

Te Kura Takiwa o Manganuiowae

BROADWOOD AREA SCHOOL



Student Handbook
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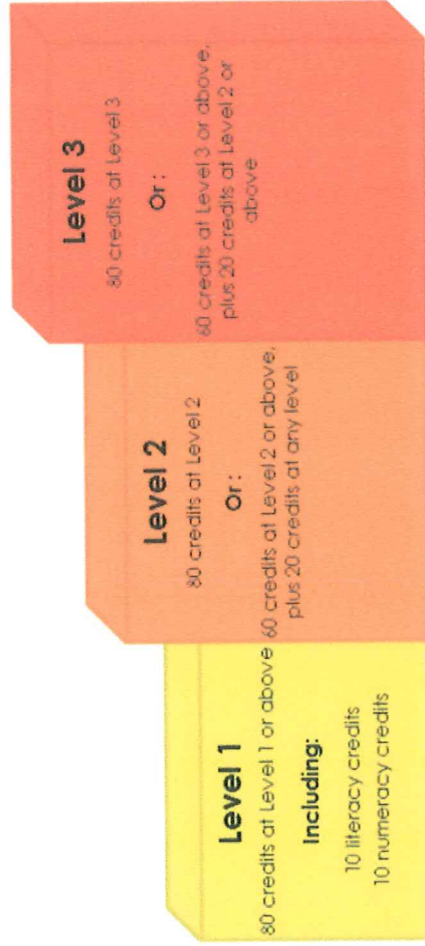
COURSE OUTLINES

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ACHIEVEMENT STANDARDS AND UNIT STANDARDS

Achievement Standards are designed for continued academic study. Unit Standards are designed for the labour force (industry-based fields).



SUBJECT ENDORSEMENTS

EXAMPLE 1: MERIT ENDORSEMENT IN LEVEL 1 MATHEMATICS: 11+ Credits at Merit or Excellence, in Mathematics Achievement Standards, as well as 3+ Credits, at Merit or Excellence, in an external Mathematics examination

EXAMPLE 2: EXCELLENCE ENDORSEMENT, IN LEVEL 1 MATHEMATICS: 11+ Credits, at Excellence, in Mathematics Achievement Standards, as well as 3+ Credits, at Excellence, in an external Mathematics examination

There are subject endorsements for many other subjects also at both Level 2 and Level 3
Physical Education and L3 Visual Arts subjects have different criteria. Teachers will explain these to students in their classes.

GAINING LITERACY TO ACHIEVE NCEA LEVEL 1

Students must gain 10 Literacy Credits to ACHIEVE NCEA Level 1

The two possible ways to earn a Literacy-Award are:

- Students can earn 10 Literacy Credits in a Literacy class
- Students can earn 10 Literacy Credits as they gain some approved Achievement Standards in other subjects
- Students can earn 10 Literacy Credits in a Te Reo Maori Course
- Students can earn 10 Literacy Credits in an English Course

GAINING NUMERACY TO ACHIEVE NCEA LEVEL 1

Students must gain 10 Numeracy Credits to ACHIEVE NCEA Level 1

The two possible ways to earn a Numeracy-Award are:

- Students can earn 10 Numeracy Credits in a Numeracy class
- Students can earn 10 Numeracy Credits as they gain some approved Achievement Standards in other subjects
- Students can earn 10 Literacy Credits in a Mathematics Course

NOTE: To be awarded NCEA Level 1, students must achieve at least 10 Credits showing Literacy and 10 Credits showing Numeracy.

GAINING UNIVERSITY ENTRANCE (UE) LITERACY

Students must earn 5 L2 English Credits in Reading - (NB The easiest way to achieve this is to pass **Level 2 Reading Responses (4 reading credits)** and the **Level 2 Maths Statistical Inference Standard (1 reading credit and 1 numeracy credit)**)

Students must earn 5 L2 English Credits in Writing - (NB The easiest way to achieve this is to pass the **Level 2 Writing Standard (6 writing credits)**)

UNIVERSITY ENTRANCE (UE)

Students should have earned:

- 5 Credits in Reading in English (or Maori) at NCEA Level 2
- 5 Credits in Writing in English (or Maori) at NCEA Level 2
- 10 Numeracy (or Pangarau) Credits
- 14 Credits in three UE-approved subjects

One of the three subjects may be a compilation of Credits in a specific domain, e.g. 7 Credits in Biology and 7 Credits in Chemistry.

NCEA FEES

As of 2019 NZQA fees have been removed.

ATTENDANCE

Your goal should be to have an attendance rate of 100%, the school has the target of a 90% rate. An attendance rate, of less than 70%, has caused students to fail in the past. Students need to inform their pastoral teachers why they have been absent. Students must attend all pastoral (mentor) periods (in the morning and at the end of Lunchtime)

NB: If you know you are going to be absent you should inform your mentor/pastoral teacher and bring a note from home. If you are away you must bring a note from home explaining your absence or a doctor's certificate.

LEARNING IN CLASS

Students have a right to learn at Broadwood Area School.

- Students need to respect the learning of their peers in class
- Broadwood Area School is a small school and most of our learning has to be done in a multilevel learning environment. This calls for students to be self-driven and assertive learners.

CLASSWORK AND HOMEWORK

Classwork provides students with the best opportunity to learn, because this is done with a subject expert to help them.

Homework is the consolidation of what was done in class.

Ongoing homework includes:

- formal homework that needs to be done before a due date.
- completing the odds and ends that you could not complete during class time.
- revising concepts that need to be committed to memory.
- reading across all your subjects to widen your understanding about the current work you are doing in a particular subject.

SUBJECT HANDBOOKS

The Subject Handbook for a particular subject contains all the information about that subject. Electronic copies of all subject handbooks of BAS are shared with students on Google Docs. A teacher may print out a subject handbook for a student who wishes to have one. An electronic Subject Tracking Sheet will be provided with each Subject Handbook. Students and teachers are to keep the subject tracking sheet up to date. The purpose of the subject tracking sheet is to inform students, teachers and parents/caregivers about their academic progress.

INTERNAL ASSESSMENTS

Internal assessments are part of a subject teacher's year plan. There are due dates attached to all internal assessments. The following procedures accompany internal assessments:

Students are given at least one week reminder of an imminent internal assessment

The initial assessment is given.

The teacher needs to mark the assessment as soon as possible

The assessment is returned to the student who may either:

- accept the grade
- ask for a maximum of one resubmission
- A date for a further assessment maybe set

Teaching towards the further assessment is done

The further assessment is written

The teacher needs to assess the assessment as soon as possible

The further assessment is returned to the student to agree with the mark

Student evidence is submitted for verification

Student results are entered in KAMAR

Results are sent away to NZQA on the first of the next month

Students need to check if their results have been entered on NZQA

DUE DATE FOR INTERNAL ASSESSMENTS

Due dates are predetermined in the subject handbooks.

Subject courses and teachers' responsibilities are set out for the whole year.

Teachers have to adhere to those due dates.

Students who do not adhere to the due dates will receive a N (Not Achieved)

NB: Students need to communicate with their subject teachers if a problem arises

NB: Students may appeal to the PN about any assessment issue

SPECIAL ASSESSMENT CONDITIONS (SAC)

Special assessment conditions may include the following conditions:

- somebody to read for you
- somebody to write for you
- a computer being supplied for you to type your work
- extra time given for assessments
- a separate venue to work in

Special assessment conditions are granted for both internal and external assessments. Usually students with SAC are already identified in Primary or Middle School.

The PN does the formal application for SAC through NZQA

AUTHENTICITY

- The word “authentic” comes from the root “autos” which means “on his/her/it own”
- Authenticity refers to the fact that the submitted work must be the student’s own work.
- Copying from any source is not allowed.
- Whatever you write, must be in your own words.
- When students have significantly similar responses, teachers are not allowed to approve the work for all the students involved.
- The NZQA external moderators have special applications that can detect plagiarism.

MISSED INTERNAL ASSESSMENTS

If a student knows they will be absent for an internal assessment, s/he needs to inform the subject teacher at least three days before the assessment date. The subject teacher will know what to do.

If a student misses an assessment, he/she needs to consult with the subject teacher. The subject teacher will know what to do.

If there is any misunderstanding between the subject teacher and the student the student may consult with the Principal's Nominee

Students, who find themselves in the position of having missed an assessment, need to study the full policy in the BAS NCEA Student Handbook on Google Docs.

RETURNING MARKED WORK

- A subject teacher should assess (mark) the students’ work as soon as possible.
- Marked work should only be returned to the students after the verification process.
- Students have the right to scrutinize the way the subject teacher has assessed (marked) his/her work
- If a student is not satisfied with the teacher-mark, s/he may ask the teacher to remark the work, or to have a resubmission, or to have a further assessment.
- If there is no agreement between the student and the teacher, the student may consult with the Principal's Nominee.

PRIVACY

Students have a right to privacy. This means that the teacher should not disclose students' results to any other person. However, teachers must report all results to the parents/guardian at least twice a year.

MISCONDUCT - BREACHES OF ASSESSMENT RULES

Misconduct could be:

- if a student is guilty or suspected of authenticity issues
 - if a student disrupts the assessment conditions of other students
- A subject teacher has the right to act upon any suspicion of misconduct.

The student, who had been accused of misconduct, has the right to appeal to the Principal's Nominee for a further assessment.

FURTHER ASSESSMENT OPPORTUNITIES

- A further assessment is a possible second opportunity to achieve a particular standard.
- Further assessment opportunities are granted by the subject teacher, but students may appeal to the Principal's Nominee
- The Subject Handbook should clearly state when further assessments are offered.

APEALS

Students may appeal any of the following:

- Accused of being in breach of authenticity rules
- Receiving a N (Not Achieved) for a late submission
- Receiving a N (Not Achieved) for an accused 'wilful' absence
- An incorrect grade given for an assessment
- An incorrect entry on the SMS (KAMAR-site) or NZQA-site

In the first instance - students should discuss any assessment issue with their subject teacher as soon as possible and certainly within one week of having received their marked work back and having checked their grade in class. If the issue is not resolved, a student may appeal to the Principal's Nominee about the subject teacher's decision. The Principal's Nominee will then review the issue/s, under dispute, and seek a resolution.

KEEPING TRACK OF NCEA RESULTS

- All BAS students must be registered on the NZQA site to peruse their results on a regular basis. They are encouraged to register on their own, but their pastoral teacher, academic counsellor or the Principal's Nominee may assist them.
- Students must check all their Credit entries on a regular basis
- Students must inform their academic counsellor about all newly earned credits
- Students must keep the credit-tracking-sheet, in their Subject Handbook, up to date
- Students must report any inconsistency to the Principal's Nominee as soon as possible

PREPARING FOR EXTERNAL EXAMINATIONS

- Students make sure that they have all the requirements for study in Term 3
- Students study throughout the September holidays
- Term 4 is set aside for external examination preparation
- By the end of Term 4 the students should have completed 16 internal credits
- A maximum of three external examination papers, per subject, could be attempted.
- If unforeseen circumstances prevent a student from writing an examination, an application for a derived grade could be submitted.

REPORTS

- Teachers are obligated to send home two written student-progress-reports.
- Parents can access KAMAR to monitor the results of their tamariki
- Teachers report to parents during Formal Student Achievement Interview Days
- Teachers can report to parents about behavioural or academic concerns at any time.

END OF YEAR EXAMINATIONS

- All role-players (student; parent; subject-teacher; Principal's Nominee; friends and family) must make absolutely sure of the examination dates.
- Students need to make big posters in the house to remind them of the examination dates.
- Students need to have had adequate rest before an examination
- Students should have had a good meal before an examination
- Students should be finished in the toilet before the examination.
- Students should turn up to examinations at least 30 minutes early.
- Students must understand the rules and regulations of external examinations

MISSED EXTERNAL EXAMINATIONS

- If a student has missed an examination for legitimate reasons, he/she may apply for a derived grade.

Vocational Pathways

The Vocational Pathways provide new ways to achieve NCEA Levels 1, 2 and 3 and develop pathways that progress to further study, training and employment. Achieving NCEA Level 2 is the foundation for success in further education and the world of work. Level 3 builds upon this through shared opportunities across school, tertiary, and industry training. The Vocational Pathways provide a framework for students to show how their learning and achievement is valued in the workplace by aligning learning to the skills needed for industry. Students can attain further Vocational Pathway Awards in the following 6 pathways.

The six Vocational Pathways are:

- Primary Industries
- Services Industries
- Social & Community Services
- Manufacturing & Technology
- Construction & Infrastructure
- Creative Industries



SUBJECTS ON OFFER

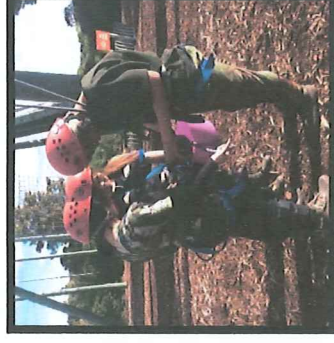
Vocational Pathways:

Sports, Te Reo Maori, Hospitality (QRC) , Construction, Papa Atawhai (Papa Taiao/YES)

Academic Pathways:

English, Mathematics

GATEWAY/STAR and CAREER Pathways THAT MAY BE OFFERED



BARISTA, DIVING LEVEL 1 & 2, FIRST AIDE, FIRST AIDE IN THE WORKPLACE, FABRICATION, MIG WELDING
SPORTS AND RECREATION, LIFEGUARD POOLSIDE, FORK HOIST, FLIGHT ATTENDANCE, LEARNER LICENCE,
CHAINSAW & FORESTRY, PAPA TAIAO, YES (Young Enterprise Studies) QRC – Queenstown Recreational Centre,

Hospitality – Chefs Course

YOUNG LEADERS Outdoor Pursuits Course, ARMY TRAINING CENTRE, MASSEY UNIVERSITY VISITS,
OTAGO UNIVERSITY VISITS, NORTH TEC VISITS, R.Tucker Thompson



MANGANUIOWAE

YEAR 11-13 NCEA PROGRAMME 2019



TE KETE TIKANGA

TE KETE MATAURANGA

TE KETE HAKINAKINA

Culture

Academic

Sports

English Level 2 & Level 3

Mathematics Level 2 & Level 3

Literacy/English Level 1

Numeracy / Mathematics Level 1

Hospitality Hub

Papa Atawhai Hub

Te Reo Maori Hub

Sports Hub

Construction Hub

Te Wananga O Aotearoa
Level 2-3 Waka Ama

Trades Academy
QRC—Level 3 & 4 Hospitality / Culinary



School Wide Values—PB4L –Tika, Pono me te Aroha

Academic English Programme 2019

Level 1	Level 2	Level 3	Level 1: 20 Credits Level 2: 20 credits Level 3: 9 Credits Total Credits: 49
<p>AS 1.10 Reading- collecting and collating reading material for unit. Writing six responses to written and visual texts 4 Credits Level 1</p> <p>AS 1.4 Produce Creative Writing 3 credits Level 1</p> <p>AS 1.6 Construct and Deliver an Oral Text 3 Credits Level 1</p> <p>AS 1.11 Show Understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence 3 credits Level 1</p> <p>AS1.2 Produce Formal Writing 3 credits Level 1</p> <p>External Exam AS 1.1 Show understanding of specified aspect(s) of studied written texts 4 credits Level 1</p>	<p>AS 2.9 91106 Form developed responses to independently read texts, supported by evidence. 4 credits Level 2 UE APPROVED</p> <p>AS 2.10 Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence. 3 credits Level 2</p> <p>AS 2.4 Produce crafted and controlled writing 6 credits Level 2 UE APPROVED</p> <p>AS 2.5 Construct and deliver a crafted and controlled oral text 3 credits Level 2</p> <p>External Exams AS 2.2 Analyse specific aspects of studied visual or oral texts, supported by evidence (External) 4 credits</p> <p>AS 2.1 Analyse specific aspects of studied written texts, supported by evidence (External) 4 credits</p>	<p>AS 3.9 Respond critically to significant aspects of visual and/or oral texts through close reading supported by evidence. 4 credits Level 3</p> <p>As 3.4 91475 Produce a selection of fluent and coherent writing which develops, sustains and structures ideas. 6 credits Level 3 UE APPROVED</p> <p>AS 3.5 Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas 3 credits Level 3</p>	

Academic Mathematics Programme 2019

<p>Level 1</p> <p><u>Term 1&2</u> AS 91026v3 4 credits Number Apply numeric reasoning in solving problems</p> <p>AS 91036v3 3 credits Statistics Investigate bivariate data using the statistical enquiry cycle</p> <p>AS 91030v3 3 credits Measurement Apply measurement in solving problems</p> <p>Term 3&4 AS91029v3 3 credits Apply linear algebra in solving problems</p> <p>AS91027 4 credits EXTERNAL Apply algebraic procedures in solving problems</p> <p>AS 91032 3 credits Apply right-angled triangles in solving measurement problems</p> <p>AS91034 2 credits Apply transformation geometry in solving problems</p>	<p>FARNET LEVEL 2 PROGRAMME</p> <p>AS 2.1 91256 Apply coordinate geometry methods in solving problems 2 credits L2</p> <p>AS 2.2 91257 Apply graphical methods in solving problems 4 credits L2</p> <p>AS 2.14 91269 Apply systems of equations in solving problems 2 credits L2</p> <p>AS 2.4 91259 Apply trigonometric relationships in solving problems 2 credits L2</p> <p>AS 2.5 91260 Apply network methods in solving problems 2 credits L2</p> <p>AS 2.9 91264 Use statistical methods to make an inference 4 credits L2</p> <p>AS 2.12 91267 Apply probability methods in solving problems External 4 credits L2</p>	<p>FARNET LEVEL 3 PROGRAMME</p> <p>AS 91580v2 Investigate time series data 4 credits L3</p> <p>AS 91581v2 Investigate bivariate measurement data 4 credits</p> <p>AS 91582v2 Use statistical methods to make a formal inference 4 credits</p> <p>AS 91585v2 Apply probability concepts in solving problems External 4 credits</p> <p>AS 91586v2 Apply probability distributions in solving problems External 4 credits</p>	<p>Level 1: 18 Credits Internal 4 Credits External</p> <p>Level 2: 21 credits</p> <p>Level 3: 20 Credits</p> <p>Total Credits: 51</p>
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MANGANUIOWAE

PHYSICAL EDUCATION SPORTS HUB 2019 : LEADER: RENEE SAUER



FITNESS/WAKA

AMA

Gym Instructor, Personal Training, Gym manager



Learning a tradition that stretches back to the ancestors: Waka Ama techniques, water safety skills, financial literacy and project management
1.8 Credits

GROWING COACHES

Sports Coaching , Referee, Sport coordinator, Physical Education Teacher



An assessment package based on the existing Sport NZ Growing Coaches programme, already used in many schools. Students gain one Level 2 and two Level 3 unit standards (12 credits)

REC LEADER

Event managing, Programme assistant, Recreation Programme and Event Coordinator, Team Leader



Give students a comprehensive understanding of the benefits and barriers to recreation, as well as how to plan, run and evaluate their own recreational event. Students gain three Level 3 unit standards (11 credits)

TRAMPING + CAMPING

Outdoor Education Instructor, Adventure Tourism Operator



Introduce students to a positive, safe and enjoyable outdoor experience,. Students gain four Level 2 unit standards (11 Credits)

Year 11 Students will have the opportunity to gain 11 Physical Education Achievement Standards to contribute towards their Literacy requirements. This will be incorporated into the programme throughout the year

Y13 Students wishing to use Physical Education as a subject for University Entrance will be put on an individual Achievement Standard Programme. They will still have an opportunity to gain the above Unit Standards

The Sports Hub is compulsory and will be a combination of practical and theory components



Sports Hub (Physical Education)



Vision: Students will develop skills in a range of sporting concepts to enhance their knowledge of Fitness, Coaching, Event organising and Outdoor Education.

Overview: The four main domains is intended to provide students with industry approved programmes and build work-ready skills for young people who wish to pursue a career in the sporting industry.

<u>TERM ONE:</u>	<u>TERM TWO:</u>	<u>TERM THREE:</u>	<u>TERM FOUR:</u>
<u>GROWING COACHES YOUTH AWARD</u>	<u>GROWING COACHES YOUTH AWARD</u>	<u>REC LEADER AWARD</u>	<u>CAMPING AND TRAMPING AWARD</u>
<u>Level Two</u>	<u>Level Two</u>	<u>Level Three</u>	<u>Level Two</u>
AS91330 Perform a physical activity in an applied setting (4 credits)	US22769 Demonstrate knowledge of basic skills and rules at a beginner level of sport (4 Credits)	US4864: Demonstrate knowledge of recreation needs of target groups (3 Credits)	US425: Experience day tramps (3 Credits)
<u>Level Three</u>	<u>Level Three</u>	US6896: Demonstrate knowledge of recreation (4 Credits)	US431: Navigate in good visibility on land (3 Credits)
AS91501 Demonstrate quality performance of a physical activity in an applied setting (4 credits)	US22768 Conduct and review a beginner level coaching session (4 Credits)	US21414: Plan and run a recreation activity (4 Credits)	US426: Experience camping (3 Credits)
	US22771 Plan a beginner level coaching session for sports participants (4 Credits)		US20159: Gather and apply weather information to an outdoor recreation activity (2 Credits)
<u>LEVEL ONE LITERACY ACHIEVEMENT STANDARDS</u>			
AS90966 Demonstrate interpersonal skills in a group and explain how these skills impact on others (5 Credits)			
AS90967 Demonstrate strategies to improve the performance of a physical activity and describe the outcomes (3 Credits)			
AS90968 Demonstrate and show responsible behaviour for safety during outdoor education activities (3 Credits)			
LEVEL 1 (11 Credits Total)	LEVEL TWO 19 Credits Total	Level Three 23 Credits Total	



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TE REO MAORI HUB 2019 : KAIWHAKAHAERE: REWA PIRINI

TE REO

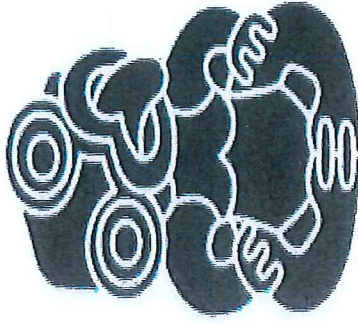
Teacher, Linguistics Professor, Maori Television Presenter, Weather broadcaster, Translator, Interpreter



Introduce and enhance students knowledge and confidence in speaking te reo Maori in familiar and unfamiliar situations (10 credits, L2-3).

TIKANGA A IWI

Journalist, Anthropologist, Leader for Mārae protocol and customs, Tour guide, Teacher



Engaging with Māori culture and concepts to add depth to students interaction with New Zealand's landscapes and communities (10 credits, L2-3)

MAHI TOI

Flax Weaver, Carver, Ta Moko Artist, Tukutuku Weaver, Kowhaiwhai Artist, Piupiu, Taniko, Kapa Haka dress maker



To foster all aspects of Māori culture, carving, weaving and other traditional arts (10 credits L2-3)

NGA MAHI A REHIA

Kapa Haka Tutor/Performer, song writer/composer, Guitarist,



Introduce students to a positive, safe and enjoyable Maori performing arts experience (20 credits, L2-3).

- Year 11 Students will have the opportunity to gain 18 Te Reo Maori Achievement Standards to contribute towards their Literacy requirements. This will be incorporated into the programme throughout the year
 - Y13 Students wishing to use Te Reo Maori as a subject for University Entrance will be put on an individual Achievement Standard Programme. They will still have an opportunity to gain the above Achievement/Unit standards
 - The Te Reo Maori Hub is compulsory and will be a combination of practical and theory components
- There will be an emphasis on whakapiki Reo and will be encompassed throughout the four main domains throughout the year



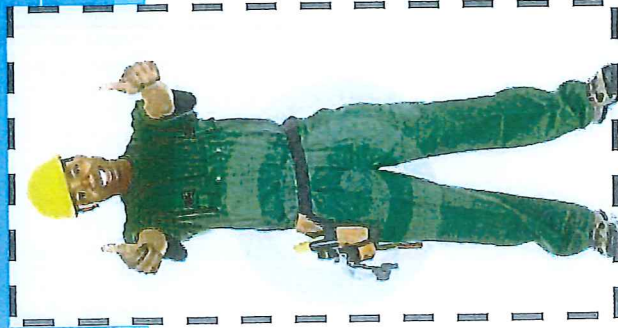
TEREO MAORI HUB 2019

TE REO MAORI	TIKANGA –A-IWI	NGA MAHI TOI	NGA MAHI A REHIA
<p>Achievement Standards (6 credits)</p> <p>L1 AS91085 – Whakarongo kia mohio ki te reo o tona ao. L1 AS91086 Korero kia whakamahi i te reo o tona ao. L1 AS91089 - Waihanga tuhinga i te reo o tona ao. L2 AS91284 - Whakarongo kia mohio ki te reo o tona ao torotoro. L2 AS91285 - Korero kia whakamahi i te reo o tona ao torotoro. L2 AS91288 - Waihanga tuhinga auaha i te reo o torotoro. L3 AS91650 (4 credits)- Whakarongo kia mohio ki te reo Maori o tea o whanui. L3 AS91651 - Korero kia whakamahi i te reo Maori o te ao whanui. L3 AS91654 - Waihanga tuhinga whatai take i te reo o tea o whanui.</p>	<p>Kingitanga (6 credits)</p> <p>16139 Kingitanga</p> <p>Atua Maori (10 credits)</p> <p>16054 Describe life and achievements of a Maori leader</p> <p>21319 Deeds and roles of Atua Maori</p> <p>16044 – Describe historical events for one hapu or iwi</p>	<p>Raranga (27 credits)</p> <p>78679 History of kete</p> <p>7882 Harvest, prepare kete,</p> <p>7873 Harvest and produce muka,</p> <p>29533 Explain kete design, usage and patterns,</p> <p>30061 Present Maori Taonga</p> <p>7907 Harvest and prepare harakeke</p>	<p>Kapa Haka (20 credits)</p> <p>13359 Mōteatea</p> <p>13363 Waiata-a-ringa</p> <p>13367 Poi</p> <p>13371 Haka</p> <p>13398 Haka wahine</p> <p>Mau Rakau (15 credits)</p> <p>27550 – Relationship between te taiao and mau rakau</p> <p>27547 – Momo rakau whawhai</p>

Most of the mahi will be completed during Terms 1, 2 and 3. Sixty per cent of the mahi will be done at school. Each of the four pillars of Te Reo Maori will have at least two practical components per term outside of school context. The main focus of Te Reo Maori is to help our tamariki develop their knowledge and understanding of Maoridom. Ample opportunity will be granted to those tamariki who wish to attempt ACHIEVEMENT standards with the goal of obtaining UE approved standards.

MANGANUIOWAE

CONSTRUCTION HUB 2019 : LEADER: PHILIP BAPTISTE



“Young people should follow the career path that’s right for them. University is a great option for some school leavers. But vocational training is an equally valid choice, especially during a time of rampant skills shortages.”

Josh Williams Industry Training Federation CEO.



BConstructive is a hands-on subject. It is an innovative, practical and multi-disciplinary programme for students, providing them with the skills and knowledge to springboard into any career in the construction industry.



Real work, Real skills, Real life!

In 2019, your child can learn real building skills following the B constructive course to success. 28 Level 2 credits!...30 credits at Level 3 !
4 big projects !...team building skills and life long practical skills.

CONSTRUCTION

Vision: In an increasingly complex computerised world, the need has never been greater for our students to learn practical hands on skills. This could then become a foundation for a future trades career pathway.

Overview: Students will learn their skills while engaging in 4 major projects throughout the year. Whilst this hub will focus on hands on building, there will be worksheets and theory components to complete throughout the year in order for students to gain credits.

<p>Level 2 Unit Standards</p> <p>Term 1 The first project will be to construct an internal timber stud wall, with a doorway. Then it will be lined with plasterboard and gib stopped. An internal door fitted, architrave and skirting board added and finally painted.</p> <p>12927 Identify, select and use and maintain hand tools used for BCATS projects. 6 credits</p> <p>Level 3 Unit Standards</p> <p>Term 1 29684 Undertake a stage 3 BCATS project. 12 credits</p>	<p>Level 2 Unit Standards</p> <p>Term 2 The second project will be to construct a concrete path. This will entail digging out an area, making formwork and mixing and pouring and finishing the concrete.</p> <p>12933 Complete minor concrete works as a BCATS project. 4 credits</p> <p>Level 3 Unit Standards</p> <p>Term 2 29677 Follow safe workplace practices and contribute to a health and safety culture, in a BCATS environment. 2 credits</p> <p>29681 Measure and calculate for a stage 3 BCATS project. 3 credits</p>	<p>Level 2 Unit Standards</p> <p>Term 3 For term 3 we will be completing various items of basic construction equipment in order for the students to achieve US 12932 in term 4</p> <p>24350 Identify, select, maintain and use portable power tools in BCATS projects. 6 credits</p> <p>Level 3 Unit Standards</p> <p>Term 3 29678 Demonstrate knowledge of, select and use materials for a stage 3 BCATS project. 4 credits</p> <p>29680 Communicate and work collaboratively in a stage 3 BCATS project. 5 credits</p>	<p>Level 2 Unit Standards</p> <p>Term 4 Students will be completing items of garden furniture and time is allocated for finishing of all paperwork and projects for the year.</p> <p>24354 Demonstrate knowledge of and apply safe working practises in a BCATS workplace. 4 credits</p> <p>12932 Construct timber garden furniture and items of basic construction equipment as a BCATS project. 8 credits</p> <p>Total Credits: 28</p> <p>Level 3 Unit Standards</p> <p>Term 4 29682 Select, use and maintain tools equipment and machinery for a stage 3 BCATS project. 4 credits</p> <p>Total Credits: 30</p>
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MANGANUIOWAE

PAPA ATAWHAI HUB 2019



FORESTRY

POSSIBLE CAREERS: Forestry worker; Driver; Operator; Engineer; Administrator etc.



NCEA L2 (TARGET: 30 CREDITS)

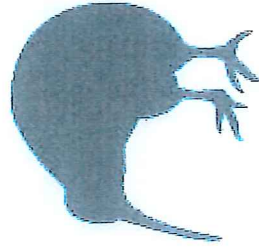
US 22999; US 22997; US 17769;

US 22994; US 22995

LEVEL 3 and 4 SUSTAINABLE

ENVIRO-SCHOOLS

POSSIBLE CAREERS: Conservationist; Tourist Guide; Researcher; Teacher etc.



NCEA L2 (TARGET: 20 CREDITS)

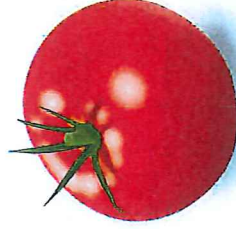
WAI-FENCING

PEST-CONTROL

LEVEL 3 and 4 SUSTAINABLE

FARMING

POSSIBLE CAREERS: Farmer; Horticulturalist; Conservationist; Agriculaturalist; Teacher etc.



NCEA L2 (TARGET: 20 CREDITS)

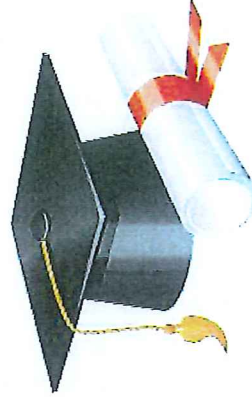
HORTICULTURE

HYDROPONICS

LEVEL 3 and 4 SUSTAINABLE

ACADEMIC

POSSIBLE CAREERS: Teacher; Lecturer; Journalist; Researcher; Conservationist; Lawyer; Engineer;. etc.



NCEA L2 (TARGET: 14 CREDITS)

BIOLOGY

LEVEL 3 and 4 SUSTAINABLE

The Science Department uses **Environmental Studies** as a focus to explore into the Living World of Natural Sciences. We aim to imbed awareness of NZ Fauna and Flora through problem-solving practices thus contributing to our natural heritage. We maintain a balance between vocational and academic studies that will ensure a broad spectrum of career pathways. We are committed to the Hokianga Region and will continuously investigate whanaungatanga between Farming, Forestry and Kaitiakiatanga (Conservation) of our whenua.

Papa Taiao Programme 2019 (External Provider)

Forestry will be picked up under GATEWAY/STAR

Term 1	Term 2	Term 2 Cont.....	Term 3
<p>90810 Undertake a personal action, with reflection, that contributes to a sustainable future 6 credits L2</p> <p>20793 Skin possums for possum fur recovery 4 credits L3</p> <p>90828 Evaluate a personal action that contributes towards a sustainable future 6 credits L3</p>	<p>14540 Destroy vertebrate pests using traps for pest management 6 credits L2</p> <p>20894 Hand pluck possums for possum fur recovery 2 credits L2</p> <p>20795 Machine pluck possums for possum fur recovery 2 credits L 2</p> <p>29498 Hand thin buds, flowers, or fruit under close supervision 3 credits L 2</p> <p>29504 Prick-out seedlings or rooted cuttings, transplant, and pot-on young plants into containers under close supervision 2 credits L 2</p> <p>24822 Install wooden battens for fencing 4 credits L 2</p> <p>24832 Open and draw out a coil of wire, tie knots, join wire, and prepare wire for transport and storage 5 credits L 2</p> <p>24833 Identify and maintain fencing tools and equipment, and identify fencing construction materials and wire types 3 credits L2</p> <p>24834 Replace a broken post, and repair a broken wire in fences 5 credits L2</p> <p>22175 Demonstrate understanding of soil properties and their effect on plant growth 6 credits L3</p> <p>29335 Demonstrate understanding of rural pest animal operations in New Zealand 8 credits L3</p>	<p>22189 Maintain an irrigation system used in horticulture 5 credits L3</p> <p>90832 Develop a strategy for an organisation that will contribute to a sustainable future 5 credits L3</p> <p>24835 Identify the location of a fault in electric fences, and replace electric fence components 3 credits L2</p>	<p>29508 Sow seeds and monitor germination and emergence under close supervision 5 credits L2</p> <p>23781 Grow and pot up plants from stem cuttings 5 credits L 2</p> <p>14545 Demonstrate knowledge of vertebrate pest management methods 8 credits L 2</p> <p>2803 Maintain a documented work record of horticultural activities 5 credits L 2</p> <p>29502 Plant out by hand under close supervision 5 credits L 2</p> <p>29829 Demonstrate understanding of plant structure, functions and processes 5 credits L3</p> <p>29336 Demonstrate understanding of the purpose and impacts of rural pest animal operations 3 credits L3</p> <p>29338 Prepare and use traps to control rural pest animals 6 credits L3</p>
<p><u>No course running Term 4</u></p> <p><u>Level 2: 70 credits</u></p> <p><u>Level 3: 41 Credits</u></p> <p><u>Total Credits: 111 Credits</u></p>			



MANGANUIOWAE

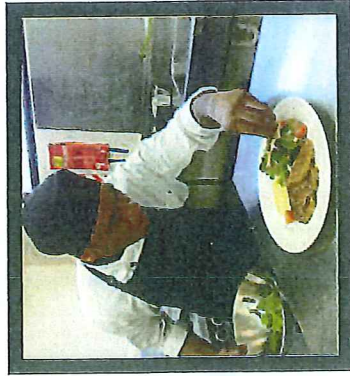
HOSPITALITY HUB 2019



Food Safety

POSSIBLE CAREERS:

Cooking, Chef, travel & tourism,



Business Skills : Canteen

POSSIBLE CAREERS:

Cooking, Chef, travel & tourism,
food industry, café



Culinary

POSSIBLE CAREERS:

Cooking, Chef, travel & tourism, customer services



NCEA LEVEL 2 & 3 Program

Students will begin the course with an introduction to food safety. They will learn and develop their knowledge of the current health and safety legislation in the workplace including completion of food safety plans. This will follow on to learning the concepts related to customer service and appropriate greetings related to the concepts of manaakitanga. Students will then move onto developing their skills for table service, preparation on hot and cold beverages and finally mastering the art of barrister skills. Throughout the course, students will continue to develop their literacy and numeracy skills as well as their knowledge of the industry. Students who wish to gain Cookery Certificates as a follow on, there are programmes available at Level 3 and Level 4.



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Programme Overview

Hospitality Food Safety-US 167

Food safety and safe work practices in a commercial context.
Level : 2 Credits: 4

Hospitality Generic-US 14466

Applying safe work practices in a commercial context.
Managing risks.
Level: 2 Credits: 2

Hospitality Food Safety-US 27955

Applying safe food practices to prevent cross contamination when handling food.
Level :3 Credits: 5

Hospitality Generic-US 28145

Methods and techniques used to interact with customers at a basic level.
Level: 2 Credits: 2

Hospitality Food & Beverage Service-US 14425

Ingredient storage, equipment usage and interpreting information.
Level: 2 Credits: 5

Hospitality Food & Beverage Service-US 17288

Understanding and using correct equipment and ingredients to prepare espresso beverages.
Level : 3 Credits: 5

Hospitality Food and Beverage Service-US 14436

Menu and table presentation. Learning and understanding work place terms.
Level : 2 Credits: 4

This programme will run throughout the year of 34 weeks attending every Wednesday at a learning facility in Kaitiata from the 13th February 2019.

HOSPITALITY

Vision: That each student will be given the opportunity to follow and pursue their dreams into the Food Industry. I will endeavour to provide students the starting blocks needed to gain the confidence, skills, knowledge and experience in becoming our next generation of budding chefs. Students will always have the opportunity to work in the school cafeteria to build on their cookery skills and confidence and practical experience.

Overview: Hospitality classes will be taught from Level 2-3 throughout the year, the program is as follows.

Term 1	Term 2	Term 3	Level 1: 2 Credits Level 2: 17 credits Level 3: 23 Credits Total Credits: 42
<p>20666 L2 Credits 2 Demonstrate basic knowledge of contamination hazards and control methods in a food business.</p> <p>168 L3 Credits 4 Demonstrate knowledge of food contamination hazards, 7 control methods used in a food business.</p>	<p style="text-align: center;">Term 2</p> <p>30039 L2 Credits 5 Demonstrate understanding of food hygiene & food safety requirements in a primary products food processing operation.</p> <p>24526 L 2 Credits 4 Apply safe working practices in a commercial kitchen.</p> <p>14420 L3 Credits 3 (Gateway) Demonstrate knowledge of alcoholic & non-alcoholic beverages.</p> <p>4645 L3 Credits 3 (Gateway) Demonstrate knowledge of maintaining a responsible drinking environment as a server in a licensed premises.</p> <p>21057 L1 Credits 2 (Gateway) Prepare, construct and garnish mocktails for the hospitality industry.</p>	<p style="text-align: center;">Term 3</p> <p>13280 L2 Credits 2 Prepare fruit and vegetable cuts.</p> <p>1327 L2 Credits 2 Cook food items by frying.</p> <p>18497 L3 Credits 8 Demonstrate knowledge of culinary products and terms.</p> <p style="text-align: center;">Term 4</p> <p>13278 L2 Credits 2 Cooking food items by roasting.</p> <p>27955 L3 Credits 5 Apply food safety practices in a food related business.</p>	