



HOWICK

COLLEGE



Principal's Welcome

Welcome

Howick College is a multi-cultural co-educational secondary school with a proud reputation for delivering quality education. We recognise and celebrate the achievement of our students' academic, cultural, sporting and leadership potential. Our vision to 'inspire a community of passionate learners' in every aspect of our work, drives us to strive for and maintain excellence in everything we do.

Teaching and learning is the cornerstone of the College with dedicated professionals committed to ensuring we provide a culture of extraordinary care for the young people we serve. Howick College provides our young learners with the skills and knowledge to enable them to be the best they can be. In conjunction with our teaching programmes, our core values of courtesy, commitment, curiosity and courage, will further strengthen our students' character and self-efficacy. As a consequence, we enjoy high standards of student conduct and behaviour throughout our learning community.

We are a dynamic and innovative school that explores opportunities to remain relevant in a rapidly changing society. We seek new ways to engage learners and to offer them appropriate educational pathways for future success.

As Principal, I am committed to strengthening the delivery of education we provide to meet the needs of our young people. We have a safe and authentic supportive environment where everyone feels they belong. Our community partnerships are deeply valued and together we continue to build trusting and reliable relationships that are always focused on the best possible experience for our children.

Our College is much more than just a place where learning occurs, it is a school that genuinely cares and strongly believes in the enormous potential of young people.

I warmly welcome you to our Howick College community.

Mr I L Ropati
Principal





Howick College History and Vision

Our History

Howick College is a state co-educational secondary School with students from Year 9 to Year 13. Established on its present site in the suburb of Cockle Bay, the College opened in February 1974 with Mr Don Ingham as the Founding Principal, 16 teaching staff and its first intake of 216 students in Year 9. In the short span of 45 years, the College has now grown to over 2,100 students and 200 staff.

The past four decades have seen significant changes in education, with the move to NCEA qualifications and the way technology is now integrated in the delivery of curriculum content to create innovative learning for our students.

Thousands of students have passed through our classrooms since we began our journey in education. We are very proud of their achievements and we are honoured to have some of their children and grandchildren with us today.

‘Develop a passion for learning. If you do, you will never cease to grow’

—Anthony J. D’Angelo (Author)

Our Vision

Howick College is an engaging and future-focused school committed to providing the widest range of academic and co-curricular opportunities for all students. We firmly believe in doing the best we can to meet individual student’s needs in a caring and supportive learning environment to enhance their educational experience.

Our vision, *inspiring a community of passionate learners*, recognises the powerful impact we can have on one another. Young people who are inspired will be the passionate leaders who will influence others and make a difference in their community. Inspiration is the key to awakening passion in learning, and in life; where there is passion, there is motivation to succeed. Our aim is to inspire each other, and to ensure our students’ journey at Howick College is enjoyable, exciting and rewarding.

Our framework for teaching and learning, along with the complementary Restorative Practice model, means our students receive high quality education where they are positively engaged with a curriculum that supports and strengthens their learning. With a strong focus on student wellbeing, which underpins the school’s educational vision, Howick College is committed to fostering each individual student’s present and future potential and to equip them with the life skills they need in this ever-changing world.



4Cs

Courtesy

We will be kind and respectful

Commitment

We will never give up

Curiosity

We will strive to understand

Courage

We will challenge ourselves

Our Values

The Howick College values are reflected and embedded in the curriculum we deliver and permeate all aspects of school life on a daily basis for our students and staff. We nurture our culture of extraordinary care and consistently provide support to meet the needs of our students in academic, sporting, cultural and social aspects. Our young people are encouraged to strive for excellence and to be the best that they can be in carrying these core values with them not only in school, but in everything that they do in life.

A cohesive relationship within the Howick College community of students, parents, staff and alumni creates a sense of belonging within our wider community, where our actions are based on our core values to reach out and help others. This is evident in our students' active involvement in community service groups and not-for-profit organisations to truly make a difference in our society.



Learning Areas

The Arts

Arts education explores and celebrates unique artistic expressions of self, community, and culture. It stimulates creative action and response by engaging and connecting imagination and senses in the forms of visual art and performing art. As students express and interpret ideas within creative frameworks, their confidence to take risks is increased and their personal wellbeing is enhanced.

Students also learn to work both independently and collaboratively to construct meanings and create outcomes, while responding to and valuing the contributions of others. The various art forms enhance students' experiences and build on these as their knowledge and skills develop. Through the use of creative and intuitive thought and action, students in the arts are able to view their world from new perspectives and in the process of developing artworks, students are able to participate, value, and enjoy the arts throughout their lives.

English

Literacy in English gives students access to the knowledge and skills they need to participate fully in the social, cultural, political, and economic life of New Zealand and the world. To be successful global citizens, students need to be effective oral, written, and visual communicators who are able to think critically and in depth.

English is fundamental to achieving success across the curriculum. All learning areas require students to process, comprehend and present ideas or information using the English language as a medium. English presents students with opportunities to engage with and develop the key competencies in diverse contexts.

Health & Physical Education

The focus of health and physical education is on the wellbeing of the students themselves, of others and of society through learning in health-related and movement contexts. Students reflect on the nature of wellbeing and as they develop resilience and a sense of personal and social responsibility, they are increasingly capable of taking responsibility for themselves and contributing to the wellbeing of those around them, of their communities, and of the wider society.

This learning area makes a significant contribution to the wellbeing of students beyond the classroom and in building positive and responsible attitudes in our students.

Mathematics

By studying mathematics, students develop the ability to think strategically and logically as they learn to organise, to carry out procedures flexibly and accurately, to process and communicate information, and to enjoy intellectual challenge.

Students also learn to develop other important thinking skills through the process of creating models and predicting outcomes, justifying and verifying results, and in seeking patterns and generalisations. They learn to estimate with reasonableness, calculate with precision, and understand when results are precise and when they must be interpreted with uncertainty. Mathematics has a broad range of practical applications in everyday life, in other learning areas, and in workplaces.

Students are strongly encouraged to continue mathematics though to Year 13 as the majority of tertiary programmes and vocational courses require mathematics at NCEA Level 2 or 3.

Science

Many of the major challenges and opportunities that confront our world need to be approached from a scientific perspective, taking into account social and ethical considerations. By studying science, students develop an understanding of the world and how it functions. Building on current scientific theories and processes, students learn to develop knowledge with an understanding that scientific information is constantly evolving, and are able to use the appropriate knowledge and skills for problem solving and to make informed decisions about the communication, application, and implications of science relating to their own lives, the natural world, and the sustainability of the environment.

Social Science

Through the study of social sciences, students develop the knowledge and skills that enable them to better understand and contribute to the local, national, and global communities in which they live and work. Students are engaged to address societal issues and to evaluate the sustainability of alternative social, economic, political, and environmental practices.

The focus of social science enables students to explore the unique bicultural nature of New Zealand society as they learn about people, places, cultures and histories within New Zealand and beyond. Students develop understandings about how societies function and how the ways in which people and communities respond are shaped by different perspectives, values, and viewpoints. As they explore how others see themselves, students clarify their own identities in relation to their particular heritages and contexts.

Technology

Technology is intervention by design. It uses intellectual and practical resources to create technological outcomes, which expand human possibilities by addressing needs and realising opportunities. Design is characterised by innovation sitting at the heart of technological practice and it involves critical and creative thinking and specific design processes.

Technology makes enterprising use of knowledge, skills and practices for exploration and communication. Areas include digitally-aided design, programming, software development, various forms of technological modelling, and visual literacy.

The aim is for students to develop broad technological knowledge, practices and dispositions that will equip them to participate in society on a global scale and to provide a platform for technology-related careers and disciplines. As they learn in technology, students draw on and further develop the key competencies.

Information sourced from the Ministry of Education website



Student Welfare and Pastoral Care

Paramount to Howick College is our pastoral care networks and systems with a strong focus on student welfare which underpin our commitment to Restorative Practice. This positive approach in repairing relationships together with our shared belief in the core values provide a safe and caring learning environment for all students.

In an environment where every student matters, we pride ourselves on the quality of our pastoral care. With an extensive student support network, Howick College provides a holistic and integrated approach to enhancing student wellbeing and learning. Our inclusive school culture foster

positive working relationships with each other and with our teachers. We value partnerships and teamwork, and develop a community of learners who embrace diversity and promote equality.

By demonstrating our core values of courtesy, commitment, curiosity, and courage in their behaviour, students help to ensure that our school is a safe, caring and supportive environment where they can take a stand for what they believe in, build their character and develop personal attributes as they live, learn, work and contribute to our society as global citizens.



‘We cannot always
build the future for our
youth, but we can build
our youth for the future’

–Franklin D. Roosevelt (32nd President of USA)

Innovation Stream

Innovation Stream at Howick College is an exciting initiative designed to prepare our students for the future in this rapidly changing world that requires them to be flexible, take initiatives, lead when needs arise, communicate and collaborate with others, and create new products and develop processes.

As we enter a different era with new learning opportunities and with new jobs yet to be created, students need to build on their abilities to think deeply and critically about issues, solve problems creatively, communicate clearly and effectively through a variety of media, learn and adapt emerging technologies, and analyse multiple sources of information.

With a key focus to strengthen the capabilities of our young people for the future workforce and global society, Innovation Stream develops our students within the six areas of deep learning outcomes shown below.

The curriculum aims to engage and develop learners, leaders and change-makers who use

knowledge meaningfully across the core subjects of English, Science, Mathematics, and Social Science. These four courses include the same curriculum content, but are integrated across Community Action, Creative Design, Problem Solving, and Future Studies.



Self-Management

- Build resilience, empathy, confidence, humility and integrity;
- Manage time and priorities to achieve set goal;
- Strive to make ourselves better and take responsibility for our own actions;
- Recognise, address, and overcome obstacles;
- Demonstrate initiative and persistence;
- Motivated by intellectual challenge and be willing to take risks

Global Leadership

- Respect others’ diverse viewpoints, cultures and ways of thinking by actively listening, understanding and sharing ideas;
- Give service to the community locally, nationally, and globally;
- Influence others to make a positive change;
- Take an active role in this ever-changing world to address and explore issues such as sustainability, environment, enterprise, globalisation, ethics, and humanity;
- Motivate and support others to build a fairer and safer world for everyone;
- Act on inequality, challenge ignorance and intolerance and treat everyone fairly and equally;
- Demonstrate leadership that inspires learning for all

Communication

- Develop competent verbal, nonverbal, written, visual and digital skills in a variety of contexts;
- Use various mediums of language, symbols and texts effectively to express, articulate and convey ideas, thoughts, knowledge, and experiences;
- Ability to process, evaluate, and comprehend information

Collaboration

- Work co-operatively and collaboratively in teams to learn with and from others;
- Actively contribute and encourage others to participate to achieve a common goal;
- Understand and fulfill our roles and responsibilities within the team;
- Acknowledge, understand and utilise our own strengths and the strengths of others

Creativity

- Ability to perceive the world in new ways, to find hidden patterns, to make connections between seemingly unrelated phenomena, and to generate solutions;
- Develop innovative, integrated and metacognitive thinking to create new and meaningful forms of ideas;
- Effective use of technologies to create, design and invent;
- Demonstrate intellectual curiosity to actively seek and explore abstract and complex issues;
- Reflect on existing knowledge and challenge assumptions and perceptions

Critical Thinking

- Apply problem solving processes and evaluate data, facts, observations and research findings to solve issues and seek solutions;
- Ability to critique and analyse information, experiences and ideas objectively to make reasoned and sound judgement;
- Demonstrate real-world applications of critical and analytical thinking



Sport in Education

Initially launched as a three year trial in 2013, Sport in Education was a project led by Sport New Zealand. In later years, the initiative was supported by other organisations such as, the Ministry of Education, New Zealand Qualifications Authority (NZQA), New Zealand Council for Education Research, New Zealand Secondary Schools Council, and the New Zealand Olympic Committee. The philosophy behind this unique programme is to develop, trial and evaluate approaches to deliver improved student learning outcomes.

Following a very successful trial which saw student achievement and engagement increase significantly, Howick College is now one of only eight schools in New Zealand to offer Sport in Education as a permanent course in our curriculum. By using sport as a context for learning and engagement, the programme not only makes a positive impact on students' physical and mental wellbeing, it also delivers positive outcomes in their academic, social and sporting achievements.

Sport in Education offers Year 9 to Year 11 students who are passionate about sport leadership and learning opportunities where our school values, athleticism and qualities such as strength, teamwork and a growth mindset, are demonstrated both in the classroom and on the sports field.

Sport in Education focuses on developing three components:

Academic Achievement

The strength of the Sport in Education programme is its collaboration across the core subjects of Physical Education, English, Mathematics, Science and Social Science, with the addition of Digital Technology, Health, and Athlete Development in Year 9. The programme provides students cross-curricular opportunities with immense benefits as they explore the various components of fitness together with the principles and methods of training. Students are able to make strong connections between sport and applying these fundamentals to their learning in order to reach their full academic potential.

Social Outcomes

Students are actively encouraged to act as Sports Ambassadors for the College and to be involved in sporting events at local schools and in the wider community to develop coaching and officiating skills. They will foster a positive working relationship with our neighbouring schools and the local sports clubs in taking on additional responsibilities such as event organisation and management, and are expected to act as role models for their peers and younger students.

Sporting Success

Sport in Education students are expected to represent Howick College in at least one sport. Through representation, students demonstrate our core 4C values and their determination to succeed both when competing on the field and in their training commitments. Our teachers provide continuing support for our students with their time management when balancing trainings and curriculum learning to ensure students excel in all areas. An awareness of career pathways in sport is encouraged through the Sport in Education programme to inspire students to further pursue their passion for sport throughout their lives.

Curriculum

Howick College offers a broad range of subjects that enable students to experience the full breadth of the New Zealand Curriculum, to further explore their areas of interest, and to best prepare them to be 21st Century Learners to achieve academic success. Our students are fostered and nurtured with an exceptional educational journey in a caring and supportive learning environment that will inspire them to grow and reach their lifelong aspirations.

Junior Curriculum (Year 9 and 10)

In Year 9 and 10, our curriculum is designed to build a solid foundation across the five core subjects of English, Mathematics, Physical Education, Science, and Social Science. To complement these core subjects, students can select a variety of optional disciplines from subject areas such as Technology, Arts, Language, and Business and Management.

The aim is to encourage our students to experience a diversity of subject fields that enable them to make more informed subject choices for subsequent years. Students at junior level are encouraged to be passionate independent learners who are self-motivated.

Senior Curriculum (Year 11 to 13 / NCEA Level 1 to 3)

From Year 11, students will enter into National Certificate of Educational Achievement (NCEA) Level system. The NCEA qualification provides rigorous and much more explicit information about student's achievement and their individual learning outcome.

In each subject, skills and knowledge will be assessed against a number of standards, and each school will use a range of internal and external assessments to measure how well students meet these standards. When students achieve a standard, they will gain a number of credits. Students must obtain a certain number of credits to gain an NCEA Certificate.

There are three levels of NCEA Certificate and generally students work through Levels 1 to 3 from Year 11 to 13, but these can be gained over more than one year.

All students are encouraged to pursue high achievement level by gaining NCEA with Merit or NCEA with Excellence. When students perform consistently above the 'Achieved' level, their results can be 'endorsed' to reflect the high level of commitment and academic excellence. This is recognised through Endorsement Certificates awarded at each level and in each course. At NCEA Level 3, students will need to obtain a certain number of credits in approved subjects, plus literacy and numeracy, to gain University Entrance requirement.

NCEA qualification is recognised and accepted internationally which allows New Zealand students to pursue tertiary studies around the world.



Subject Options

Learning Area	Year 9	Year 10	Year 11 <i>NCEA Level 1</i>	Year 12 <i>NCEA Level 2</i>	Year 13 <i>NCEA Level 3</i>
The Arts	Art Practical	Art Practical	Art Practical	Art Practical	Painting
				Design	Design
			Photo Design	Photography	Photography
				Art for Interest	Art for Interest
	Dance	Dance	Dance	Dance	Dance
	Drama	Drama	Drama	Drama	Drama
	Music	Music	Music	Music	Music
Business and Management	Enterprise Studies	Moneywise	Accounting	Accounting	Accounting
			Economics	Economics	Economics
			Business Studies	Business Studies	Business Studies
				Money Management	Business Leadership
English	English	English	English	English	English
			English Enrichment	English Enrichment	English Enrichment
			Essential English	Essential English	Essential English
			English Communication	English Communication	English Communication
			Classical Studies	Classical Studies	Classical Studies
		Media Studies	Media Studies	Media Studies	Media Studies
	English Language	English Language	English Language	English Language	English Language
	English Language Support	English Language Support	English Language Support	English Language Support	English Language Support
				English Foundation	English Foundation
Health & Physical Education	Physical Education	Physical Education	Physical Education Studies	Physical Education Studies	Physical Education Studies
		Outdoor Education	Outdoor Education	Outdoor Education	Outdoor Education
	Sport in Education	Sport in Education	Sport in Education		
			Sports and Exercise Studies	Sports and Exercise Studies	Sports and Exercise Studies
	Health Education	Health Education	Health Education Studies	Health Education Studies	Health Education Studies
Languages	Te Reo Māori	Te Reo Māori	Te Reo Māori	Te Reo Māori	Te Reo Māori
	French	French	French	French	French
	Spanish	Spanish	Spanish	Spanish	Spanish
Mathematics	Mathematics	Mathematics	Mathematics	Mathematics with Statistics	Mathematics with Statistics
				Mathematics with Calculus	Mathematics with Calculus
				Mathematics Modelling	Mathematics Modelling
Sciences	Science	Science	Science	Science	Science
			Science Skills	Biology	Biology
			Science Double	Chemistry	Chemistry
					Chemistry Advanced
				Physics	Physics
					Physics Advanced

Learning Area	Year 9	Year 10	Year 11 <i>NCEA Level 1</i>	Year 12 <i>NCEA Level 2</i>	Year 13 <i>NCEA Level 3</i>
Social Sciences	Social Studies	Social Studies	Geography	Geography	Geography
			History	History	History
			Sociology	Sociology	Sociology
				Tourism	Tourism
Technology	Design and Visual Communication	Design and Visual Communication	Design and Visual Communication	Design and Visual Communication	Design and Visual Communication
	Digital Technologies - Computing	Digital Technologies - Computing	Digital Technologies - Computing	Digital Technologies - Digital Media	Digital Technologies - Digital Media
				Programming	Programming
				Computer Studies	Computer Studies
	Digital Technologies - Electronics	Digital Technologies - Electronics	Digital Technologies - Electronics	Digital Technologies - Electronics	Digital Technologies - Electronics
	Food Technology	Food Technology	Food Science and Technology	Food Science and Technology	Food Science and Technology
					Nutrition and Food
			Food Technology and Hospitality	Hospitality	Hospitality
				Early Childhood Education and Care	Early Childhood Education and Care
	Resistant Materials Technology	Resistant Materials Technology	Resistant Materials Technology	Resistant Materials Technology	Resistant Materials Technology
				Technology Skills Pathway	Technology Skills Pathway
				Essential Technology Pathway	
	Creative Technologies	Creative Technologies	Building and Construction	Building and Construction	Building and Construction
			Engineering and Fabrication	Engineering and Fabrication	Engineering and Fabrication
Innovation Stream	Textile and Design Technology	Textile and Design Technology	Textile and Design Technology	Textile and Design Technology	Textile and Design Technology
	Community Action	Community Action			
	Creative Design	Creative Design	Creative Futures and Design	Creative Futures and Design	
	Problem Solving	Problem Solving	Community Problem Solving		
Additional Programmes	Future Studies	Future Studies	Future Problem Solving		
			Skills for Life	Skills for Life	Skills for Life
				Pathways	Pathways



Arts & Culture

Arts and cultural activities provide numerous opportunities for Howick College students to enrich their experience, develop a sense of belonging and build both their leadership capabilities and social competencies. Students are supported in the development of their individual skills and talent while learning to interact constructively with others as they work towards a common goal. All students are encouraged to participate in cultural or performing arts groups.

Performing Arts

Howick College is proud of its reputation in the performing arts and our students are passionate about their creative pursuits. This has seen an increasingly active participation in the performing arts which has been vital to our success. Student achievement is frequently celebrated at various drama productions, public performances and showcase events.

Major drama productions are run biennially at Howick College with various year level productions performed throughout the year. Students are heavily involved in all aspects of these productions, from acting and directing roles to set and costume design as well as the technical aspects of lighting and sound. Over the years, our students have received numerous awards for their productions and individual performances at various festivals and competitions, such as the Shakespeare Globe Centre New Zealand University of Otago Sheilah Winn Shakespeare Festival and the Auckland Live Showdown Awards.

Dance students also regularly participate in a variety of festivals and contests, such as YouDance and the Hip Hop International World Dance Championship, claiming national and international titles and awards. Some of our former students have gone on to pursue a professional career in dance and are now performing and choreographing for international pop icons.

In Music, students are able to take individual instrument or vocal lessons with an itinerant music teacher during school time and can participate in music groups such as the Orchestra, Jazz Band and Choir. Students have many opportunities to showcase their talent, from performing at the KBB Music Festival and concerts held at the Uxbridge Arts & Culture Centre for our local community, to playing at school awards ceremonies and drama productions.

Cultural Groups

Located in East Auckland, Howick College is proud to embrace the vibrant cultural diversity that makes up our community. We encourage students of all ages and ethnicities to take part in a cultural group to strengthen their relationship with the school and to celebrate their own cultural identity and the cultures of others. Student involvement in our Kapa Haka and Pasifika groups has increased significantly over recent years which has seen them perform at the College Po Fiafia, Koanga Festival and represent the College at the annual ASB Polynesian Festival.





Sport

Sport at Howick College is an integral part of our students' social and physical development. We provide an extensive sports programme that aims to reinforce the school's supportive learning environment and our 4C values of courtesy, commitment, curiosity, and courage.

Increased participation in sport and physical activity not only has a positive impact on the physical health and wellbeing of young people, it has also been shown to significantly improve academic and social outcomes and build physical and mental strength both on and off the field.

All students are encouraged to participate in a sport and we offer an extensive range of both summer and winter sporting codes. Our programme promotes the development of new skills, team work, sportsmanship and personal responsibility while also instilling a commitment to continuous improvement and personal excellence.

The sports programme caters for the diverse needs and abilities of our students, whether it be playing sport socially or as a member of one of our high performing premier teams competing

at national and international level such as; Rugby Sevens, Netball, Rowing or Underwater Hockey.

Howick College participates in the New Zealand Secondary Schools Summer and Winter Tournaments where all secondary schools across the country compete for national championship titles.

In addition to the 22 sporting codes on offer, Howick College also supports students' entry into Athletics, Cross Country, Gymnastics, Mountain Biking, Rugby League, Tennis, Triathlon Swimming and Yachting.

Sporting codes on offer:

- Badminton
- Basketball
- Cheerleading
- Cricket
- Football
- Futsal
- Hockey
- Netball
- Orienteering
- Rowing
- Rugby
- Rugby Sevens
- Snowboarding
- Softball
- Special Olympics
- Squash
- Table Tennis
- Tag Football
- Touch Rugby
- Underwater Hockey
- Volleyball
- Water Polo



Service and Leadership

Service and leadership is a significant aspect of student life at Howick College. We place a strong emphasis on the development and support of our young people to empower them to rise up as future leaders in our society.

Volunteering and community service engages students with both the school and wider community, creates strong personal connections and increases a sense of social awareness and responsibility. Students at all year levels are encouraged to make a positive contribution to their community by identifying and addressing issues and inequalities. By playing an active role in helping those who are most in need, students learn that as a collective they can make a real difference in the world.

Howick College has well established relationships with a number of charities and not-for-profit organisations. Our students are actively involved in charity fundraising, blood donation, environmental projects, and social causes. It is through these initiatives that students learn to appreciate the importance of service and contributing to the greater good.

By taking on the responsibility of leadership, students learn to become problem solvers who can drive student initiatives and events and act as role models of Howick College values and positive attitudes. Our student leadership team

consists of our Head Girl, Head Boy, House Leaders, Council Leaders and a Board of Trustees Student Representative. They receive leadership training and development and work closely with key College staff members to provide support for the wider student body and realise their vision for the College.

In addition to the six Houses, Howick College also has six Student Councils that oversee various portfolios. Students from all year levels are encouraged to join these Councils and assist with activities and events.

- Academic Council
- Arts Council
- Community Council
- Cultural Council
- Pastoral Council
- Sports Council

We encourage our students to value, serve and enrich their community, a philosophy that will stay with them throughout their lives.

‘The best way to find yourself is to lose yourself in the service of others’

—Mahatma Gandhi

Houses

BACOT (green) was named after John Thomas Watson Bacot (1821-1888), the surgeon who settled in the Howick area with the Fencibles. John Bacot arrived in New Zealand in June 1848 and was the Medical Officer to the Pensioner Settlements. He later became a member of New Zealand's first Parliament representing the settlement. His wife was the eldest daughter of the late Captain Alexander MacDonald.

BELL (blue) is the name of the building known as Bell House situated in the Howick Colonial Village. It was originally built as the home of one of the first officers of the Fencible soldiers who came from Britain in the late 1840s to settle in Howick and to remember Howick's early heritage and the lives of the Fencible Settlers. The building was later sold to a local farmer, the Bell family, whose name remains to this day.

INGHAM (orange) was named after Mr Don Ingham, the Founding Principal of Howick College when the school opened its doors in 1974. He served as the Principal for 17 years from 1974 to 1991.

IRVINE (purple and gold) was named after one of the early English settlers Captain John Irvine who served in India with the army and retired to Howick. He lived on Ridge Road in a house he named *Prospect Hill* after his home in Northern Ireland.

MACDONALD (red and white) was named after Captain Alexander MacDonald who arrived in Auckland in October 1847 aboard the *Sir Robert Sale* which left Cork in July 1847. Alexander was a Captain in the New Zealand Fencibles and was voted into the position of Warden of Howick.

MINERVA (pink) was named after the *Minerva*, the ship that brought the first load of the Fencibles and some of the first settlers to Howick in 1847.





Enrolment Information

Enrolment Information Evening

Prior to the Enrolment Meetings, prospective students and their families will have the opportunity to visit the College during our Enrolment Information Evening to meet with the Senior Leadership Team and members of our teaching staff, interact with many of our students, ask questions and see the school in operation around the campus.

Enrolment Meetings

All students applying for Howick College must attend an Enrolment Meeting accompanied by a parent/legal guardian to meet with a senior staff member of the College. This is an opportunity for the student and family to have face to face interaction with the College to raise any questions and to ensure the student's transition into Howick College is as smooth as possible.

Proof of Identity and Guardianship

Applicants born in New Zealand must include a photocopy of either (1) their Birth Certificate; or (2) their Passport, with all completed Enrolment Forms.

Applicants born outside of New Zealand must provide a photocopy of both their Passport and their parents/legal guardians' Passports, with all completed Enrolment Forms. All required visas must be valid and up to date at the time of the application.

If there are any custodial arrangements with court orders or intervention by Oranga Tamariki, a photocopy of appropriate documentation must be provided.

The applicant's primary caregiver must be his/her natural parent or legal guardian.

In-Zone Eligibility

Students who, on the first day of attendance, are living permanently within the Howick College zone boundaries and who meet the criteria for a state-funded education, are entitled to attend Howick College. The Howick College zone boundaries, with a list of streets and the zone map, are available on the Howick College website. The student's primary caregiver must be his/her natural parent or legal guardian. If the student is living with relatives who are not the natural parent, then primary caregiver must provide evidence of legal guardianship. With regard to complex custody arrangements, the Board of Trustees reserves the right to consider guardianship verification on a case by case basis.

All In-Zone applications must provide the following evidence of living permanently within the Howick College school zone:

- All In-Zone families who **own their home** must provide photocopies of (1) a sale and purchase agreement or Auckland Council rates document; AND (2) a recent electricity invoice.
- All In-Zone families who are **renting** must provide photocopies of (1) a fixed term rental agreement of a council approved rateable dwelling, that is valid during the period of the first day the student commences school; AND (2) a recent electricity invoice or verification from an electrical supplier; AND (3) a bond lodgement receipt from Tenancy Services, as verification of living in-zone.
- If families are unable to verify their in-zone eligibility at the time of enrolment, the School may consider a 'Statutory Declaration' whereby families verifying that all information provided in the official Enrolment Form are true and correct. This declaration is made under the conditions of the Oaths and Declarations Act 1957, AND must be accompanied by a utility

account such as, fixed phone landline and/or internet account; or a photocopy of the Post Office mail re-direction receipt, along with a photocopy of the final reading of electricity account of previous address. Photocopies of documents must show the exact name of the family and the address.

Out-of-Zone Applications & Ballot Process

All Out-of-Zone families must submit ALL completed Enrolment Forms to Howick College reception office before the closing date in order to go into the ballot. No Out-of-Zone applications will be accepted after the closing date. The ballot will be drawn one week after the out-of-zone application closing date and all families will be notified whether they have been accepted following the outcome of the ballot.

If applicants are successful in the first instance:

- The family will be notified once the ballot is drawn;
- Applicants will have 14 days to confirm their place;
- If applicants deny their place or do not reply to the school to confirm their place within 14 days, they will be removed from the acceptance list and the space will be offered to the next applicant on the ballot;
- Applicants must be accompanied by a parent or legal guardian to attend an Out-of-Zone Enrolment Meeting to meet with a senior staff member of the College.

If applicants are unsuccessful in the first instance:

- The family will be notified once the ballot is drawn;
- Applicants will be given their number in the ballot;
- Applicant who is given a place at a later stage will have 3 working days from the date of notification to confirm their acceptance before their place is offered to the next applicant on the list;
- An Out-of-Zone Enrolment Meeting will be arranged as soon as possible up confirmation of acceptance is received.

We recommend all prospective students and families to visit the Howick College website to seek the latest enrolment dates and information.

Digital Learning

Howick College is future focused and passionate about digital learning, not only because of the endless online tools and resources that are available to 21st Century learners, but digital devices enable students to be flexible and creative with their own learning in ways that are not possible in traditional settings.

Digital devices allow students to independently explore and collaboratively create with others extending the boundaries of their learning environment beyond the classrooms. Students at Howick College have cleverly utilised their digital devices to work with local charities, video conference with film directors, publish their writing with people around the world, and conduct authentic scientific research endorsed by major universities.

Digital learning, not only changes the way students and teachers interact, share and work with each other, it enables students to access their work anywhere and anytime, and allows teachers to provide immediate feedback with individualised support for each student.

It's our future!

Howick College is proud to be one of the leading schools in New Zealand on the front foot to prepare our students for the future and enable them to take ownership of their learning. Digital technology is now an essential skill to thrive in the workforce and in the pursuit for further education. As the potential of technology continues to grow and change the way we live, we endeavour to best prepare our young people as they move forward in their future to face this ever-changing world.



Fees & Scholarships

Financial Contribution

Your financial contribution, by way of voluntary donation, helps Howick College provide the resources necessary to enhance student learning. These resources are not fully funded by the Ministry of Education Operations Grant but are critical to ensuring our students are provided with the best possible learning outcomes and environment:

- Maintenance of ICT infrastructure to ensure all students and teachers can access online learning;
- Employing additional Guidance Counsellors and Youth Workers to support the wellbeing of our students;
- Equipping our Health Centre with a registered nurse onsite and fully operational facilities similar to that of a medical centre;
- Improving classrooms and school facilities to provide an optimal learning environment for our students;
- Funding of library resources;
- Providing sporting equipment and musical instruments

Your generosity makes a significant difference in providing resources and equipment for our students. We encourage all parents and caregivers to support Howick College by making their financial contribution. If preferred, payments can be made in instalments to suit. All donations are receipted and are tax deductible (*33.3% of your total donation, up to the same amount of your taxable income during the tax year, can be claimed*).

Fees

In order to maintain our reputation for providing a quality learning experience for our students, we ask parents and caregivers to contribute towards essential course related and co-curricular costs that are not fully funded by the Government.

Curriculum: Some courses, in particular specialist subjects at senior levels, incur fees for materials and equipment. In addition, many subjects offer field trips and camps as part of the curriculum which incur costs for transportation, accommodation and entrance

fees. Families may elect not to participate, but we do encourage student involvement as these activities will enhance their learning experience.

Co-Curriculum: Students may choose to participate in sporting, cultural and other co-curricular activities to enrich their school life. Many co-curricular activities will have associated costs such as, tournament registration, festival entry, team uniforms, performance costumes, transportation, accommodation etc. Howick College actively seeks funding and grants from external organisations to help partially subsidise these costs, however, students and families who participate in these activities will be required to contribute towards the costs.

Rotary Academic Scholarships for Year 9

With the generous support of Howick Rotary, Howick College is pleased to offer students who meet the In-Zone eligibility, the opportunity to apply for the Rotary Academic Scholarships. Applications are open to any Year 8 In-Zone students seeking enrolment in Year 9 at Howick College. The successful candidates will have proven academic ability, have an excellent attitude towards learning and provide evidence of their positive contribution to their current school. These criteria will be considered when selecting the successful recipients and the selection panel's decisions will be final.

Level A Scholarship: Valued at **\$1,000 each** and can be used towards school uniform, subject materials, school fees, subject-related activities, trips and camps, digital device, and other educational resources.

Level B Scholarships: Valued at **\$500 each** and can be used towards school uniform, subject materials, school fees, subject-related activities, trips and camps, digital device, and other educational resources.

For further information on scholarship criteria, selection process, application form and closing date, please visit the Howick College website.



HOWICK
COLLEGE

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