



Hillcrest High School

Te Kura Tuarua o Tihipuke

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# ENROLMENT INFORMATION 2024

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## **IMPORTANT DATES**

*Open Day*                      **Wednesday, 2 August, 2023**  
*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*                              *25 August 2023*

*All other levels*      *from 28 August 2023*

### **Out of zone**

*Year 9*                              *25 August 2023*

*All other levels*      *16 October 2023*

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# ENROLMENT PROCEDURE FOR 2024 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)<sup>1</sup>. (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 Friday, 25 August, 2023.

### 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, 25 August. The ballot process for Year 9 out of zone students will be completed by Friday, 1 September and parents notified in writing by Friday, 8 September and acceptance of enrolment must be confirmed by Friday, 22 September.

## **YEAR 10 - 13 ENROLMENTS**

### **In zone applications**

Applications for enrolment in Year 10 to Year 13 will be formally received from Monday, 28 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, 16 October. The ballot process will be completed by Friday, 20 October and parents notified in writing by Friday, 27 October and acceptance of enrolment must be confirmed by Friday, 10 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 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 2024 STUDENTS**

### **Course Material Charges**

In some courses (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 return these books or 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 it delivered to your home.

### **Bring Your Own Device (BYOD)**

It is highly recommended that all students bring a laptop or Chromebook 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)).

HILLCREST HIGH SCHOOL 2024 COURSE OVERVIEW

	YEAR 9	YEAR 10	LEVEL 1	LEVEL 2	LEVEL 3
<b>CREATIVE ARTS</b>	Art Drama Music	Art Drama Music	Art - Design & Digital Photography Art - Paint/Print  Drama Music	Art – Design  Art - Paint/Print Art – Photography  History of Art Drama Music: Studies / Tech	Art – Design & Illustration Art - Paint/Print Art – Photography Art - Sculpture History of Art Drama Music: Studies / Tech
<b>BUSINESS</b>	Money Matters	Introduction to Commerce	Commerce	Accounting Business Studies Economics	Accounting Business Studies Economics
<b>ENGLISH</b>	English  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
<b>INCLUSIVE EDUCATION</b>	Junior Enrichment & Extension (by invitation)	Junior Enrichment & Extension (by invitation)			
	Physical Assistance Centre (PAC) / Independent Living Centre (ILC) / Learning Support (PAV)				
<b>LEARNING LANGUAGES</b>	French Japanese Chinese Spanish Te Reo Maori	French Japanese Chinese Spanish Te Reo Maori	French Japanese Chinese Spanish Te Reo Maori	French Japanese Chinese Spanish Te Reo Maori	French Japanese Chinese Spanish Te Reo Maori
<b>MATHEMATICS &amp; STATISTICS</b>	Mathematics	Mathematics	Mathematics	Mathematics Cambridge Maths (selected students) Calculus Statistics	Mathematics  Calculus Statistics
<b>PHYSICAL EDUCATION &amp; HEALTH</b>	Physical Education & Health  Junior Sports Development (by invitation)	Physical Education & Health  Junior Sports Development (by invitation)	Physical Education Health Sports Studies	Recreation Health Sports Studies Outdoor Education	Health Sports Studies Outdoor Education
<b>SCIENCE</b>	Science	Science	Natural Science Physical Science Plant and Produce	Biology Chemistry Physics Earth & Space Science Plant Management and Produce	Biology Chemistry Physics Earth & Space Science
<b>SOCIAL SCIENCE</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 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  Electronics Food & Nutrition Hospitality Materials Technology : Construction Skills Engineering Fabrics  Motors	Design & Visual Communication Digital Technologies - Media - Programming - Computing  Electronics Food & Nutrition Hospitality Materials Technology: * Construction Skills Engineering Fabrics  * Motors
<b>TECHNICAL &amp; VOCATIONAL EDUCATION</b>			Technical & Vocational Education	Technical & Vocational Education  Gateway	Technical & Vocational Education  Gateway
<b>STUDENT SERVICES</b>	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:

The Hauora programme is delivered in Hauora Groups across the whole school from years 9 through to 13.

The programme relates to the Māori concept of Te Whare Tapa Wha which is commonly referred to throughout New Zealand.

Te whare tapa wha 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 programme aims to build relationships, enhance identity and self-worth, build connections to school, and develop life skills. The content and topics covered across each year group will vary.

## Compulsory full year subjects:

All Year 9 students study the following:

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

## Choosing your subjects (a total of 6 courses, 3 per semester):

Compulsory One-Semester Digital Technology course:

- ✓ Matihiko
- OR
- ✓ Digital Technologies

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

- ✓ Creative Arts
- ✓ Technology
- ✓ Learning Languages

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

- ✓ Creative Arts
- ✓ 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 Subjects form in the Enrolment Information document.

## COMPULSORY 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

### PHYSICAL EDUCATION & HEALTH

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, striking games, net games, invasion games, team activities, Year Nine PE Cup, Maori games, Move your Body and Fitness.

Health education is taught in three week blocks throughout the year. The units are linked to Maori concepts, values and whakatauki, covering topics such as positive relationships, identity, online behaviour and decision making.

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.

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 in various Maths competitions.

**CONTACT PERSON:** Mr S Achary or Mr A Lal

### 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:** Mrs H Gregory

### 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 culture, Te Ao Maaori and engage with the histories and stories of our Mana Whenua. Students are encouraged to and provided with opportunities to actively engage with their communities.

**CONTACT PERSON:** Ms L Campbell

#### SEMESTER (HALF YEAR) 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, communication, moving and in theatre craft. Drama also provides the opportunity to work collaboratively with others and develop group work skills. This is a practical course with some written planning for 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 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

## 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 differentiated 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, CHINESE (9FRE, 9SPA, 9JAP, 9CHI)

These courses 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 language specific scripts, which are Hiragana in Japanese and the Chinese Characters in Chinese. 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:** Mr M Menard

**CONTACT PERSON JAPANESE:** Ms F Akiyama

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

**CONTACT PERSON SPANISH:** Ms D Roznawska

### TE REO MĀORI (9MĀO)

This 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:** Whaea Hawkins

## SOCIAL SCIENCES

### MONEY MATTERS (9MYM)

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 important 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 product or architectural design and provides the foundation for learning in Design and Visual Communication at senior level.

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, Zoo Kiosk design, Sketch up (CAD) modelling.

### TAKE HOME COMPONENT: \$10

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

**CONTACT PERSON:** Mrs S Franklin

### 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

*A Digital Technology course is compulsory. You can choose between MKO or DTG*

### MATHIKO - COMPUTER LITERACY (9MKO)

This 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.

### DIGITAL TECHNOLOGIES (9DTG)

The aim of this more in-depth 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 units such as:

- 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 Digital Technologies progress outcomes and key strands from the Technology curriculum are explored and assessed.

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

**CONTACT PERSON:** Miss C Bourke

### 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.

**DONATION TOWARDS COST OF FOOD:** \$30

**CONTACT PERSON:** Mr G Cogan

### MATERIALS TECHNOLOGY - WOOD (9MTW) or 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 B Smith

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:** Mr B Smith

**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 Semester 2) 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 Semester 2 each year, allowing our new Year 9 students to settle into the routines of High School during Semesters 1.

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. Assessment 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, Hauora teachers and subject teachers;
4. Also for Year 9 JEEP, assessment from observations made on our two-day retreat 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:** Mrs J Kennedy

**YEAR 9 JUNIOR SPORTS  
DEVELOPMENT – by invitation**

Students interested in applying for this course will complete an application form during Hillcrest High school's Year 8 Orientation Day. Students will then participate in a testing process which is aimed at assessing attitude, effort and ability in sports-related tasks and activities. Successful applicants will then be invited to join the Year 9 Sports Development program that runs as a half year option course (semester A or B).

The course will cover the following material: Skill Acquisition, Human Anatomy, Team Games, Police-based Fitness and training toward and then competing in the 9SDP Duathlon.

At the end of the year students who have engaged in all learning and have demonstrated a good level of sporting ability will be invited to join the Year 10 Sports Development programme the following year.

**CONTACT PERSON:** Mr G Hay

# YEAR 10 LEARNING AREAS

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

## Hauora Programme:

The Hauora programme is delivered in Hauora Groups across the whole school from years 9 through to 13.

The programme relates to the Māori concept of Te Whare Tapa Wha which is commonly referred to throughout New Zealand.

Te whare tapa wha 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 programme aims to build relationships, enhance identity and self-worth, build connections to school, and develop life skills. The content and topics covered across each year group will vary.

All Year 10 students study the following compulsory full year subjects:

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

## Compulsory one-semester Digital Technology course:

- ✓ Matihiko  
OR
- ✓ Digital Technology - Media  
OR
- ✓ Digital Technology - Programming

All students study one more subject from 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 COMPULSORY 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

### PHYSICAL EDUCATION & HEALTH

The Junior Physical Education and Health Programme

is influenced and guided by the Principles of

Harrison's model of Social Responsibility and our HHS Physical Education values.



The Year 10 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 Athletics, World of Sport Asia, World of Sport USA, World of Sport Europe, Move Your Body, Ki-O-Rahi, Year 10 Ki-O-Rahi Cup and Sports Education.

Health Education is taught in blocks throughout the year. The units are linked to Maori concepts, values and whakatauki, covering topics such as intimate relationships, accepting diversity, drug and alcohol use, and appropriate online behaviour.

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. Calculators are required. All students are offered the chance to sit the NCEA internal AS91026 Number (4 credits).

The new numeracy external standard 32406 will be offered to all Year 10 students.

**CONTACT PERSON:** Mr S Achary / Mr A Lal

## MATHEMATICS ENRICHMENT COURSE

Students who are working at level 6 or above of the Mathematics Curriculum may be offered NCEA Level 1

Opportunities are also offered to take part in Australian Maths and Otago University Junior Maths Competitions.

**TAKE HOME COMPONENT:** \$12 for competitions (optional); \$25 for revision materials.

**CONTACT PERSON:** Mr S Achary / Mr A Lal

### 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:** Mrs H Gregory

### 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:** Ms L Campbell



## 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 for full year classes. The course includes improvisation, devising and stage drama (culminating in a performance) and study of theatre. Students will explore and develop their creativity, gain confidence in public presentation and develop skills in working cooperatively. 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 and join a school music group or band during this year.

**CONTACT PERSON:** Mr M Cook

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

This is a half year (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 - by invitation only

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. There is an expectation that students in this class will join the orchestra or other school music groups. There will be opportunities to perform at department concerts during the year.

**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 differentiated 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:** Mr M Menard

#### 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

## CHINESE (10CHI)

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 D Roznawska

## 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.

**CONTACT PERSON:** Whaea C Hawkins

## SOCIAL SCIENCES

### INTRODUCTION TO COMMERCE (10COM) - Semester course

This course includes concepts from Economics, Accounting and Business Studies. As part of it, students 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 businessperson and meet the demands of running a business. It also covers the issue of corporate social responsibilities of businesses. This course leads to NCEA Level 1 Commerce.

**CONTACT PERSON:** Mr D Beer

## TECHNOLOGY COURSES ARE ALL SEMESTER COURSES EXCEPT DVC MTW & 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:

- Idea Generation (Ideation)
- Product Design: Portable speaker design and
- digital/physical modelling
- Promotional Design: Photoshop
- 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:** Mrs S Franklin

#### 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
- prototyping using breadboards and veroboards.

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

## A Digital Technology course is compulsory. You can choose between MKOs or more in-depth DTPS or DTMS

### MATIIKO - COMPUTER LITERACY (10MKOS)

This 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.

OR

### DIGITAL TECHNOLOGIES MEDIA (10DTMS)

The aim of this more in-depth 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

OR

### DIGITAL TECHNOLOGIES PROGRAMMING (10DTPS)

The aim of this more in-depth course is to prepare students for NCEA Digital Technologies courses in Programming and Computer Science-

**Digital Technologies Programming** is designed to extend 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
  - 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.

**TAKE HOME COMPONENT:** \$5 FOR 3D printing.

**CONTACT PERSON:** Mrs K Langman

### FOOD TECHNOLOGY & NUTRITION (10FNFS)

This is a practical based course that focuses 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.  
**DONATION TOWARDS COST OF FOOD: \$30**  
**CONTACT PERSON:** Mr G Cogan

### 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:** Mr B Smith

### MATERIALS TECHNOLOGY

- WOOD (10MTW (full year) & 10MTWS (semester))

- METAL (10MTMS) (semester only)

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 B Smith

### MEDIA STUDIES (10MESC & 10MESS)

*Note: Two separate courses.*

*You may choose one or both.*

#### 10MESC (Commercial Media Focus)

The Marvel Cinematic Universe, Disney+ miniseries based on Marvel Comics and DC comparisons make up a genre study on superheroes. Students will look at the common characteristics and their effects such as fanbase, franchise and developments in this industry. Students will develop media literacy and critical thinking by looking at how 'the media' represent groups, cultures & genders creating meanings, messages and values for audiences. They will apply learned skills of filming and editing to create their own marketed product in a visual advertisement in groups. It is Marvel Genre - Media Representations - Video Production - Advertising.

**CONTACT PERSON:** Mrs L Stratford

#### 10MESS (Social Media Focus)

This course has a social media focus. Investigate the impact of social media and trends on the internet. Memes, challenges, and when content goes viral. Looking at their

origins, their appeal, and potential issues. Students will explore influencer culture to develop critical thinking skills by understanding concepts of misinformation, disinformation, forms of speech and their impact. They will apply learned skills of filming and editing to create their own Social Media Campaign with the creation of promotional material for a teen tv show/ film in groups. It is: Social Media. Teen Genre. Influencer Culture. Production skills.  
**CONTACT PERSON:** Mrs L Stratford

### THE FOLLOWING TWO COURSES ARE BY INVITATION

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

Hillcrest High School's Junior Enrichment and Extension Programme (JEEP) is offered in Year 9 and in Year 10 (in Semester 1).

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

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:** Mrs J Kennedy

### YEAR 10 JUNIOR SPORTS DEVELOPMENT - by invitation

Students are invited from Year 9SDP to join the Year 10 Sports Development program. This runs as a full year course where students will gain understanding in sport and fitness, and sports science-related concepts. This programme is designed to help student athletes enjoy higher levels of success in their chosen sports. Topics for the year include: Human Anatomy, Sports Nutrition, Adventure-Based Learning, Strength and Conditioning, Professional Sport, Exercise Physiology, Skill Acquisition and team-based games and challenges. The class will begin the year by training for and then competing in the annual Multi Sport Challenge which is held at Mount Maunganui. Students will be required to keep a diary of their training, food intake and sleep patterns.

At the end of this course students will be invited to attend the annual 10SDP end of year trip.

**CONTACT PERSON:** Mr G Hay

# Hillcrest High School

## STUDENT & PARENT AGREEMENT FOR THE SAFE USE OF DIGITAL TECHNOLOGY

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In order to meet the objective of ensuring that teaching and learning is student-centred, through the use of digital devices, Hillcrest High School is committed to creating a safe online learning environment, and the development of students as capable digital citizens, as described in the Digital Citizenship Policy.

This agreement outlines the school's role in promoting the use of digital technology for learning, and supporting online safety approaches. It also outlines expectations and responsibilities of students as a member of our online community.

### ROLE OF THE SCHOOL

Hillcrest High School will develop and maintain procedures around the safe and responsible use of digital technologies, school's network and systems, and the internet.

These procedures will maintain a safe school environment, as well as providing opportunities to receive and participate in education and support around the safe and responsible use of digital technologies and online environments.

### STUDENT'S RESPONSIBILITIES

As a student of Hillcrest High School and a member of our community, it is expected that you will positively contribute towards making our school a place that is safe, respectful, and fair online and offline. This means enacting our school value of Respect for others, and helping to shape a positive online culture. This is being a 'digital citizen'.

As a digital citizen, you will:

- **Keep it positive.**  
Always respect others online and communicate in a constructive way. Do not create or publish content that is indecent, threatening or offensive.
- **Protect privacy.**  
Do not disclose sensitive personal information about yourself or another person in any digital communication. This includes sharing passwords, accessing devices or online sites belonging to others without consent and taking screenshots and sharing this content without consent.
- **Act cautiously.**  
Anything you post or do online can influence what people think of you. Also, always think carefully about whether the information you see online is true. If you are unsure of something you will check to make sure it is correct.
- **Avoid online bullying.**  
It is never okay to create or forward content that is harmful, inappropriate or hurtful, and may be against the law. If you are harassing people by sending multiple messages this is also considered online bullying and is unacceptable.
- **Be security smart.**  
Keep personal information safe and secure by using strong passwords and not sharing them with others. This includes not accessing devices or online sites belonging to others without consent, not taking screenshots and on-sharing their personal content without their knowledge and permission.

- **Check consent.**  
Before downloading software to the school network or onto devices, ask for permission. It is never okay to interfere with the school systems, digital technologies, equipment/network or the online security of another person.
- **Recognise others' work.**  
Follow copyright and intellectual property requirements by attributing references, images, text, audio and video appropriately.
- **Respect the rights of others.**  
Only record and share video, photo or audio content if the people in it know it has been taken and have provided their consent.
- **Use personal devices sensibly.**  
Keep your device on silent during school hours and only use it outside class time, unless you have been given permission to use it during lessons.
- **Seek help.**  
Sometimes you or someone you know will feel unsafe or come across inappropriate or hurtful online content and behaviours. If this happens talk to a trusted adult about what can be done, or contact Netsafe (<https://www.netsafe.org.nz/contactnetsafe/>) directly.

## STUDENT DECLARATION

I understand the expectations and behaviours required of me when I use digital technologies at school. I understand these apply to all devices used at school whether they are owned by school or if it is my personal device.

I understand I have the right to use and experience online environments and digital technologies in positive ways, as do others. With these rights, come responsibilities.

I understand and agree to support and uphold these expectations and the responsibilities outlined in this agreement.

I know that if my actions or behaviours do not align with the User Agreement there may be consequences. This may include the loss of access to the internet on school-owned devices or personally owned device used at school.

## PARENT/ WHAANAU/ GUARDIAN DECLARATION

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 know that if my child behaves or acts in ways that don't align with those detailed in the User Agreement there may be consequences which the school will talk to me about.

## 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 digitally as part of the online enrolment, (or sign on page 6 of the printed enrolment form.) )  
This will remain on the student's file.
3. Keep this document for future reference.

Developed using the Netsafe Policy and User Agreements (<https://www.netsafe.org.nz/the-kit/policy-user-agreements/>)

# 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 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. <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 digitally as part of the online enrolment, (or sign on page 6 of the printed enrolment form.)  
This will remain on the student's file.
  3. Keep this document for future reference.
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# 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.

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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.