

**Wellington High School**  
**Junior Curriculum Handbook**  
**2017**

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# Introduction

Welcome to Wellington High School! This handbook has been written to give you a little bit more information on the curriculum in Years 9 and 10. In Year 9 you study core classes, do taster courses in a range of options and have the option to choose a language to learn in more depth. In year 10 you study core classes and choose up to 4 options to study for either a half year or full year. Your core classes are English, Mathematics, Science, Social Studies, Physical Education and Health. You spend roughly the same amount of time on each of these in your Tukutahi class. Tukutahi means 'together as one' and is all about connections: connections between students, connections in curriculum, connections between staff and connections with the community.

Your 'options' are really taster courses in all the subjects listed below. Experiencing a wide range of courses will help you find your passion for further study. Taster courses are offered in:

- Art
- Music
- Drama
- Food Technology
- Fashion
- Design Technology Workshop
- Classical Studies
- Digital Technology
- Design and Visual Communication
- Māori Tikanga / Performing Arts
- Financial Literacy
- Little Bits (Electronics)

In addition, before the end of Term 1 you will choose a language to specialise in from the following:

- Māori
- Mandarin Chinese
- Japanese
- Spanish

Instead of choosing a language, you may elect to take a class to help you work on your literacy skills.

In year 10 you can choose from the following option classes (the ones marked # are for a full year):

- Art
- Business Studies
- Chinese #
- Classical Studies
- Computer Studies
- Digital Media
- Drama
- Design Visual Communication
- Design Technology Workshop
- Fashion Technology
- Food Technology
- Japanese #ō
- Media Studies
- Music
- Spanish #
- Sports Science
- Te Reo Māori #

## Faculty Learning Areas

### The Arts

Students study three aspects of the Arts curriculum: Drama, Music and Visual Arts. The purpose of our Arts course is to provide an introduction to a more thorough investigation of the Arts in Year 10. Students will develop the skills necessary to work both independently and collaboratively to construct meaning and produce works.

**Visual Art** - Visual Art explores a range of art making skills. Students investigate art from a range of cultural origins and develop ideas to produce specific artistic outcomes that can range from intricate pattern design in printmaking, sculpture, collage, drawing, and painting.

**Music** - Students are introduced to musical instruments, composing and performing. They investigate different musical genres and learn music theory. Wellington High School employs itinerant music teachers so that tuition in strings, drums, wind instruments, the guitar and voice are available for an affordable fee.

**Drama** - Drama is the expression of the human experience through a range of theatrical techniques and forms. It provides students with the opportunity to develop a wide range of personal and performance skills. Students will workshop and investigate a number of theatre forms such as improvisation and devised work, building towards a group performance.

### English

The English curriculum rests upon the belief that through language individuals can express their identity and uniqueness: everyone has a story. The junior English program at WHS aims to give students a wide range of learning experiences connected to the Making Meaning (reading, listening



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and viewing) and the Creating Meaning (writing, speaking and presenting) strands of the curriculum. We want to foster life long readers and writers.

### Languages

In Year 9 and 10 students learn languages through a task based language learning approach that develops communicative skills and an appreciation for other languages and cultures.

### Mathematics

Mathematics in the junior school involves learning and developing skills in the areas of Number and Algebra, Geometry and Measurement and Statistics and Probability which have a broad range of applications in everyday life. Students develop the ability to estimate and think logically. They learn to process and communicate information, create models and predict outcomes in order to solve a variety of problems.

### Physical and Health Education

The Year 9 & 10 Physical Education and Health Curriculum will develop the student's knowledge and skills to make informed decisions that contribute to their own well-being and that of society as a whole. Students will be assessed across a variety of areas such as movement skills, positive attitudes, building relationships and making informed choices about future physical activity. In our practical setting, learning outcomes are taught through sports or game contexts such as athletics, touch rugby, softball, ki o rahi and many more, allowing the students opportunities to experiment with a variety of different skills and strategies. The health units are centred around 'Hauora' the philosophy of total well-being, covering areas such as sexuality, drugs and alcohol, change loss and grief, resilience, relationships and nutrition.

### Science

Junior Science is a practically based course. Students carry out investigations that involve generating and testing ideas, gathering evidence, and communicating and debating ideas with others in order to develop scientific knowledge and understanding. Students gain an understanding of the nature of science by studying the "big Ideas" of science – cells, particles, interdependence of living things, energy, forces and earth and space systems.

### Social Sciences

Year 9 and 10 Social Sciences strive to teach students about the world around them and how as members of society they can be active participants in how it operates. This includes studying the physical and natural world and human impact upon it, as well as the social and political world and its impacts upon them and others. Besides Social Studies we also offer Financial Literacy, Business Studies, Classical and Media Studies.

### Technology

In alignment with curriculum learning outcomes Technology strives to use all available technologies to create positive change in learning experiences for our students. Proven teaching strategies are implemented for equipping innovative and creative learners. Through the learning area of Technology the core of teaching units are to raise awareness, make a difference and drive change with authentic learning experiences in and outside of the classroom. While the focus is on learning key skills, Technology also shares the responsibility of developing literacy skills for students through research, ideas, problem solving and project management.

## Tukutahi



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In Year 9 and 10, all students are part of a Tukutahi group. In the 21<sup>st</sup> century being an effective learner is complicated. As a successful learner you will be working with other young people and your teacher,

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while you will cooperate with them to discuss important ideas and develop new learning targets. You will be able to negotiate some of what you want to learn and select from a full range of learning tools to do the work. You will connect to the world through the internet in your classroom, gathering a wide range of information which you will analyse and organise to create your own knowledge.

Tukutahi will encourage you to be an active learner, to question and inquire and have your ideas challenged by others. Through this truly interactive process you will develop deep understanding of what you are studying, and this understanding will become the foundation for further work. In Tukutahi, learning is energetic and exciting.

The structure of your classes supports these learning strategies. While being part of a group of 60 students, your most important connection will be a rōpū (group) of about 15, working closely with a teacher who will support you, coach you to improve your learning performance and really get to know you as a person. You will enjoy having this close relationship with one of your teachers as you experience a wide range of activities and learning experiences.

## **How does Tukutahi work at WHS?**

### **Connected students**

- Students are members of a Tukutahi group (50-60 students) and a small rōpū (12-15 students) for 2 years.
- A Dean oversees the year level and works with rōpū teachers to ensure academic and pastoral care.
- The key competencies outlined in the New Zealand curriculum are at the centre of students' learning.
- Students are encouraged to reflect on their learning through rōpū and subject programmes.
- Students use ICT to enable learning. They bring their own device to school.
- Learning services work closely with Tukutahi teams to support learners and assist with scaffolding learning.
- Student voice and co-construction of learning is encouraged.

### **Connected Curriculum**

- Tukutahi teams meet weekly to discuss the learning needs of their students
- Teachers plan collaborative units of work connected by an issue, problem, question or universal theme, where possible.
- Teachers use the key competencies and the WHS Learning Habits as the centre of learning. Staff are encouraged to use a split-screen lesson plan approach to explicitly reference and develop students' understanding of and ability to use the key competencies.
- Teachers explicitly plan to enable students to make connections between their core subjects and the skills they are learning.

### **Connected staff**

- Staff belong to a cross-curricular Tukutahi team as well as a faculty teaching team.
- Teachers work together in a team and plan collaboratively, bringing their particular learning area perspectives and expectations to the conversation.
- Weekly meetings offer time to engage in this conversation and a planning template ensures that these conversations are recorded to inform future planning.

### **Connected Community**

- Students and their whānāu share a school tikanga
  - Face to face as well as online relationships with parents and caregivers are encouraged.
  - 'Learning conversations' are held twice a year, as well as subject-specific parent-teacher interviews
  - Parents are able to access the school website, Moodle (school intranet) and the Kamar parent portal (School student administration system allowing you to access daily notices, your student's timetable and attendance data, assessment results, reports, and a secure portal for fee payments) as well as share in the views of their student's learning via Google sites.
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## Options at Year 9

In year 9 students experience 5 week 'taster' courses of the options below.

### Visual Arts (9ART)

Students explore a number of art making techniques in this course. They gain knowledge in the elements of art through use of materials and different art making processes. Students are provided with a sketchbook and art materials at the beginning of the course.

### Classics (9CLS)

Students explore the mythological stories and beliefs of ancient Greece, focusing on Gods, heroes and monsters. Particular focus is given to ancient and modern ideas and values associated with these stories. Students develop their written, oral and visual communication skills, as well as make critical readings of sources.

### Drama (9DRA)

In this course students have the opportunity to develop personal performance skills and group work activities. Students study aspects of drama such as improvisation, mime, voice projection and physical movement to create meaning in their own work.

### Design and Visual Communication (9DVC)

Students learn about and practise a range of drawing techniques such as perspective and creating floor plans in order to design their own architectural project. Creativity, innovation and pride in quality visual communication are emphasised in a fun setting.

### Design Technology Workshop (9DTW)

Through the delivery of the basic principles of technology, students create a piece of jewellery or a pewter logo using many workshops skills. This involves making unique moulds, heating up molten pewter with gas torches, shaping and polishing the final products.

### Digital Technology (9DTE)

Students create a 2 dimensional programmed texture or fractal image, a scratch maze game and a 3D virtual world in Alice. The aim is to introduce students to technical knowledge and threshold concepts in computer science.

### Fashion (9DTF)

This course emphasises learning how to take your drawn design idea and embellish it using a range of different techniques. Printing, stitching and deconstruction are all used to make a creative item. This involves looking at fashion trends and what is happening in the world of music and street style and identifying ideas and developments that are innovative.

### Financial Literacy (9FIN)

This course aims to build students' financial capability, enabling them to make informed judgements and to make effective decisions regarding the use and management of money now and into the future. Students will study how individuals and whānāu establish financial and non-financial goals, earn an income, budget, borrow e.g. credit cards and invest e.g. the sharemarket and Kiwisaver.

### Food Technology (9FTE)

This course emphasises different cultures and the foods that they eat. Students look briefly at NZ and Pacific cultures to develop essential practical skills used in cookery and an understanding of hygiene and safety principles. They then have the freedom to explore a culture of their choice and create a dish based on that culture. Student dishes range from French macarons to Vietnamese rice paper spring rolls.

### Little Bits (9LBS)

Little Bits puts the power of electronics in the hands of every student. Students make their own electronic creations with no soldering, wiring, or programming. Little Bits provides a system where anyone can build, create prototypes, and learn about electronics. Each modular component is labelled with a single purpose, and can be chained together to form more complex circuits.

### Māori Tikanga (9MTA)

Students have the opportunity to develop confidence in tikanga Māori and learn kapa haka and waiata performance skills. The aim is for students to be able to participate comfortably in situations that require a knowledge and understanding of Māori protocol. A range of Māori performing arts are taught and opportunities to compete and perform in authentic situations are offered.

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**Music (9MUS)**

This course begins with basic skills in making music and music theory. Students who already have a good knowledge of music and have ability with an instrument will be given extensions. Students are given the opportunity to express, develop, and refine their musical ideas.

**Languages**

- **Students will choose one language from the following for more in depth study**
- **This selection will be made during the first term.**

**Māori (9MAO)**

This course will provide the foundation for further study in Te Reo Māori . Students will learn how to talk about themselves and their family as well as how to have basic conversations in Te Reo. During the year students will acquire a range of vocabulary that relates to their world. This introduction will enable students to read, write and speak in authentic situations such as when sharing kai, celebrating Māori festivals and participating in other aspects of Māori culture.

**Mandarin Chinese (9CHI)**

This course will provide the foundation for further study in Mandarin Chinese. During the year students will acquire a range of vocabulary related to their world that they can use to read, write and speak about themselves, their family and their interests. A focus will be on practising their language in authentic situations such as sharing a Chinese meal. Developing cultural understanding through learning about Chinese culture and customs is a key part of the course.

**Spanish (9SPA)**

This course will provide the foundation for further study in Spanish. During the year students will acquire a range of vocabulary related to their world that they can use to read, write and speak about themselves, their family and their interests. A focus will be on practising their language in authentic situations such as sharing Spanish style dishes. Developing cultural understanding through learning about Spanish and Latin American culture and customs is a key part of the course.

**Japanese (9JAP)**

This course will provide the foundation for further study in Japanese. During the year students will acquire a range of vocabulary related to their world that they can use to read, write and speak about themselves, their family and their interests. A focus will be on practising their language in authentic situations such as making Japanese food. Developing cultural understanding through learning about Japanese culture and customs is a key part of the course.

**Literacy (9LIT)**

This course is for students who need some extra time, assistance and practice with literacy. It will cover reading, writing, speaking and associated language skills. Students will have the opportunity to develop skills in a variety of positive and stimulating contexts including some trips into the city.

## **What are the Key Competencies?**

**Thinking**

Thinking is about using creative, critical, and metacognitive processes to make sense of information, experiences, and ideas. These processes can be applied to purposes such as developing understanding, making decisions, shaping actions, or constructing knowledge. Intellectual curiosity is at the heart of this competency.

Students who are competent thinkers and problem-solvers actively seek, use, and create knowledge. They reflect on their own learning, draw on personal knowledge and intuitions, ask questions, and challenge the basis of assumptions and perceptions.

**Using language, symbols, and texts**

Using language, symbols, and texts is about working with and making meaning of the codes in which knowledge is expressed. Languages and symbols are systems for representing and communicating information, experiences, and ideas. People use languages and symbols to produce texts of all kinds: written, oral/aural, and visual; informative and imaginative; informal and formal; mathematical, scientific, and technological.

Students who are competent users of language, symbols, and texts can interpret and use words, number, images, movement, metaphor, and technologies in a range of contexts. They recognise how choices of language, symbol, or text affect people's understanding and the ways in which they respond to communications. They confidently use ICT (including, where appropriate, assistive technologies) to access and provide information and to communicate with others.

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### **Managing self**

This competency is associated with self-motivation, a “can-do” attitude, and with students seeing themselves as capable learners. It is integral to self-assessment.

Students who manage themselves are enterprising, resourceful, reliable, and resilient. They establish personal goals, make plans, manage projects, and set high standards. They have strategies for meeting challenges. They know when to lead, when to follow, and when and how to act independently.

### **Relating to others**

Relating to others is about interacting effectively with a diverse range of people in a variety of contexts. This competency includes the ability to listen actively, recognise different points of view, negotiate, and share ideas.

Students who relate well to others are open to new learning and able to take different roles in different situations. They are aware of how their words and actions affect others. They know when it is appropriate to compete and when it is appropriate to co-operate. By working effectively together, they can come up with new approaches, ideas, and ways of thinking.

### **Participating and contributing**

This competency is about being actively involved in communities. Communities include family, whānau, and school and those based, for example, on a common interest or culture. They may be drawn together for purposes such as learning, work, celebration, or recreation. They may be local, national, or global. This competency includes a capacity to contribute appropriately as a group member, to make connections with others, and to create opportunities for others in the group.

Students who participate and contribute in communities have a sense of belonging and the confidence to participate within new contexts. They understand the importance of balancing rights, roles, and responsibilities and of contributing to the quality and sustainability of social, cultural, physical, and economic environments.

This information is taken from <http://nzcurriculum.tki.org.nz/Curriculum-documents/The-New-Zealand-Curriculum/Key-competencies>

## **Assessment in the Junior School**

Schools are required to base their curriculum on the principles of the New Zealand Curriculum, to encourage and model the values, and to develop the key competencies at all year levels. The Tūkūtahi system does this seamlessly. At WHS we also take seriously our responsibility to prepare students for the senior school. One important way of doing this is by providing a cohesive and transparent school-wide assessment framework that will give students a clear understanding of what they need to do to improve their academic performance.

The New Zealand Curriculum states that effective assessment benefits students by clarifying for them “...what they know they can do and what they still need to do.”<sup>1</sup> Wellington High School has decided to use the SOLO taxonomy as a tool for achieving this aim.

### **What is the SOLO taxonomy?**

Solo Taxonomy (**S**tructure of **O**bserved **L**earning **O**utcomes) provides a simple, reliable and robust model for three levels of understanding – surface, deep and conceptual (Biggs and Collis 1982). These levels of thinking are broken into a number of categories associated with a different symbol for easy recognition of progress. “Learning to learn” requires learners to think about the strengths and weaknesses of their own thinking when they are learning and to make thoughtful decisions on what to do next.<sup>2</sup> Teachers will use a common framework to help students answer the following questions:

- What am I learning?
- How is it going?
- What do I do next?

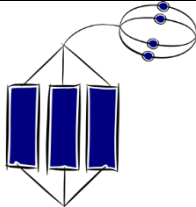
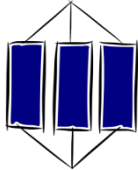
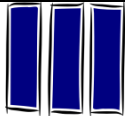


Students in the junior school will be assessed using the SOLO taxonomy across all learning areas. They will be graded from 1 (pre-structural) through to 8 (Extended abstract) with clear reference to help the student identify the next steps needed for improvement.

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<sup>1</sup> <http://nzcurriculum.tki.org.nz/> pg. 40

<sup>2</sup> <http://pamhook.com/solo-taxonomy/>

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Grade	Descriptor	SOLO	Explanation
8	Extended Abstract		At the <b>extended abstract</b> level the new understanding at the relational level is re-thought at another conceptual level, looked at in a new way, and used as the basis for prediction, generalisation, reflection, or creation of new understanding.
7			
6	Relational		At the <b>relational</b> level, the aspects of the task are known and are linked, integrated, and contribute to a deeper and more coherent understanding of the whole.
5			
4	Multistructural		At the <b>multistructural</b> level, several aspects of the task are known but their relationships to each other and the whole are missed.
3			
2	Unistructural		At the <b>unistructural</b> level, one aspect of the task is picked up, and student understanding is disconnected and limited.
1	Prestructural		At the <b>prestructural</b> level of understanding, the task is inappropriately approached, and the student has missed the point or needs help to start.

### SOLO taxonomy and NCEA

One of the advantages of using SOLO taxonomy in the junior school is that it provides the perfect platform for students as they transition into the senior school. Much of the thinking behind the NCEA Achievement Standards is modelled on the same scaffolding SOLO taxonomy offers. The SOLO taxonomy has been used to describe the different levels of thinking in the standards.

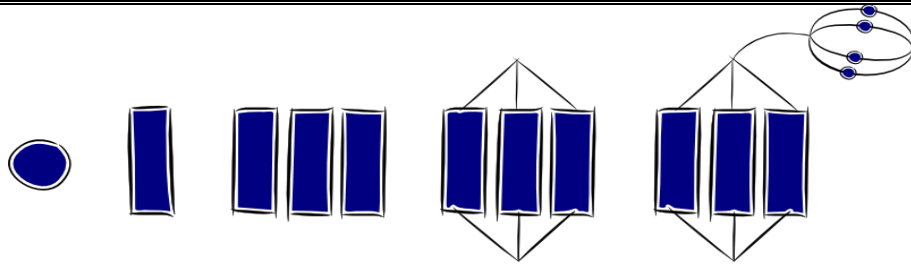
The stages in the SOLO taxonomy are increasing in quantity and quality of thought.

- **Achieved** level often relates to the **multistructural** stage where students need to know or use more than one piece of given information, fact, or idea, but do not integrate their ideas.
- **Merit** often relates to **relational** thinking where students see the significance of how the various pieces of information relate to one another. 'Questions' that provide evidence for relational thinking will require students to integrate more than one piece of given knowledge, information, fact or idea.
- **Excellence** often relates to **extended abstract** thinking where students can make connections beyond the scope of the problem or question, to generalise or transfer learning into a new situation. Going beyond the given information, knowledge or ideas, or deducing a more general rule or proof that applies to all cases are examples of extended abstract thinking.<sup>3</sup>

We hope that by introducing students to SOLO taxonomy in the junior school students will be better equipped to unpack exactly what is expected of them in the senior school and demystify how to approach Achievement Standards. Also, they should be able to express their level of understanding about a topic, discuss how to progress their understanding and track their own progress.

<sup>3</sup> <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/mathematics/clarifications/level-1/level-1-achievement-standards-mathematics-and-statistics/>





## Reporting in the Junior School

Reporting to students and parents needs to be informative and timely so that students are provided with requisite information to be able to further their learning. Reporting should take on a formative and summative role. Formative reporting informs the student areas of strength and weakness and advises the next learning steps. It is ongoing and instructive. Summative reporting looks at what has been achieved over a period of time and creates a benchmark for further learning.

Reporting at Wellington High School is done in a number of ways:

- Learning profiles – each term teachers assess students against key learning habits – these profiles are made available through the parent portal each term
- Online reports – these are summative reports available for download as .pdf at the end of term 3 for senior students and the end of term 4 for junior students.
- Learning Conversations – these are a 20 minute conversation between student and teacher in term 1 and term 3 where student learning is reviewed and goals are set.
- Parent teacher evenings – these are the traditional 5 minute conferences to get a quick snapshot of a student's learning.

### The parent portal

There is a direct link to the parent portal from our school web site (<http://www.whs.school.nz>) under the Whānāu menu. The portal allows access to some of the information on our system: daily notices, student details and timetable, student attendance, NCEA summary, assessment results, extra curricular groups, reports, pastoral items, awards, fees and Fees with Flo2Cash (there is a secure facility where you can pay all or part of your fees), profile (containing a record of your learning conversation interview in the 'Interviews' section, course selection (this will be needed later in the year for Y9-12 students). Usernames and passwords are sent home and emailed to families early in the school year.

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## Bring Your Own Device (BYOD)

Digital technology is an integral tool for learning in Years 9 and 10 at Wellington High School. Students use tablets, netbooks or laptops as an electronic text book and exercise book, as an information portal, for software and application use, to collaborate with others and to develop critical internet literacy.

### Students may complete classroom activities:

- using Google docs
- online lessons
- by writing in a word document

### Students may access information using:

- data bases
- dictionaries/thesauruses
- websites
- Google images
- YouTube
- Moodle
- Khan Academy
- online archives
- news websites

### Students may use programs like:

- GIS mapping software
- Google Sketchup
- Photostory/Movie Maker
- Photoshop, Powerpoint, InDesign
- Audacity to make a podcast
- Mathletics
- Excel to generate graphs
- Concept Mapping software

### Students may participate by:

- using Google Docs to collaborate on a shared piece of writing
- using a hypertext story telling program to write a non-linear fictional tale
- emailing a student in another part of the school for some information they need
- emailing a member of the community to arrange a time to meet
- participating in an online community forum
- establishing a Facebook site as part of a response to a social issue.

### Students may think about:

- how a web page or other online media uses certain techniques and conventions to position its audience
- how YouTube is changing the way people relate to each other (See Michael Wesch, Kentucky University Cultural Anthropologist)
- how the same news story is presented in a variety of different websites and online videos with different emphasis and criteria of significance
- issues concerning Internet safety and cyber-bullying
- how to identify purpose and intended audience of a website or specific online media as well as issues of attribution, usefulness and reliability.

***There is a time and a place for using technology to aid learning in the classroom. Sometimes it will be appropriate; at other times teachers will use alternative strategies.***

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# Courses of Study 2018 - 2021

Essential Learning Areas	Year 10 →	NCEA Level 1 →	NCEA Level 2 →	NCEA Level 3
<b>ARTS</b>	Art	Art	Visual Art Painting Sculpture Design (Art) Photography	Painting Sculpture Design (Art) Photography
	Drama Music	Drama Music	Drama Music Painted Word*	Drama Music Painted Word*
<b>ENGLISH</b>	English	English	English English with Shakespeare	English English with Shakespeare English with Philosophy English for Historians English for Scientists
	English Language	English Language	Painted Word English Language	Painted Word English Language
<b>LANGUAGES</b>	Chinese Japanese Māori Spanish	Chinese Japanese Māori Spanish	Chinese Japanese Māori Spanish	Chinese Japanese Māori Spanish
<b>MATHEMATICS</b>	Mathematics	Maths with Algebra Maths with Statistics  Arotahi Maths  Numeracy	Maths with Algebra Maths with Statistics Mathematics Practical Money and Finance Numeracy	Calculus Statistics Mathematics
<b>PHYSICAL EDUCATION AND HEALTH</b>	Physical Education Sport Science	Sport Science	Sport Science	Sport Science
	Health Education	Outdoor Education Recreation Health Education	Outdoor Education Recreation Health Education	Outdoor Education Health Education
<b>SCIENCE</b>	Science	Science Arotahi Science	Agriculture / Horticulture Biology Chemistry Physics	Agriculture / Horticulture Biology Chemistry Physics
<b>SOCIAL SCIENCES</b>	Social Studies Classics	Classics	Classics Vocational Pathways Workplace Literacy	Classics Vocational Pathways
	Business Studies	Business Studies Geography History	Int'l Business Studies Geography History Legal Studies	Economics Geography History Legal Studies
	Media Studies	Media Studies	Moving Image Culture Journalism	Moving Image Culture Journalism Crime and Society
<b>TECHNOLOGY</b>	Computer Science	Computer Science Practical Computing	Computer Science Practical Computing	Computer Science
	Digital Media Design Tech Wkshp	Digital Media Furniture & Cabinet Making Mechanical Engineering	Digital Media Practical Workshop Mechanical Engineering	Digital Media Practical Workshop
	Design Visual Com	Design Visual Com	Design Visual Com Electronics Music Technology	Design Visual Com Electronics Music Technology Sonic Arts
	Fashion Technology Food Technology	Fashion Technology Food Technology Practical Food & Nutrition  Crest*	Fashion Technology Food Technology Hospitality Barista Skills Crest*	Fashion Technology Food Technology Hospitality Crest*

\* Non-NCEA



### **Contact details:**

Wellington High School  
PO Box 4035  
Wellington 6140  
New Zealand  
admin@whs.school.nz  
Phone: 04 385 8911  
Fax: 04 802 7670

### **Senior Leadership Team**

Nigel Hanton	(Principal)
Dominic Killalea	(Deputy Principal)
Andrew Savage	(Deputy Principal)
Megan Southwell	(Deputy Principal)

### **Head of Faculty**

Jania Bates	(Arts)
Ann MacGregor	(Learning Services)
Caitlin Reilly	(English)
Sharon Henry	(Modern Languages)
Caroline Lewis	(Mathematics)
Randal Wakefield	(Physical Education)
Joan Hinton	(Science)
Henry Hollis	(Social Sciences)
Marietjie Van Schalkwyk	(Technology)