



GISBORNE GIRLS' HIGH SCHOOL

*Te pukapuka-a-matua o Te
Kura Tuarua o Turanga
Wahine*

**PARENT HANDBOOK
2017**

Hinetu Profile:

Gisborne Girls' High School students, Turanga Wahine, are our Hinetu: they will be confident, culturally connected, actively involved, successful lifelong learners. They will achieve academic success for their future pathways. They will be young women of integrity, self-reliant, yet able to relate effectively with others and eager to take individual and collective responsibility as citizens of their local, national and global communities.

Angitu te katoa – Everyone succeeding. Tutuki ai o hiahia – Realise your aspirations. Eke panuku! Eke angitu!



Te Kura Tuarua o Tūranga Wāhine Gisborne Girls' High School

Our Definitions:

- Manaakitanga: *Hospitality, the act of giving and making people feel welcome.*
- Respect: *To show consideration or regard for someone else and yourself.*
- Excellence: *The fact or state of excelling, of striving for the best possible.*
- Resilience: *An ability to recover from or adjust easily to misfortune or change.*
- Mana Motuhake: *Self-determination and independence.*
- Whanaungatanga: *A focus on independent relationships.*

'These represent the guiding values that are the foundation of our school operations'

WELCOME

*He Kura Ao
He Ao Kura
Ko Turanga Wahine*

**Learning lifelong is a treasured world
That's Gisborne Girls'**

Nga mihi nui ki nga matua, tipuna hoki o nga kotiro o Te Kura Tuarua o Turanga Wahine. He pukapuka tenei hei whakamohio atu, hei awhina, hoki, I nga kotiro e ako ana ki tou matou kura.

This booklet is to provide the parents and caregivers of students at Gisborne Girls' High School with relevant information so that they can fully support their students in gaining the maximum education from their time at the school. Our school is a very large and complex organisation but we hope that you will find it a welcoming place to come to.

Included in this booklet is general information about the various systems that operate at the school as well as information about the pastoral care system and specific information related to the subjects that your child will study this year. We hope that by having a greater understanding of how our school operates you will be able to assist your child to gain the best out of her time with us.

Included are the names of the various staff members at the school and the roles that they have. Please feel free to contact us about any issue that concerns you. The best method of contact is usually to ring the office and ask for the specific person but as they may be teaching you will be asked to leave a message and they will contact you when they are able to.

The first point of contact regarding student issues is usually the Form Teacher. They can then direct you if necessary to other staff members. If you have a concern about a particular subject then you are best to contact the teacher of that subject or the Head of Faculty. If you are unsure who to talk to then just call the office and they will be able to advise you and refer you on.

Our School Vision is "Success for All" and we will do everything we can to support every student to gain the best educational outcomes so they can leave school with real choices for their future.

Jan Kumar
Principal

WHO'S WHO IN 2017?

Ko wai ma nga rangatira o Te Kura?

PRINCIPAL	<i>Tumuaki</i>	Mrs Jan Kumar
DEPUTY PRINCIPAL	<i>Tumuaki Tuarua</i>	Mrs Bindy Hannah
ASSISTANT PRINCIPAL	<i>Tumuaki Tuarua</i>	Ms Victoria West
ASSISTANT PRINCIPAL	<i>Tumuaki Tuarua</i>	Ms Kristin McGill

DEANS:

Year 9:	Ms Justine Ward
Year 10:	Ms Ingrid Meister
Year 11:	Mrs Christine Bevan-Hutana
Year 12:	Ms Hana Crawford-Bowden
Year 13:	Mrs Debbie Tallott
HOF Student Support / Guidance:	Ms Sue Andrew
Manager of Learning Support:	Ms Tineille Charteris/Mrs Tralee Butler
International Students:	Ms Wendy Kirkwood
Principal's PA and Office Manager:	Mrs Jude Conway
Business Manager:	Mrs Chris McLeod
Office Administrators:	Mrs Sandy Birch Ms Kira Larsson

TERM DATES 2017

<u>Term 1</u>	<u>Tuesday 31 January to Thursday 13 April</u>
<u>Term 2</u>	<u>Monday 1 May to Friday 7 July</u>
<u>Term 3</u>	<u>Monday 24 July to Friday 29 September</u>
<u>Term 4</u>	<u>Monday 16 October to Friday 8 December</u>

Public Holidays during term time

Monday 6 February	Waitangi Day
Monday 5 June	Queen's Birthday
Monday 23 October	Labour Day

TEACHING STAFF

Nga Mahita o Te Kura

CAREERS
Jo Graham (HOF), Christine Bevan-Hutana, Justine Ward
ENGLISH
Steve Webb (HOF), Liz Brown (Asst HOF), Annie Egan, Fiona Glengarry, Rita Halley, Wendy Kirkwood, Bev McDonnell, Sarah Olliver
HEALTH, PHYSICAL EDUCATION and OUTDOOR EDUCATION
Shelley Hunt (HOF), Ingrid Meister (HOD Outdoor Ed), Hana Crawford-Bowden, Bindy Hannah, Arna Majstrovic, Kristin McGill, Carolyn Rofe, Kelly Warren
MATHEMATICS
Jayde Carroll (HOF), Jo Turton (Asst HOF) Grace Davidson, Mark Karalus, Amit Singh, Victoria West, Jess Williams
SCIENCE
Sam Mottart (HOF), Mark Langford (Asst HOF), Sarah Boyle, Barbara Hepburn, Alice Houkamau, Karlene Teao
SOCIAL SCIENCES
Nic Taewa (HOF), Mike Tallott (Asst HOF), Laurie Harrison, Michelle Kokkosis, Ian Loffler
TAIRAWHITI SERVICES ACADEMY
Rayner Jahnke (Director), Pikirangi Jahnke, Roimata Mangu
TE REO MAORI
Morehu Nikora (HOF), Trish Tangaroa
TECHNOLOGY
Sue Bristow (HOF), Debbie Tallott (Asst HOF), Sarah Myers, Cleo Thorpe-Ngata,
VISUAL & PERFORMING ARTS
Jane Egan (HOF and HOD Music), Dick Calcott (HOD Art), Anna Logue (HOD Dance and Drama), Rowan Belcher, Delia Harrison, Vicky Mottart, Justine Ward, Tamsin Wilson

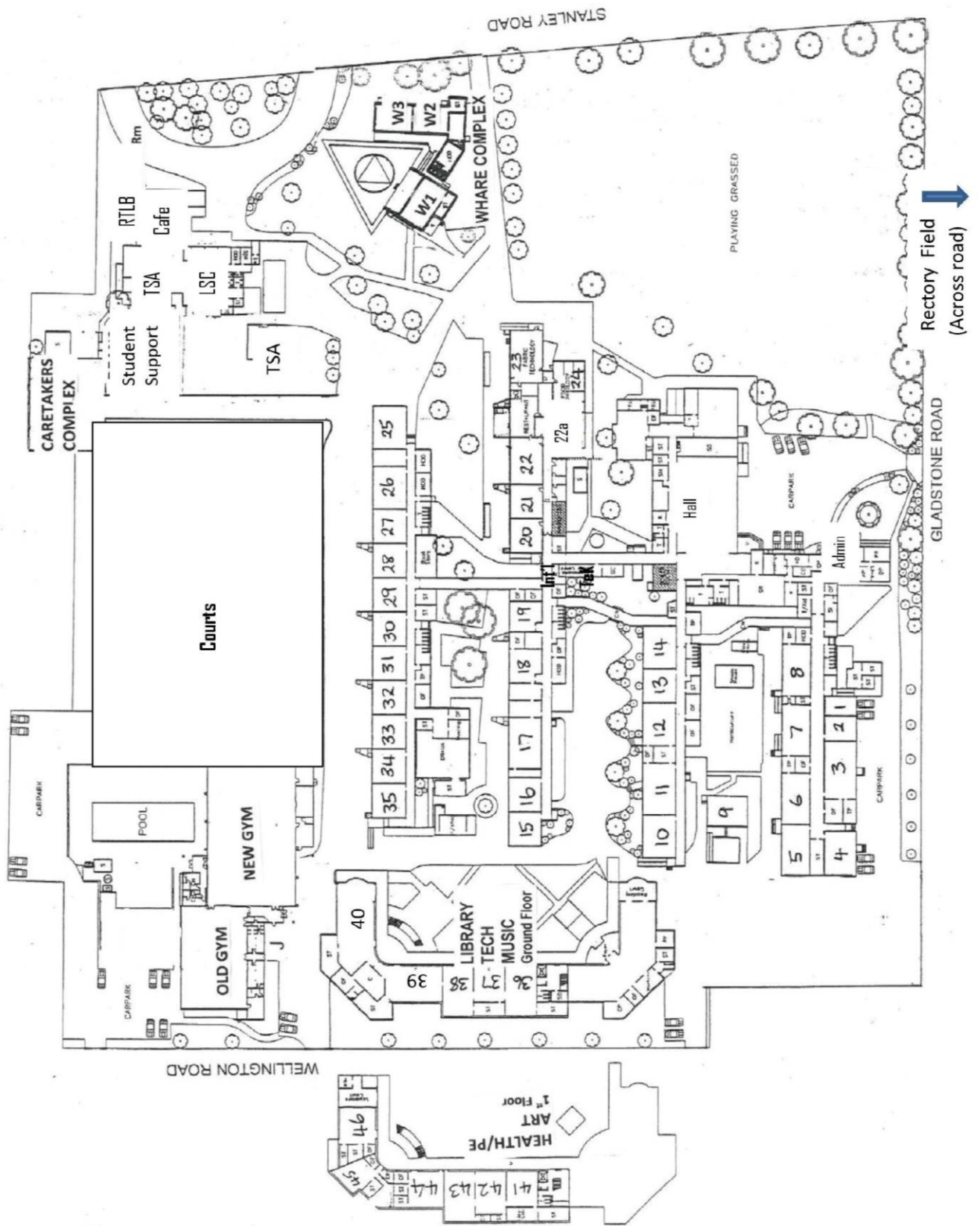
SHAPE OF THE DAY

Te Wātaka o Te Rā

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Form Class 8:25 – 8:40	Staff PLD 8:15 – 9:00	Form Class 8:25 – 8:40	Assembly 8:25 – 8:40	Form Class 8:25 – 8:40
Period 1 8:40 – 9:40 1		Period 1 8:40 – 9:40 5	Period 1 8:40 – 9:40 4	Period 1 8:40 – 9:40 3
Period 2 9:40 – 10:40 2	Period 1 9:00 – 10:00 6	Period 2 9:40 – 10:40 6	Period 2 9:40 – 10:40 5	Period 2 9:40 – 10:40 4
Interval 10:40 – 11:00	Period 2 10:00 – 11:00 1	Interval 10:40 – 11:00	Interval 10:40 – 11:00	Interval 10:40 – 11:00
Period 3 11:00 – 12:00 3	Interval 11:00 – 11:20	Period 3 11:00 – 12:00 1	Period 3 11:00 – 12:00 6	Period 3 11:00 – 12:00 5
Period 4 12:00 – 1:00 4	Period 3 11:20 – 12:20 2	Period 4 12:00 – 1:00 2	Period 4 12:00 – 1:00 1	Period 4 12:00 – 1:00 6
LUNCH 1:00 – 2:00	Period 4 12:20 – 1:20 3	LUNCH 1:00 – 1:30	LUNCH 1:00 – 2:00	LUNCH 1:00 – 1:30
	LUNCH 1:20 – 2:00	Period 5 1:30 – 2:30 3		Period 5 1:30 – 2:30 Juniors only 6f
Period 5 2:00 – 3:00 5	Period 5 2:00 – 3:00 4	Wednesday Sport	Period 5 2:00 – 3:00 2	

SCHOOL MAP

Te mahere o Te Kura



GGHS SCHOOL UNIFORM 2017

Ngā kākahu ā kura o Tūranga Wāhine

School skirt, shorts or trousers

School polo shirt (years 9 and 10) or School senior blouses (years 11 - 13)

School red jersey (years 9 and 10) or School senior black cardigan (years 11 - 13)

Black sandals with backstraps or Black flat soled shoes

Short white or black socks or black pantyhose or tights

Scarfs – must be red, black or white only.

School jacket or plain black jacket

For P.E.: Black school t-shirt and black shorts

Only School shorts can be used for swimming

**Non-uniform articles of clothing will be replaced with loan regulation uniform.
This will be attended to by the Deputy Principal and Assistant Principals.**

Other uniform rules:

- 2 studs/earrings are the only acceptable piercings allowed. Any other piercing must have only a clear plastic pin-sized keeper.
- There is no seasonal distinction, students may select clothing from the list above appropriate to the weather conditions

Tairawhiti Services Academy has a separate uniform, please see TSA teachers or the office for details.

Purchase of uniform items during the year can be done through the office.

“Take pride in your school and show it by the way you dress”

GENERAL INFORMATION

Ngā kōrero whakamōhio

ADVICE AND GUIDANCE *Ngā Kaitautoko*

The first point of contact for any student or caregiver, with any concerns, should be the FORM TEACHER.

Other people with particular responsibility for the physical and emotional wellbeing of students are:

- Academic Deans (one at each year level)
- Guidance Counsellor
- Careers Education Team
- Senior Leadership Team

Please feel free to approach the person with whom you feel most comfortable.

APPLICATION FOR LEAVE *Te tono mō te haere*

If a student knows they are going to be away for less than 5 days, a note from their parents should be given to their form teacher at least a week before the event if possible. If the absence will be 5 days or more you will need to apply in writing to the Principal.

ASSEMBLIES *Hui ā kura*

Assemblies are an important part in the life of the school. We expect students to show respect and behave in a dignified manner at all times.

Assembly time: Thursday 8.25 – 8.40am.

ATTENDANCE *Te putanga mai ki te kura ia rā*

If your child is absent from school you must contact the school office and notify them of the absence. Absences of three days or more due to medical reasons require a medical certificate.

GGHS subscribes to Txtstream. Parents/caregivers will receive a text if your child is absent from school without explanation. Parents/caregivers will be able to text or phone in their response.

BUSES *Ngā pahi*

All students must show respect at all times and be considerate of others. They must respect the authority of the Driver. If you have any queries concerning the buses please contact the office.

CAFETERIA *Te whare kai*

The school cafe is open at interval and lunchtime. A wide variety of food items are available at reasonable prices. Students are not permitted to visit the local shops during school time.

CLASSROOMS AND FURNITURE *Ngā whare ākongā me ngā taonga*

Students are asked to help keep the classrooms as attractive as possible. This includes not writing or drawing on the desktops and respecting the work of other students on display.

COURSE COST CONTRIBUTIONS

As a school we are trying to keep costs as low as possible but still provide the opportunities that students require to get the most out of their courses.

The Course Cost Contributions listed for the Art and Technology courses are for the purchase of the 'take-home' product(s) that students complete during the courses. It is not compulsory to take home the finished product however, should the student wish to take the item(s) then the charge will apply.

For Outdoor Education and Physical Education the Course Cost Contribution is towards the trip costs which enable the students to experience activities offsite to enrich the course. As this is a donation, no students will be prevented from attending these trips however, the ability of the school to provide these opportunities will be dependent on the payment of this contribution.

If you are not going to pay any Course Cost Contribution(s) we would appreciate you notifying the school office and it will be removed from your account.

For subjects that require workbooks or manuals (eg Maths and Science courses) these are treated as stationary items. The student can purchase these items through school and then write on them during class time. If a student does not want to purchase these manuals they will be supplied by the school. In this case the student cannot write on the book and must treat it as a textbook.

Account statements are sent out each term.

DAILY NOTICES *Ngā kōrero o te rā*

Notices are published every day and will be read out at form time. They are also displayed on the noticeboard at the school office. This is one way that students can keep up-to-date with what is happening at school.

DOCTOR'S SERVICE AT SCHOOL *Te wātaka tākuta*

A doctor provides a free medical service Tuesday - Thursday 8.30 am –10.30 am. Students can make appointments at the Student Support Centre.

The school works closely with a wide range of community agencies. These include Te Whare o Te Rito, Midland Health and Public Health.

Other services available include:

- A physiotherapist is available to students and staff Mondays and Wednesdays 11am- 1pm.
- Youth workers and other community helping agencies as needs arise.

DOCTOR, DENTIST AND OTHER APPOINTMENTS

Ngā mahi anō a ngā kōtiro

We ask that every effort is made to make appointments out of school hours. However, if this is not possible, students must sign out at the Office and show the appointment card or permission note from home. Students must sign in upon their return to school.

FEELING SICK? *Te māuiuitanga o ngā kōtiro*

Students who feel unwell during school time must report to their teacher for permission to go to the Main Admin office or the Student Support Centre. They will be assessed and arrangements made as appropriate.

FORM TIME *Te wāhanga poutu*

Students are required to report to their Form Teacher at 8.25 am Mondays, Wednesdays and Fridays. Their form teacher will check their attendance and give important information and direction. The Form Teacher is there to help students while they are at Gisborne Girls' High School. Students must account for every class period and/or days that they were absent. Written notes from home are required to verify absences.

HOMEWORK *Mahi kāinga*

Homework is an integral part of school life and students cannot expect to realise their full potential unless they complete all set homework. Homework may be assignments, exercises, projects, or preparing for assessments. Students are encouraged to do homework by themselves to allow them to develop their study skills, and become a more independent learner. Given below is a guide to the amount of homework you can expect at each year level.

Years 9 and 10 approximately one hour per week night

Year 11 at least 1.5 hours per week night

Years 12 and 13 at least 2 hours per week night

INTERNET USE *Ngā mahi ipurangi*

The Internet is a great place to be, but there are risks. Some of the people students may meet may not be who they seem to be. Students may also come across things that are against the law. The school has rules for the use of the Internet that are designed to keep students safe. Students are required to agree to the school internet use policy (Cybersafety Form). Abuse of the internet code may result in removal of internet/computer access privileges.

LEAVING THE SCHOOL GROUNDS *Te putanga kei waho o te kura*

Students must stay in the school grounds unless they have permission to leave. Any student wishing to go to their own home for lunch can apply for a permanent lunch pass.

LOOK AFTER PROPERTY *Te tīaki taonga*

Sometimes property is reported stolen when in fact the owner has been careless with it. Please make sure that all of your child's clothing is named in a way that is difficult to remove. Name all their exercise books, pencil cases, etc. The school is not responsible for the loss of expensive items such as cell phones and MP3 players.

SCHOOL ACTIVITY DONATION

The School Activity Donation is a voluntary payment. The funds are used to purchase equipment or pay for activities not provided by the Ministry, such as sports tournament fees, school prize-giving, newsletters. Individual student donation is \$70 and for a family it is \$100. If your student is selected to represent the school in a sports tournament team the school will pay the tournament fees however the School Activity Donation must be paid.

VEHICLES AT SCHOOL *Ngā waka i te kura*

Students who bring a vehicle to school must adhere to all road rules and regulations and are to park in the student car parks. We ask that you monitor your student's use of a vehicle especially if they are on a restricted driver's license.

WHAT HAPPENS IF STUDENTS ARRIVE LATE TO SCHOOL?***Ngā kōtiro e tae tureiti ana ki te kura***

If they arrive late at the beginning of the day students are to report to the office and obtain an admission slip to be handed to their class teacher. If they are late to class immediately after the Interval or Lunch, their class teacher will address their lateness.

HINETU

Hinetu is a shared pathway from who we are to who we might be.

The dignity and strength of the term 'Hinetu' comes from its association with our school marae ātea entitled *Te Takapau o Hinetu*. When the girls are formally called on to our school grounds at the powhiri, they traverse the “great woven mat of Hinetu” before entering the wharenuī – *Te Raukura*. This welcome is a traditional process that forges connections between the past, present and future whereby the fabric of humanity is strengthened. It marks the beginning of the Hinetu pathway.

Hinetu is a philosophy of Gisborne Girls' High School. It reflects our understanding of the range of opportunities and connections that allow our students to develop into women “standing tall”. Hinetu encompasses the living nature of the school values, school events, links between whanau and school, and connections to local and wider communities.

The school embraces the collective partnership with whanau and community to foster and embed the values identified in our school charter. The connections developed will strengthen the wairua of the students as they grow from girls into women.

RESTORATIVE PRACTICES

Gisborne Girls' High School uses Restorative Practices to develop and enhance respectful relationships between students, teachers, whanau and the wider community.

- At Gisborne Girls' High School we engage in Restorative Practices where all participants take responsibility for whanaungatanga and connections that nurture relationships.
- Restorative Practices operates as a continuum within Gisborne Girls' High School from very high end conferencing around serious misconduct and harm through to the very low level everyday interactions that students, teachers and wider staff have with one another.
- Restorative Practices encourage students to appreciate the consequences of their actions for others. It enables students to make amends where their actions have harmed others and it requires students to be accountable for their actions.

BEHAVIOUR

Te whanonga o ngā kōtiro

In line with our school values, especially Respect, we expect all students to behave with COMMONSENSE, COURTESY and CONSIDERATION for others.

We expect all students to:

- be quiet when the teacher is talking or instructing the class
- have the correct books and equipment for class
- complete the required work for the class
- not eat in class
- be respectful by not using 'putdowns' and 'backchat and muttering'
- not leave or enter the room without the teacher's permission
- not interfere with the property of other people
- ensure music players or cell phones are turned off and in bags during class time unless directed by the teacher for specific learning activities.
- wear correct uniform
- meet deadlines for class, assessment and homework and complete all required work

COMMUNICATION WITH HOME

NEWSLETTERS *Ngā pānui ā kura*

School newsletters are published two times each term. They are e-mailed or posted home and are also available on the school website (www.gghs.school.nz).

REPORTS *Ngā rīpoata*

Junior students will receive an Interim Report in Term One that will give parents information about how the student has settled into the new school year. They will then receive reports at the end of each term to show progress towards their JCEA.

Senior students will receive reports 3 times each year.

PARENT TEACHER INTERVIEWS *Ngā mahi whakawhiti kōrero*

There will be two formal opportunities to meet with the teachers of your child during the year. After the Interim Reports in Term One there will be student-whanau conferences with the form teacher for all students. In the senior school the focus will be on career planning and goal setting.

After Mid-Year reports there will be parent teacher interviews held. You will have the opportunity to meet with subject teachers to discuss your child's progress. There will also be a focus on subject choices for the next year.

If you have questions or concerns at other times please contact the subject teacher or relevant Head of Department / Faculty. A call to the school office is the first step to make contact.

PARENT INFORMATION EVENINGS

These will be at all levels with a variety of purposes and we encourage all parents to attend to support the home – school partnership.

Later there will be other focus evenings.

WEBSITE and PARENT PORTAL

On our website gghs.school.nz you will find a great deal of useful information such as staff e-mail contacts, the school calendar and newsletters. You as a caregiver can also log in to the Parent Portal where you will find your child's timetable, attendance, accounts and more. The login details for the Parent Portal are sent out at the start of term 1.

Another way to keep in touch with school events is by following our Facebook page. Just follow the link from our website.

SUBJECT INFORMATION FOR YEAR 9 COURSES

Ngā kaupapa ākongā

In the following pages there is information for each of the subjects that your child will take this year. We have provided information about the types of learning the students will be doing at school as well as ways that you, as a parent, can help your child to maximise her/his learning and success.

COMPULSORY SUBJECTS:

ENGLISH: *Te Reo Ingarahi*

(4 lessons per week)

Subject information:

This course focuses on reading, writing, speaking and presenting. Students will read several books, study films, and learn about language throughout the year.

Future Focus:

English is an essential skill in which most university, polytechnic courses and careers require competence. Career opportunities abound in education, law, sociology, diplomacy, journalism, communication, media, marketing, theatre and many more.

How you can help:

Encourage your child to:

- **READ** – books, magazines, websites, newspapers etc. All reading is valuable as students need to be able to read and understand a wide variety of material.
- **DISCUSS** – the ideas covered in television programmes including the characters and storyline.
- **IDENTIFY** - the purpose of the ads during the advertisement breaks and the techniques that the company is using to encourage us to buy their products.
- **DISCUSS** - their understanding of a topic and back up their ideas with evidence and sound arguments.
- **ASK** - questions and look for answers in a variety of places such as dictionaries, internet and other people.

HEALTH & PHYSICAL EDUCATION: *Hauora*

(3 lessons per week)

Subject information:

Hauora involves a combination of health, physical education and outdoor education to develop skills in movement, relationships, safety management and interpersonal skills. This will involve a variety of contexts including aquatics, adventure-based learning, sports, friendships and mental wellbeing.

Future Focus:

Career pathways available could include sports studies, teaching, health related careers and environmental work. The learning involved in this subject is also extremely valuable in the wider life of the student including their health and fitness as well as their personal relationships.

How you can help:

Encourage your daughter to:

- **WATCH** – sports programmes on television and focus on the skills displayed by the top-level athletes.
- **WATCH** – documentaries and current affairs programmes that discuss health matters.
- **READ** – newspaper, magazine and internet articles about sports topics such as performance enhancement, training strategies and inspirational stories of top sportsmen and women.
- **DISCUSS** – their ideas about different topics so that she/he can clarify her/his thinking and understand your point of view.
- **DEVELOP** – appropriate safe relationships and discuss any issues with you.
- **PARTICIPATE** – in extra- curricular activities including sports and culture.

MATHEMATICS: *Ngā mahi Pangarau*

(4 lessons per week)

Subject information:

The junior Mathematics course is spread over two years. In Year Nine, the course includes basic numeracy skills, problem solving and logical thinking through exploring number, measurement and geometry. In Year Ten, we cover algebra and statistics.

Future Focus:

Mathematics underpins almost every career option, covering creative, economic, educational, financial, scientific and technical fields.

How you can help:

Encourage your child to:

- **LEARN** – their multiplication tables
- **TRY** – doing money calculations and maths puzzles
- **COMPLETE** – their maths homework
- **INVOLVE** – them in discussions regarding family finances including wages, mortgage, hire purchase etc.

SCIENCE: *Pūtaiao*

(3 lessons per week)

Subject information:

Science is about understanding the world around us. When studying science students learn to carry out investigations, research ideas and use their knowledge to solve problems. This course includes the topics forces and motion, plants, atoms and elements, space and the solar system.

Future Focus:

Science leads to many options when going to university, including health sciences, engineering, horticulture, food technology and pharmacy. Most jobs need a good science background including hairdressing, motor mechanics, or any job working with plants or animals.

How you can help:

Encourage your child to:

- **WATCH** – science-type programmes on television.
- **READ** – newspaper, magazine and internet articles about controversial science issues such as global warming, pollution and new technologies.
- **DISCUSS** – her/his ideas about different topics so that she/he can clarify her/his thinking and support her/his argument with valid evidence.
- **EXPLAIN** – the topics that she/he has been learning at school so that she/he can ensure that she fully understands the concepts.
- **ASK QUESTIONS** – the more informed she/he is the better decisions she/he will make in the future.

SOCIAL SCIENCE: *Tikanga ā Iwi*

(3 lessons per week)

Subject information:

Social Science is about how societies work and how people can participate as critical, active, informed and responsible citizens. Contexts are drawn from the past, present, and future and from places within and beyond New Zealand.

Activities include a range of social inquiry, numeracy and literacy tasks such as cartoon interpretation, map and timeline construction, interactive activities with social decision making and social action.

Future Focus:

This course leads on to tertiary study and a wide range of career opportunities in areas such as education, law, diplomacy, journalism, political science, researching, social work and travel and tourism.

How you can help:

Encourage your child to:

- **WATCH** – documentary programmes on television.
- **READ** – newspaper, magazine and internet articles about issues such as poverty, employment and politics.
- **BE INVOLVED** – students are encouraged to become fully involved and contributing members of our community.

- **ASK QUESTIONS** – and look for the answers in different places but also check the validity of the information that they find. Not all resources are as accurate as they should be or they may be influenced by a particular point of view.

Mena kei te pirangi koe ki te awhina i tou kotiro i nga mahi Tikanga a Iwi, anei wetahi korero awhina.

- Matakitakitia te purongo korero ma runga i te pouaka whakaata.
- Panuitia te nupepa, te ipurangi hoki hei hopu i nga korero o te ao whanui- nga korero torangapu/ tangata pakanga kei rawahi.
- Akiakitia a totou kotiro ki te awhina I nga tangata a o tatou hapori.
- Me tu kaha nga kotiro ki te patai I nga patai nunui kei mua I te aroaro o nga mahita, taurira hoki.

TE RAUKURA: (4 lessons per week for one term)

Subject information:

This course gives students the opportunity to understand and experience customary practices of iwi and communities through the histories of Maori. The programme will focus on the uniqueness that each student brings with them.

Activities include learning some basic te reo maori as well as understanding about marae protocol.

Future Focus:

Te Reo Maori is a valuable asset in any of the following career fields: education, government departments, health, justice, media, social work, sport, travel and tourism.

How you can help:

Encourage your child to:

- **PRACTISE** – the language that they have learned.
- **RESEARCH** – their own family tree information to understand her/his place in the world.

SPECIALIST SUBJECTS:

Ngā Kaupapa Whiriwhiringa

In year 9, students are able to study seven specialist subjects that are each for 4 hours per week for either one or two terms. Below is some information about the learning involved in each of these and how you can help your child to succeed.

VISUAL and PERFORMING ARTS:

Nga Mahi Toi

There are 4 aspects to the arts offered at Girls' High. These are Dance, Drama, Music and Visual Art.

DANCE:

Subject information:

Students learn many valuable transferable skills in Contemporary Dance Education. Some of these are:

- Self-confidence through developing creative ideas
- Teamwork and social skills
- Kinaesthetic learning skills

In creating contemporary dance choreography, students may draw on their prior knowledge of dance experiences and techniques to express themes and stories relevant to them.

Activities:

The planned learning should help students make authentic and relevant connections between their learning experiences and the world they live in. Learners are provided choice in terms of context, process and outcome. There are opportunities for learners to take risks, be challenged and push personal boundaries. Through co-construction and team work, students generate ideas, explore and develop their knowledge of the dance elements and apply them to a range of situations, including production technology for performance.

Future Focus:

Dance in the junior school pathways into Drama and Visual Art at senior level. Enjoyment of junior Dance can lead to many exciting careers with further training (e.g. Dance Studies at the University of Auckland) in three main industry sectors:

- The Education Industry: Teachers of Dance in Primary or Secondary Schools, Teachers of Community Dance Groups and Studio Teachers, University Lecturers.
- The Arts Industry: Arts Administrators, Choreographers, Performers, Artistic Directors.
- The Health Industry: Dance Training Prescription, Physiotherapy for Dancers, Injury Management.

How you can help:

Encourage your child to:

- **WATCH, DISCUSS and EVALUATE** - contemporary dance performances from New Zealand and international dance companies.
- **READ** – newspaper, magazine and website reviews about dancers, choreographers and performances. (e.g. www.danz.org.nz)
- **REFLECT and FURTHER DEVELOP** – choreography from recordings on tablets or other devices in class.

DRAMA:

Subject information:

This course is broken into several small components that explore all aspects of performance and performance arts.

Activities:

The components include Romeo and Juliet, devising plays in small groups, performance skills in plays about a social issue and mask making and performance.

Future Focus:

Students with sound drama skills increase their career opportunities in areas such as broadcasting, education, event management, film, journalism, television presentation and theatre.

How you can help:

Encourage your child to:

- **READ** – newspapers and work on their general knowledge
- **WATCH** – New Zealand television drama
- **SPEAK** – clearly
- **FORM OPINIONS** – in conversations in the home
- **LEARN** – her/his lines
- **TALK ABOUT** – her/his drama lessons

MUSIC:

Subject information:

There are two music options available – Instrumental and Performance Music.

Activities:

Instrumental – perform as a member of a chamber group and learn about the history of music, composition and music knowledge.

Performance – learn to write songs and perform as a member of a group.

Future Focus:

Music helps to develop a well-rounded student. Music can lead to a career as a performer, composer/arranger, DJ and electrical music production, audio engineering, event management and music therapist.

How you can help:

Encourage your daughter to:

- **LISTEN** – to a variety of music
- **COMPLETE** – homework by the due date
- **ACCESS** – internet and other information sources
- **PRACTISE** – regularly on their instrument

**VISUAL ART:
ART and DESIGN PHOTOGRAPHY:**

Subject information:

This course offers a practical introduction to visual art, design and photography where students explore their own creativity through a range of different media and varying art techniques. Students will explore themes relating to their immediate world through both practical and digital art forms gaining confidence in drawing, painting, sculpture, design and photography.

Activities:

These include direct drawing techniques, painting with a variety of media, 3D claywork, paper mache sculpture, introductory digital photography and camera work, computer design and illustration, woodblock printing and mixed media exploration.

Future Focus:

This course leads on to careers in advertising, animation, art history, art therapy, design, education, film, fine arts, photography and theatre.

How you can help:

Encourage your child to:

- **EXPLORE** – their artwork outside the classroom
- **BRING** – the necessary art equipment and material at all times
- **SEEK** – out art career opportunities
- **SET** – deadlines, high standards of work performance and complete all work on time for assessment.

LANGUAGES: Nga Reo

Gisborne Girls' High School offers, Mandarin, Spanish and Te Reo Maori as languages that students can learn.

MANDARIN:

Subject information:

The focus of this course is to experience the fun and challenge of learning to communicate in a new language. The students will learn how to communicate in simple Chinese, to understand Chinese, to read passages and to write basic Chinese characters. The students will also develop an understanding of Chinese culture and a respect for cultural diversity.

Activities

The students will participate in activities such as dialogues, games, songs and role-playing. There will also be some cultural activities about China and the Chinese-speaking world, festivals, food, movies and family life.

Future Focus:

Students who develop good second language skills increase their future career opportunities, especially in areas such as education, government departments, health, justice, media, social work, sport and travel and tourism.

How you can help:

Encourage your child to:

- **SPEAK** – the language at home
- **COMPLETE** – their homework weekly
- **USE** – designated websites to practice and embed her/his language
- **LEARN** – their vocabulary

SPANISH:

Subject information:

Students will create and be part of an imaginary Spanish family, living in a Spanish speaking country, exploring the customs, food, festivals, places and people.

Activities

Students will learn to use simple everyday vocabulary to greet and talk about their Spanish family and home. They will work in pairs, groups and individually through a range of scaffolded learning activities.

Future Focus:

Students who develop good second language skills increase their future career opportunities, especially in areas such as education, government departments, health, justice, media, social work, sport and travel and tourism.

How you can help:

Encourage your child to:

- **SPEAK** – the language at home
- **COMPLETE** – their homework weekly
- **USE** – designated websites to practice and embed her/his language
- **LEARN** – their vocabulary

TE REO MAORI:

Subject information:

This course is for students who would like to experience and engage in Māori language and customs at a beginner level.

Activities:

Students will learn basic vocabulary and sentence patterns. They will be engaged in activities that focus on the life and well-being of the student within their 'whānau', school and community.

Future Focus:

Te Reo Maori is a valuable asset in any of the following fields – education, government departments, health, justice, media, social work, sport and travel and tourism.

How you can help:

Encourage your child to:

- **USE** – the designated websites to practice and embed her/his language
- **GET INVOLVED** – in Kaupapa Maori
- **BUILD and LEARN** – new vocabulary
- **ENCOURAGE** – them to speak the language at home.

TECHNOLOGY: *Hangarau*

There are 5 technology options available. These are Digital Technology, Food Technology, Product Design Technology and Textiles Technology.

Digital TECHNOLOGY:

Subject information:

Students will develop their general computer skills and knowledge of how computers work while participating in a variety of activities.

Activities:

Students will create -

- dynamic coloured designs
- Animated cartoons
- simple computer games

Future Focus:

This course leads on to career paths in the information technology sector including computer programming and computer science, digital graphics and animation, video and multimedia production as well as management and clerical positions.

How you can help:

Encourage your child to:

- **PRACTISE** – the skills they are learned
- **DISCUSS** – the ideas they are exploring
- **EXPLAIN** – what they are learning in class

FOOD TECHNOLOGY:

Subject information:

Students will develop a new food product whilst increasing their skills and confidence in the kitchen.

Activities:

Practical activities and group work investigating ingredients, experimenting and cooking and learning food safety techniques.

Future Focus:

This course leads on to careers in catering, food technology, food science and as a chef.

How you can help:

Encourage your child to:

- **PRACTISE** - the skills they are learned
- **DISCUSS** - their ideas about how food products are made
- **EXPLAIN** - what they are learning in class

PRODUCT DESIGN TECHNOLOGY:

Subject information:

Students learn to make things from wood, plastic, metal, glass and resin in the workshop.

Activities:

Work will involve learning about safety, learning to use tools and equipment, making a variety of items and gaining relevant technological knowledge.

Future Focus:

This course leads on to careers in architecture, engineering, design, building and construction

How you can help:

Encourage your child to:

- **PRACTICE** – the skills they are learned
- **DISCUSS** – the ideas they are exploring
- **EXPLAIN** – what they are learning in class

TEXTILES TECHNOLOGY:

Subject information:

Students will create their own piece of clothing whilst learning practical skills.

Activities:

Basic sewing skills are introduced.

Future Focus:

This course can lead on to a career in the fashion industry as a designer or pattern maker or as a fabric technologist developing new fibres, fabrics and finishes.

How you can help:

Encourage your daughter to:

- **BE PREPARED** - for class by bringing what is required
- **EXPLAIN** - what they are learning about in class
- **BE RESILIENT** - if they find the practical skills difficult at first

We hope that all our students have a very successful and enjoyable year at Gisborne Girls' High School. By working together the whanau and the school can support our young women and men to become mature, sensible, contributing members of our community.