



# Wellington East Girls' College

Te Kura Kōhine o te Rāwhiti o Te Upoko o Te Ika

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## PROSPECTUS 2021

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## Principal's Welcome

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**Wellington East Girls' College is proud of the reputation we have for excellence through inclusive student centred learning, based on the values of diversity, equity, and wellbeing.**

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I believe it is the role of Wellington East Girls' College to nurture young women to become global citizens who are strong in their own culture and identity and empowered to make a difference in their communities and in the world.

We have a focus on equitable outcomes, a responsive curriculum for innovative and future focused teaching and learning, integrated community relationships and student hauora. All our developments sit within this strategic framework.

Matairangi, our main building hosts innovative learning environments where students are firmly at the centre and learn to connect, collaborate and create their futures. The dedicated and committed staff continue to develop learning opportunities for students to experience challenge, demonstrate innovation and creativity and celebrate success.

Gael Ashworth  
Principal



# About Our School

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**We have a proud tradition of serving the central city and the eastern and southern suburbs for those families who want a quality education in a girls only setting.**

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## Our students

Wellington East Girls' College was founded in 1925. We have a proud tradition of serving the central city and the eastern and southern suburbs for those families who want a quality education in a girls only setting. We have an enrolment scheme and a zone. All students from East and South Wellington will have automatic entry, if within the zone. Other students may win a place through a ballot.

With over 1000 students, we are big enough to provide wide curriculum and co-curricular choice, yet not so big that students get lost in the crowd. We treat our girls as valued individuals.



## Our place

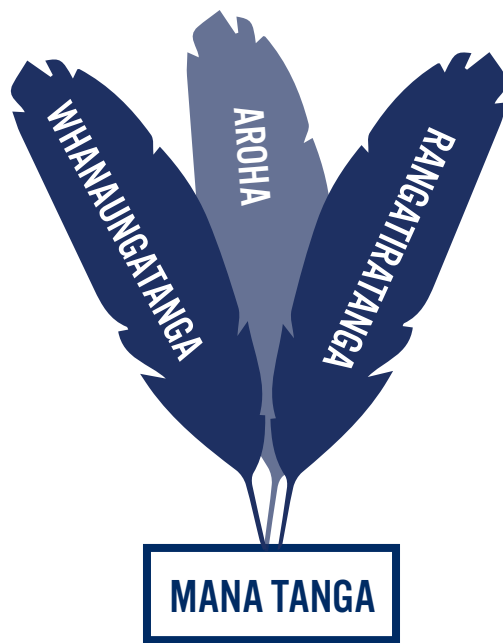
The major school rebuild, identified in a comprehensive two stage Master Plan, is on track. The Main Block has been redeveloped into a modern facility retaining the historic facade and vestibule. This new building provides for 21st century specialist learning areas in Art, Media, Music and Technology. It has restored 'the heart of the school' and provided improved access. The wharenui - Akina Te Tii provides a focus for cultural learning and a stronger connection with Te Ao Māori.



## Our vision

Students at Wellington East Girls' College respect each other and value diversity. These young women become citizens, neighbours and employees of whom New Zealand can be proud. We are also proud of the outstanding achievements of many girls in academic, sporting and cultural activities, and equally proud of the leadership and collaborative skills developed through participation in school and community projects.





## Our Values

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**Strong, Connected, Empowered Learners**

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### Mission Statement

In the Wellington East Girls' College Community we will:

- Learn to walk in many worlds developing strength in personal identity;
- Learn, lead and participate in an environment that reflects and values diversity while fostering personal excellence;
- Learn to accept challenges and celebrate success, innovation and creativity;
- So that we positively contribute to our communities, now and in the future

### Values

Enhancing the mana of ourselves and others through Aroha, Whanaungatanga and Rangatiratanga

- **Aroha:** Being patient and kind, showing empathy and focusing on your mahi
- **Whanaungatanga:** Feeling a sense of belonging and kinship and being connected by a powerful common purpose
- **Rangatiratanga:** Leadership that unifies people in meaningful ways and self-determination over your choices and actions

# Junior Learning

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**Learning in Years 9 and 10 is based on the New Zealand Curriculum and provides students with opportunities to develop the values, key competencies and knowledge that are vital to becoming active, confident and contributing members of New Zealand society.**

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**Learning for students In Years 9 and 10 reflects four key curriculum design principles. These are:**

## **Culturally inclusive**

Fostering diversity, catering for diversity and preparing our learners to work with diversity.

## **Blended**

All students starting in Year 9 are required to bring their own devices to school for learning to enable them to use digital tools to support knowledge construction, real-world problem solving and innovation and to become empowered media users. It will allow connection with and access to the rich resources available in the community and the wider world.

## **Coherent**

Meaningful links are made within and across subjects using common tools and approaches, using a combination of inquiry learning, project based learning and collaborative teaching approaches. The curriculum builds on students' prior learning, passions

and capabilities, and helps students to personalise their learning and assessment in ways that foster engagement and talents.

## **Learning to learn**

Students are encouraged to actively participate and be involved in decisions related to their learning, to reflect on their learning and to use feedback and feedforward strategies to enhance self-management of their own learning.

In Year 9 each teaching group is organised to be part of a learning community called a Learning Hub. In these hubs, the teachers and students work collaboratively to develop activities based on the four design principles.

The junior school curriculum has a particular focus on literacy, numeracy and the nature of science until the end of Year 11, while providing a foundation for further learning and choosing from the wider range of subjects available in the senior school.





## Senior Learning

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**Learning in Years 11, 12 and 13 is flexible and focuses on supporting students towards achieving success at NCEA Levels 1, 2 and 3**

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The senior curriculum is flexible and provides meaningful pathways to future success, through and beyond schooling, including access to National Qualifications. Teaching encourages reflective thought and action, makes connections to prior learning and enhances the relevance of new learning.

Students in the senior school have a greater choice of subjects to study and are able to specialise as they approach their final years at school.

Students in these year levels will be preparing for Levels 1, 2, and 3 of the National Certificate of Educational Achievement (NCEA) and have the opportunity to work towards gaining other National Certificates.

NCEA is assessed by a mixture of internal assessment and external examinations. Students are supported and encouraged to aim for gaining individual course (subject) endorsement as well as NCEA certificate endorsement at Merit or Excellence. Higher achieving students working at Level 3 have the opportunity to enter for Scholarship.



## Supporting Academic Success

### **E-learning – Connect, Communicate, Create, Collaborate**

At Wellington East Girls' College we guarantee an inclusive digital environment for every student. We have worked extensively to ensure that our pedagogy is responsive to digital developments and that teachers across every department are finding ways to use technology to support learning in a meaningful way.

We focus on using technology to do what we do better, as well as looking at the teaching and learning practices now made possible by technological developments. Students starting in Year 9 bring digital devices to school for their learning. The school provides laptop and desktop computers for use across the school.

All departments and staff use collaborative digital documents, such as Google Docs. This allows teachers to view student progress and give detailed, formative feedback on work and assessments. Use of Google Docs supports students to work collaboratively and teaches them to share and plan their learning together. Teachers are using Google Classroom and Google Sites to allow students to set their own pace, collaborate and access their learning at any time.

Industry-specific software and hardware are integrated into the learning in many departments such as Digital Technologies, Design and Visual Communication, Digital Photography, Science, Design, Music and Media Studies in particular.

There are several communities of teachers and students charged with the task of developing our collective ICT knowledge. Their roles range from strategic and tactical planning to preparing our students to live and work safely, happily and productively in the digital era. We recognise that rapidly changing technology is an integral part of our students' lives and are supporting them to become digital citizens of the future.

**Learning Support** is provided to meet the specific learning differences or ESOL needs of students in the mainstream. Subject teachers are supported in what is best practice around teaching students with learning differences and Teacher Aide support is provided in some classes to assist with small groups.

**Te Aka** is a space where ORS funded students have the support of a base classroom focusing on each individual student's learning needs. Te Aka works as a hub for students to access mainstream classes. Teachers, therapists and teacher aides work together with students and their families to create a meaningful programme for each student, including both mainstream classes and focused programmes within Te Aka. Literacy, Numeracy and IEP goals are focused on within a range of exciting and challenging learning experiences.

**Peer Tutoring** offers academic help from senior students who receive training in this area and who work closely with teachers, in the classroom, to cater for the needs of students. Peer Tutors are present at Homework Club, in Te Aka, and are also available to work with individual students and groups when required.

### **Supporting Gifted and Talented Students**

Gifted and talented students have exceptional abilities compared to most other people (of the same age). These students have learning characteristics that give them the potential to achieve outstanding performance. Students can demonstrate giftedness and/or talent in one or more of the following areas: intellectual / academic; creativity; visual and performing arts; social / leadership; physical / sport; culture-specific abilities and qualities.

A multi-method approach is used to identify students using information gathered from the student, teachers, parents / families, peers and assessment tools. The goal is to help us to better personalise learning for our students and to provide the right opportunities to target their abilities and interests both in class and out. Wellington East Girls' College uses a combination of enrichment and acceleration with differentiated teaching and learning in classes, enrichment opportunities outside the classroom, and where appropriate, opportunities to engage with a higher level of the curriculum.

# The Arts

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**The Arts curriculum is valued highly at Wellington East Girls' College. There is a strong tradition of participation and excellence in this important part of the curriculum.**

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Quality teaching programmes and many co-curricular and extra-curricular opportunities are provided to allow girls to explore their creative potential to the full. Students from Wellington East Girls' College are well known for the excellent performances they deliver to local schools and to audiences at major Wellington venues.

## **Drama and Dance**

Drama and Dance are offered as optional curriculum subjects in Years 9 to 13. In these subjects students engage with a wide range of theatre and dance forms, build technical skills and practice innovation as theatre and dance makers. Our Year 9 and 10 programs offer

students an integrated approach to learning both Dance and Drama as a combined subject across a full year of study. The senior curriculum offers Drama and Dance as individual subjects at all NCEA levels. As part of these programs students benefit from school trips to see professional theatre and dance performances and from tutorials delivered by visiting experts. Out of class opportunities for dance include the School Musical, Dance competitions, Theatresports, the Drama Club and the chance to participate in the many cultural groups who perform to a very high standard at school functions and in the wider community. In Dance and Drama you can expect action based learning, a chance to engage your imagination and many opportunities to work creatively with others.







## Art

All Year 9 students engage with contemporary art practice while building on a range of technical skills. Art can be chosen as an option from Year 10 and leads into a broad range of individual subjects in the senior school, taught by specialist subject teachers. In Years 12 and 13 students can specialise in Painting, Photography, Design, Sculpture and Art History.

## Music

The Music department is situated in a purpose built block that opens out onto the quad. We have practice and composition rooms, acoustically designed classrooms, and a recording studio. The Music curriculum is wide ranging and varied, starting from practical music in Year 9, to academic and performance courses at NCEA Levels 1-3 and Scholarship in Year 13. The Music department staff is made up of four classroom music teachers and six itinerant staff offering professional tuition in a variety of instruments and musical fields. We also have many extra curricular groups including five varying choirs, jazz band, orchestra, student led rock bands, brass ensemble and other chamber music groups.



# PE, Health and Outdoor Education

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By learning in, through, and about movement, students are able to maintain and enhance their personal health, and physical development. Focus is placed on students understanding the concept of hauora and taking action to promote their own wellbeing, wellbeing of others, and society.

For the practical aspect of the course, students will develop key skills including; critical thinking around societal and personal influences on physical activity, leadership, interpersonal skills, application of exercise/sport science for performance, risk management in the outdoors, sustainability, as well as developing an awareness and appreciation of movement for life. The theory part of the course will provide students with the knowledge, understanding, and skills to make

health-enhancing decisions in a range of situations they may face as an adolescent and in the future. Students will develop knowledge of key influences and consequences of health issues at both a personal and interpersonal level and devise strategies to develop healthy communities.

In the senior school, we run NCEA programmes in Physical Education, Health Education, and Outdoor Education. The philosophy within our senior courses is on quality learning and fosters critical 21st century skills such as communication, critical thinking, collaboration and taking action to support healthy communities. The contexts in which these are taught are learnt in, through, and about movement.

## Sport

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Wellington East Girls' College has a proud sporting record. We encourage fair play, participation and enjoyment of sport. Through playing sport, students learn to take leadership and coaching roles. Playing sport is a great way for young people to learn to extend their personal achievements and to get along co-operatively with others. The new Sports Centre allows a wide range of sports activities to be held with excellent spectator space and modern changing facilities. The wide range of sports offered are listed below:

- Adventure Racing
- Athletics
- Aqua Fitness
- Badminton
- Basketball
- Cricket
- Cross Country
- Running
- Dragon Boating
- Fencing
- Floorball
- Football
- Futsal
- Handball
- Hockey
- Ki o Rahi
- Lacrosse
- Netball
- Orienteering
- Road Racing
- Rowing
- Rugby
- Skiing
- Softball
- Swimming
- Table Tennis
- Taekwondo
- Touch
- Underwater
- Hockey
- Volleyball
- Waterpolo
- Waka Ama





## Cultural Groups

We have a diverse range of cultural groups that represent the diversity of Wellington East. Art, Music, Choir, Cultural clubs, and many more.

- Kapa Haka
- Polynesian Group
- Senior Choir
- Junior Choir
- Multi choir
- Debating
- Ignite
- Rāhwhiti - Audition choir

## Clubs & Committees

The school prefect leaders run committees and clubs which are open to all students. Here to name a few:

- Acts 29
- Charities Committee
- Chinese dance club
- Craft Group
- Cultural committee
- Debating
- Drama Club
- Duke of Ed
- East Lightning
- East Nanogirls
- Environmental Committee
- Events Committee
- FeminEast
- Film Club
- Gigabytes
- Homework Club
- House Committee
- Human Rights Club
- International Students
- Junior Prem Debating
- Kapa Haka
- Library Committee
- Media Committee
- Multi choir
- Music Committee
- NZSL Club
- Peer Tutors
- Poly Club
- Prefects
- Radio Group
- Recognition
- Robotics Club
- School Council
- Senior Choir
- Sheilah Winn
- Spoken Word
- Sports Committee
- Technology Committee
- Tikanga Committee
- Tuakana
- Ukulele Group
- Well Being Committee
- WEGC supporters club
- Writers' Club
- Young voices
- Book Club

## Athletics Carnival

Athletics Carnival is a day of team work, participation, sporting excellence and fun. Lead by the four capable House Captains, this day allows students from different classes and year levels to work together to achieve success for their team. Events range from field and track events to 'Fashion in the Field' and House chant competitions. Athletics Carnival is an opportunity for students to show their sporting prowess on the field and their creative skills in their costumes.

## Year 9 Ako Days

Each year Year 9 take part in a series of Ako Days to participate in outdoor activities and learn more about their peers, teachers and the Year 13 Tuakana. It is an important opportunity for students to form positive relationships, to challenge themselves and to get involved in the local community. Students participate in a range of activities to explore what it means to be an East girl, our school values and tikanga based in the local community. This gives Year 9 students an opportunity to make strong connects to the school and to one another.



# A Sense of Community

**Wellington East Girls' College is well known for its strong sense of community and offers a safe, friendly, tolerant environment in which students learn to relate positively to others.**

The culture of the school is extremely supportive, encouraging students to develop confidence, self-awareness and a respect for others' needs and beliefs. This is fostered both informally, through the constructive way students and staff interact with each other, and formally through established guidance and pastoral care systems.

## **The Pastoral Care Network**

The primary role of the pastoral care network is to support social, emotional, academic, physical and spiritual well-being of students through positive relationships and collaborative problem solving to remove any barriers that prevent them from being the best they can be. We aim to build young people's capacity to meet the challenges of life and create a positive future for themselves.

This includes Ako teachers, Deans and the guidance support team: Careers Advisors, learning support, Counsellors and Public Health Nurse.

Deans have an overview of each year level. They support the learning of students by ensuring they are taking subjects that suit them and are accessing any additional support they need. The Dean supports the students as they move from Y9 to Year 13 in order to provide continuity and to build strong relationships within their year group.

**Hauora team** includes the School Counsellors, the Careers Advisors, and the Learning Support Co-ordinator who provide a professional service that is sensitive to the individual needs of students. The Health Nurse is available two lunchtimes a week.





## Leadership

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**Developing student leadership is a strong priority at Wellington East Girls' College. Students are offered many opportunities to demonstrate and develop leadership skills, in a supportive environment, across all year levels.**

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Within each Ako class there are a range of leadership roles including an Ako Captain. At each year level the School Council gives students the opportunity to make an active contribution to whole school decision making processes.

At Year 13, Prefects lead committees responsible for activities and student leadership across the school. Each prefect is assigned a leadership area depending on their skills, experience, strengths and interests. Areas of prefect leadership include Technology, Music, Peer Tutoring, Sports, Tuakana, The Arts, School Council, Board of Trustees, House Captains, Media and Culture.

The Tuakana System gives senior students an opportunity to support and lead juniors and builds positive relationships between year levels. Trained Tuakana accompany Year 9 students to Ako class. Senior students also offer academic assistance through Peer Tutoring.

Additional leadership opportunities are offered through sports teams, cultural groups, dramatic and music groups. Students are encouraged to gain positive leadership experience through their own personal areas of interest.

# Senior Curriculum Flow Chart

Year 9 and 10 Learning Areas	Learning in Years 11 - 13		
	Level 1	Level 2	Level 3
<b>English</b>	English English Language Learning	English English Language Learning	English English for Academic Purposes
	*Media Studies	*Media Studies	*Media Studies
<b>Mathematics and Statistics</b>	Mathematics Mathematics - Numeracy	Mathematics	Calculus Statistics & Modelling
<b>Science</b>	Science Health Science Science: Aotearoa and the Pacific	Biology Health Science Chemistry Physics	Biology Health Science Chemistry Physics
<b>Tikanga-ā-iwi</b>	*Anthropology *Geography *History	*Anthropology *Geography *History *Classical Studies *Sociology	*Anthropology Geography *History *Classical Studies *Sociology *Understanding Religion
<b>Health &amp; Physical Education</b>	Health Physical Education	Health Physical Education *Outdoor Education	Health Physical Education *Outdoor Education
<b>The Arts</b>	Art *Māori & Pacific Art	*Art History Painting Design Sculpture Photography	*Art History Painting Design Sculpture Photography
	Music *Vocal Studies	Music *Vocal Studies	Music Studies Making Music *Vocal Studies
	Dance Drama	Dance Drama	Dance Drama
<b>Technology Subjects</b>	*Fashion Design Technology	*Fashion Design Technology	*Fashion Design Technology
	*Food Technology *Hospitality	*Food Technology Hospitality	*Food Technology Hospitality
	Design and Build	Design and Build	Design and Visual Communication
	Digital Technologies	Digital Technologies	Digital Technologies
<b>Languages</b>	Chinese French Gagana Samoan	Chinese French Gagana Samoan	Chinese French Gagana Samoan
	<b>Māori</b> Te Reo Māori	Te Reo Māori Māori Performing Arts	Te Reo Māori Te Reo Rangitira Māori Performing Arts
<b>Commerce Subjects</b>	*Economics *Applied Business Studies	*Economics *Accounting *Business Studies	*Economics Accounting *Business Studies
<b>Integrated studies</b> (starts at Level 1)	*Integrated Studies	*Integrated Studies	*Integrated Studies
<b>Pathways Education</b> (starts at Level 2)		*Future Pathways *Tourism and Travel	*Future Pathways *Tourism and Travel

*\*May be started at this level (some may have pre-requisites such as interview; audition or literacy requirements)*



# Wellington East Girls' College

Te Kura Kōhine o te Rāwhiti o Te Upoko o Te Ika

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