAR AND/OR SEMESTER COURSES

CREATIVE ARTS

ART (10ART & 10ARTS)

This course aims to develop students' 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 to 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.

TAKE HOME COMPONENT: \$25 full year/\$15 half year

CONTACT PERSON: Ms R Hickman

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) 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.

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 is 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 an 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, hip-hop, EDM, 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:

AS 91091: *Demonstrate Ensemble skills through performing a piece of music as a 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 a featured soloist.* Solo performance is a vital part of the students' progress to becoming an accomplished musician. Students will learn stagecraft, informed choice of a 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

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).

Students are provided with individualised programmes to build on their strengths and support their English language learning needs across the four skills areas of reading, writing, listening and speaking. Regular time is spent on learning high frequency vocabulary as well as topic work.

As students increase their confidence and language proficiency they move into mainstream subjects.

ENGLISH LANGUAGE LEARNING (10ELL)
This English Language Learning course is designed for Year 10 English language learners from a range of language and cultural backgrounds. The course gives students extra time to improve their English listening, speaking, reading, writing and vocabulary levels. It offers students learning opportunities to further develop familiarity with the NZ approach to learning (including inquiry learning, group work and digital technology skills) This subject covers a range of engaging topics.

Students also study mainstream English or Foundation English depending on their language proficiency.

Students will move on to 1ELL, 1EIP or mainstream English at the end of the year, as recommended.

CONTACT PERSON: Ms J Blank

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: Dr M Taylor

JAPANESE (10JAP)

Students continue to develop their language skills in reading, writing, speaking and listening while they learn about 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. Students start the course with learning the basic Japanese scripts "HIRAGANA" which is the essential skill to succeed in senior levels. 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, Describing Themselves and Others, Home, Leisure-time, Sports, TV/Video/Films/Music, Food (Eating Out), Shopping/Clothing/Fashion Parade and Weather.

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 Rowlands

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 students' 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 programme 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

ENTERPRISE STUDIES (10EES) - Semester course

In this course students study enterprising people, aspects of a business 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

TECHNOLOGY COURSES ARE ALL SEMESTER COURSES EXCEPT DVC & MTF WHICH HAVE A FULL YEAR COURSE AS WELL

TECHNOLOGY

DESIGN & VISUAL COMMUNICATION (10DVC (full year) & 10DVCS (semester))

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: Portable speaker design and modelling
- Architectural Design: Interior spaces and modelling (full year course only)

TAKE HOME COMPONENT: \$25 (full year) or \$10 (one semester). Students are encouraged to purchase their own A3 pad of drawing paper, 2B pencil and coloured pencils.

CONTACT PERSON: Miss S Oehley

DIGITAL TECHNOLOGIES MEDIA (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 option leading into full year courses in the senior school. Students learn to use a variety of software for different design purposes including:

- Developing graphic designs for Identity & Publications
- Website interface design
- Animation and multimedia
- 3D Modelling

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.

Areas of the Digital Technologies curriculum are explored in detail.

TAKE HOME COMPONENT: \$5 for 3D printing.
CONTACT PERSON: Miss C Bourke

DIGITAL TECHNOLOGIES PROGRAMMING (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:

- Robotics
 - Animation Graphics for gaming
 - Coding for 3D environments
 - Creating Apps
 - Programming
 - Web development in HTML and Javascript
- Students also learn to research, plan, consult stakeholders, develop ideas, test and evaluate as part of projects they undertake. The Digital Technologies progress outcomes and key strands from the Technology curriculum are explored and assessed.
CONTACT PERSON: Mrs K Langman

ELECTRONICS (10ELTS)

This course follows on from Year 9 electronics. In this practical course students understanding will be developed in:

- electricity
- circuits
- electronic components
- soldering
- programmable electronics

Students will have some choice in projects based on previous experience. Those students who have not studied electronics in Year 9 may study this course after consulting with the TIC

TAKE HOME COMPONENT: \$25
CONTACT PERSON: Mr D Hopkirk

FOOD TECHNOLOGY AND NUTRITION (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.
CONTACT PERSON: Mrs M MacKenzie / Mrs J Campbell

MATERIALS TECHNOLOGY- FABRICS (10MTF (full year) & 10MTFS (semester))

This is a practical-based course where students work with a range of textiles to construct various projects and garments. Skills in design and the use of materials and appropriate equipment will be developed throughout the course.

TAKE HOME COMPONENT: \$40.00 full year/\$20 half year. There will be further project costs.
CONTACT PERSON: Mrs A Teahan

MATERIALS TECHNOLOGY

- 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.

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

TAKE HOME COMPONENT: \$40
CONTACT PERSON: Mr D Kallahar

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.

CONTACT PERSON: Mrs L Stratford

THE FOLLOWING TWO COURSES ARE BY INVITATION

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 (in Trimester 3) and in Year 10 (in Semester 1). JEEP's goal is to offer our junior gifted 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 run in Semester 1 of Year 10, 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 students. By developing student's autonomy for lifelong learning, JEEP fosters a growing 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.
CONTACT: 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 include Anatomy, Sports Nutrition, Adventure-Based Learning, Strength and Conditioning, Professional Sport, Swimming, Kayaking and a variety of sporting activities. 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. Students will be required to keep a diary of their sporting progress throughout the year. At the end of this course students will be invited to attend the annual 10SDP trip to Mount Maunganui.

Following the Year 10 course students can then apply to be a part of the Level 1 Sports Development programme, which is a full year NCEA course.

CONTACT PERSON: Mr G Hay

Hillcrest High School

STUDENT RESPONSIBLE USE AGREEMENT

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 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 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 others to become a better digital citizen.

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.

Will not knowingly access inappropriate images or content.

Student Declaration

I understand that these guidelines for responsible use are to be followed when using any technology while at school or while 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.

I understand that The Harmful Digital Communications Act (HDCA) may be used to hold students to account for offensive online behaviour.

Hillcrest High School

PARENT RESPONSIBLE USE AGREEMENT

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 School's 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 6 of the enrolment form. This will remain on the student's file.
3. Keep this document for future reference.

Hillcrest High School

WIRELESS DEVICE POLICY

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 PCs such as iPads.

Access will be provided via Aerohive Networks Wifi.

What the school will provide:

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

Connecting to Aerohive Networks Wifi is simple.

1. Connect to HHS_BYOD
2. The Aerohive Networks Wifi 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 Aerohive Networks Wifi 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 Aerohive Networks Wifi network.

Hillcrest High School

BLANKET CONSENT FOR EOTC

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 sea, 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. No consent 2. Blanket consent at enrolment
B	Off-site events in the local community occurring in school time. 1. Lower risk environments 2. Higher risk environments*	1. Blanket consent at enrolment. 2. Blanket consent at enrolment
C	Off-site events - finishing after school finishes 1. Lower risk environments 2. Higher risk environments*	1. Blanket consent at enrolment. 2. Separate consent for each event or programme
D	Off-site residential overnight events 1. Lower risk environments 2. Higher risk environments*	1. Separate consent for each event or programme 2. Separate consent 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 6 of the enrolment form. This will remain on the student's file.
 3. Keep this document for future reference.
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ROADS IN HILLCREST HIGH SCHOOL ZONE

A	D (cont)	L	R
ACACIA GROVE (off Rosebanks Drive)	DAY ROAD (off Pencarrow Road)	LANG ROAD, MATANGI	RANSTEAD ROAD
AIRPORT RD (650 onward)	DEFOE AVE	LEE MARTIN ROAD	REDWOOD GROVE (off Newell Road)
AIRPORT RD (TO BRIDGE)	DEVINE ROAD	LEEDS ST	REGENT ST
AKONA LANE	DEY ST (up to 253)	LINTHORPE PLACE	RINGER ROAD
ALBERT ST (37 & above)	DOROTHY AVE,	LISSETTE ROAD	RIVERFIELDS LANE
ALISHA PLACE	DUNCAN ROAD (off Hooker Road)	LISTON CRES	RIVERGLADE DRIVE (off Newell Road)
AMBER LANE, GORDONTON	E	LLENOC LANE (off Taplin Rd)	RIVERLEA RD
ANNEBROOKE ROAD	EARLS COURT	LORIMER LANE	ROBINSONS LANE
APPLETON LANE	EAST RIDGE GROVE	LOUISE PLACE, RIVERLEA	ROSEBANKS DRIVE
ASHBURY ST	EAST RIDGE GROVE	LYSANDER ST	RUAKURA RD (east Knighton Rd)
ASPENLEIGH DRIVE	EDINBURGH RD	M	RUAKURA RD (to Uni roundabout)
AURORA TCE	ELMWOOD LANE (off Newell Road)	MAGNOLIA GROVE (off Pencarrow Rd)	RYBURN ROAD
B	ETON DRIVE	MALCOLM ST	RYVINGTON LANE
BADGER CLOSE	EUREKA ROAD	MANNELL CLOSE	S
BAFFLES CRESCENT	F	MANNELL LANE	SANCTUARY LANE
BALFOUR CRES	FANTAIL FLIT	MANSEL AVE	SCHOLLUM ROAD (Eureka)
BARRIE CRES	FENWICK CRES	MARKEVIN LANE (off Pencarrow Road)	SCOTLAND PLACE
BATES ROAD, MATANGI	FIGGMARTEN LANE (off Birchwood)	MARSHMEADOW ROAD	SCOTSMANS VALLEY ROAD (up to 612)
BECKSIDE CLOSE (off Webster Rd)	FINDLAY STREET	MARYCHURCH ROAD (to Bellevue Rd intersection)	SCOTSVALE DRIVE
BEECH CRES	FIRTH ST	MASTERS AVE	SEABROOKE LANE
BEER ROAD	FLORA LANE (Tamahere)	MASTERS ROAD	SEDDON RD, GORDONTON
BELLEVUE ROAD, MATANGI	FLYNN RD	MATANGI RD	SEPTEMBER GROVE (off Woodcock)
BERKLEY AVE	FORD LANE	MATANGI ROAD (Yumelody Lane)	SHAW ROAD
BEVERLEY CRES	FORSTER AVE	MCCRACKEN AVE	SHELBY LANE
BILS THORPE RD (off Matangi)	FOX LANE	McGREGOR PLACE	SHERIDAN ST
BIRCHWOOD LANE (off Newell Road)	FOX ST (UP TO 259)	MEADOWGREEN DRIVE	SHERIFF PLACE
BIRD LANE (off Butchers Rd)	FRIEDLANDER ROAD, EUREKA	MELROSE PLACE	SILVA CRES
BLEAKLEY CRES	FUCHSIA LANE (off Matangi Road)	MEXTED PLACE	SILVER EYE LANE
BLUE HERON PLACE	FUSION LANE (off Newell)	MILBURN PLACE	SILVERDALE RD
BOLLARD ROAD	G	MONARO GROVE	SOMME CRES
BRENNAN TCE	GALLOWAY ST	MITCHELL CLOSE	SOUTHSEA CRES
BRETTON TCE	GARTHWOOD AVE	MORRINSVILLE RD	STABLEFORD LANE (off Redwood)
BRIGHTON GROVE	GAZELEY AVE	MORRINSVILLE RD/SH26 (to Schollum Rd)	STRAWBERRY FIELDS LAND
BRINKWORTH ROAD	GEOFFREY PLACE	MORRIS RD	STUART JAMES LANE
BROCAS AVE	GLEN IDA WAY	MULLANE ST	SUMMERFIELD LANE
BROOKFIELD ST (35 & above)	GOOD STREET	N	SUTTON CRES
BROWN ST	GORDON ST	NARROWS LANE	SWALLOW LANE
BRUNTWOOD ROAD (to 427A)	GREEN HAVEN LANE (off Redwood)	NATLAND PLACE	T
BURWOOD PLACE	GREENVALE CLOSE	NAYLOR ST (23 & above in)	TAHUROA ROAD (up to 300)
BUTCHER ROAD	GREY ST (up to 455)	NELSON ST	TAI PATENA PLACE
C	H	NEVADA RD	TAMAHERE DRIVE (Matangi)
CALLARD PLACE	HART ROAD (off Newell Road)	NEWELL ROAD	TAMAHERE LANE
CAMBRIDGE RD	HELENA RD	NICHOLLS ROAD (off Tahuroa Road)	TANAKA DRIVE (off Newell)
CAMDON PLACE	HENRY STREET	NIXON ST	TAPLIN ROAD
CARLSON CRES	HERBERT ROAD	NORMA PLACE	TARBETT RD
CARRINGTON AVE	HILLCREST RD	O	TAUWHARE ROAD
CATRA PLACE	HINTON ROAD	O'DONOGHUE ST	TE AWA LANE
CEDAR CRES	HIWI ROAD	OAK VIEW PLACE	TE AWA ROAD (off Pencarrow Rd)
CEDAR PARK RD (off Annebrooke)	HODGE DRIVE	OAKWOOD PLACE (off Twin Oaks)	TELEPHONE ROAD (Gordonton)
CHELMSFORD ST	HODGSON LANE	OLSEN CLOSE (off Dalbeth Ave)	THE TERRACE (off Te Awa Road)
CHEERRY LANE	HOEKA ROAD	OLYMPIA PLACE	TIDD CLOSE
CHESTERMAN RD	HOLLAND RD	ORELIO ST	TITOKI DRIVE, MATANGI
CHITTY ROAD	HOOKER ROAD	P	TRENTHAM ROAD
CLARK PLACE	HOOPER ROAD	PAGE PLACE	TWIN OAKS DRIVE
CLOVER CLOSE (off Taplin Road)	HOWELL AVE	PANAIR CRES	V
CLYDE ST (east of Grey St)	HUDSON COURT	PARADISE SHELDUCK DRIVE	VAILE ROAD
COATES ST	HUDSON ST	PARKLEA DRIVE	VECTIS TCE
COBHAM DRIVE (east of river)	HUNGERFORD CRES	PAYNE CLOSE	VESTY TCE
COOK ST	HUNTER RD	PENCARROW RD	VICTORIA ROAD (from Tauwhare Rd)
CORBETT AVE	J	PERCIVAL RD	VINE ST
COTEBROOK RD	JOHNSVIEW TCE	PICCADILLY LANE	VINTNERS LANE (off Birchwood Lane)
COTTER PLACE	K	PICCADILLY LANE	VISTA TCE
COUNTY CRESCENT	KAHUI AVE	PLATINUM PLACE, MATANGI	W
CRAIG ROAD	KAKANUI AVE	PLATT ROAD	WAVERLEY RD (between Seddon & Holland)
CRANMERE DRIVE	KERRY LANE (off Rosebanks Drive)	POLLOCK LANE (off Matangi Road)	WEBSTER RD (off Matangi Road)
CRANWELL PLACE	KEW PLACE	POPLAR LANE (off Matangi Road)	WELLINGTON ST (20 & above in)
CROSHER PLACE	KIPPEN LANE (off Rosebanks Drive)	PRESCOTT RD	WILLOW ROAD
D	KIROA ROAD	PRYCE PLACE	WILLOW WOOD LANE (off Matangi Road)
DALBETH AVE	KNIGHTON RD	PUKEMOREMORE ROAD, MATANGI	WINDMILL ROAD
DALBETH PLACE	KOPPENS ROAD	PUKETAHA ROAD (betw Seddon -Telephone)	WIREMU-TAMIHANA DRIVE
DALESFORD CRES			WOODCOCK ROAD
DAVIDSON LANE			WOODSIDE ROAD (off Matangi Road)
			Y
			YORKSHIRE RD
			YUMELODY LANE (Matangi Road)

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. recent 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. recent 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. recent 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 (and other certificates if applicable)

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.

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.