



CAMPION COLLEGE

# **COURSE BOOKLET 2016**

## **FOUNDATION LEVEL**

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# Campion College Graduates

*We aim for our graduates to be:*

## **Disciples of Christ who...**

1. Are centred on the Gospel values of commitment, compassion and community.
2. Have a personal relationship with Jesus Christ.
3. Have a knowledge and understanding of the teachings of the Catholic Church.
4. Recognise the gifts they have been given by God and the giftedness of others.

## **Compassionate individuals who..**

1. Respect the dignity of all human life.
2. Promote social justice for all, especially the most poor and vulnerable in society.
3. Continue to grow in leadership through service to others.



## **Committed learners who...**

1. Constantly strive for academic excellence.
2. Have the ability to set goals and work towards achieving them.
3. Are resilient and independent workers with a 'can-do' attitude.
4. Actively seek, use and create knowledge using faith and reason.

## **Community focussed individuals who...**

1. Use their God given talents in promoting the good of society.
2. Are active participants in social, sporting, Christian spiritual and cultural activities.
3. Actively promote stewardship of the earth for the good of all.

**IN CHRIST WE ARE ALIVE**

# COMPULSORY AND RECOMMENDED REQUIREMENTS

Courses at the Foundation Level are arranged in semesters. Each semester programme runs for half of the year.

## **COMPULSORY: ALL STUDENTS IN YEAR 10 MUST TAKE:**

Eight (8) courses in each semester. Over the year you will cover 16 courses in total.

### **As part of the compulsory requirement you will need to do:**

- Religious Education - 2 courses
- Impact Project - 2 courses
- English - 2 courses
- Mathematics - 2 courses
- Science - 1 course
- Technology - 1 course
- Arts - 1 course
- Social Science - 1 course
- Physical Education - 1 course

The compulsory nature of some courses for year 10 students is a legislative requirement to ensure students undertake a broad curriculum for the first 10 years of schooling

## **RECOMMENDED: ALL STUDENTS ARE ENCOURAGED TO TAKE:**

1. Leadership of one hour per week.
2. A sport or arts extra-curricular activity.



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# SECTION A

## PLANNING YOUR COURSE OF STUDY

PART 1:	Career Directions	
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## SECTION A: PLANNING YOUR COURSE OF STUDY

### PART 1: CAREER DIRECTIONS

- Do you have a career in mind?
- What career directions are you interested in?

Students focus their learning around courses that:

✓ are compulsory

and/or ✓ are of interest to them

and/or ✓ they are good at

and/or ✓ they enjoy

and/or ✓ are a requirement for learning in future years

### VOCATIONAL PATHWAYS



Vocational Pathways provide a framework improving the links between education, careers and employment options. The Vocational Pathways were developed in collaboration with industry and education to ensure students 16-19 years have a

better understanding of the workplace, and the qualifications and skills required by industry.

There are six industries in the Vocational Pathways. These pathways help students see the direction their courses are taking them in. They also show other courses that they could take to reinforce their learning in a particular pathway.

*The six pathways are:*

#### SOCIAL & COMMUNITY SERVICES

The Social & Community Services sector is a big employer in New Zealand and is essential for maintaining the well-being and safety of New Zealanders. There are growing demands for more educated and skilled young people to enter the industries.

This sector is all about caring for people and keeping them safe. It can be exciting, personally rewarding, physically and emotionally demanding. The range of jobs is huge, from monitoring and protecting people and property (corrections, defence, or fire fighting), to caring for people in need (healthcare, community and social work, medicine or therapy). You'll be dealing with people of all ages and from all walks of life, and there will be times where you'll find yourself in fast-changing, challenging situations, where you may have to make quick decisions under pressure. It's a highly social sector; even if you work alone you've generally got a strong team behind you that supports and depends on you. Your skills can be highly transferable in New Zealand and overseas

#### SERVICE INDUSTRIES

Service Industries account for around two thirds of New Zealand's GDP with sectors such as transport, tourism, communications, screen, trade and hospitality to name a few. There are growing demands for more educated and skilled young people who can enter and remain in the industries. If you enjoy working with people you'll get a kick out of it. Good communication and presentation skills are important. Working in teams and dealing with people means you'll need to speak and listen well to others, and relate to people from all walks of life. You'll also be able to pay attention to detail. Knowledge of New Zealand and local culture and heritage is a real asset. With skills from this sector you can work and travel the world. It can be truly inspirational – from travel to tourism, hairdressing to hospitality, physical fitness to financial services. In these jobs you're the brand, dealing directly with people.

## PRIMARY INDUSTRIES

New Zealand aims to double the value of Primary Industry exports by 2025. This puts growing pressure and demand for more educated and skilled workers at all levels across the industries. There's a huge range and diversity of jobs from hands-on, to science or business roles and a lot of opportunities to learn new skills. You can work outdoors or indoors, alone or with mates. You could be in a processing plant, turning primary produce into value-added goods for export. You might work far from the farm in a big city office, organising shipping, or developing new markets. If you're into science and technology, you may be contributing to the next leading agricultural breakthrough or new consumer product. You'll be contributing to an important and sustainable sector that's one of New Zealand's biggest employers and exporters.

## CONSTRUCTION & INFRASTRUCTURE

New Zealand's growth is set to outpace most of its developed markets' peers with construction and infrastructure including broadband rollouts, national road building, energy, water/wastewater and house building set to increase by around 40%.

You'll be part of a well-run team that's committed to getting the job done safely and well, to meet the client's specifications. You'll work indoors and outdoors. Often it'll be dusty, noisy and the hours may vary. You'll move around from site to site, working with lots of different tradespeople, contractors and clients. You'll have a variety of different tasks, and you'll use a lot of different tools and types of machinery. The work is physical and active and you will learn by doing.

## MANUFACTURING & TECHNOLOGY

To be globally competitive, New Zealand needs to grow its skilled workforce. The industry has said that skills shortages need to be addressed and having skilled staff is one of the most important factors for growth. From hands-on production and assembly to cutting edge research, from massive machines and busy production lines, to individual crafts or computer design. You might be working with huge lumps of metal or delicately assembling tiny component parts – so small you can't even see them. You'll be working with tools, machinery and equipment, or maybe a computer. You could be producing things in their millions, or making or designing individual one-offs. You might be fabricating or maintaining systems, or doing a job involving lots of thinking and planning. Some roles are really creative; many are methodical, detailed and precise. Generally in this pathway, there's a very clear end point to the job you're doing and you'll know exactly what part you played in it.

## CREATIVE INDUSTRIES

In this pathway, you will apply your creative skills and imagination to help people see the world differently.

You'll come up with new ideas or variations on existing ones. Sometimes, you will need to analyse problems and come up with solutions, or develop fresh ways to express existing concepts or ideas. Working in the sector can often call for big picture thinking and attention to detail. Be ready to apply your talents across different fields. You will need to be flexible, adaptable, resilient and make sure there is always a market or audience for your creations or skills. You may work independently or in a team to resolve technical, artistic and challenging problems. You can be part of making a real contribution to your community.

## JOB PROFILES

There are a huge number of roles and occupations available in each of the vocational pathway sections, ranging from entry level through to high level.

Even for entry level jobs or apprenticeships, NCEA Level 2 is the minimum you need nowadays, because it means you will have a good foundation in the skills and competencies you will need to go further. For other roles, you'll definitely need to further your education after school, by understanding tertiary study, or training on the job.

To find out what jobs are available in each of these sectors go to [www.youthguarantee.net.nz](http://www.youthguarantee.net.nz) or refer to the booklet available from your Learning Mentor.

## PERSONALISED PROGRAMMES

The guidelines in this booklet are designed to provide a general framework for all students and staff to work within. Sometimes a course is not listed that forms an important part of a student's interest area. We are able to design programmes to meet specific requests and every effort is made to cater for the individual needs of each student.

If there is a course or activity you would like to take as part of your programme which is not listed, please see your Learning Mentor or the Transition staff.

## MULTI LEVEL STUDY

Students may study at any level as long as they meet the prerequisites for the course.

## VIABILITY OF COURSES

Where the number of students choosing a particular course is low, other providers will be considered, particularly distance learning options. If this is not viable, students will be guided into other selections.

## COURSE OVERVIEW

### CURRICULUM LEVELS

Courses are taught at one of five levels:

**Level 0 – Foundation Courses:** These form the basis for higher learning. They also include courses of general interest available to all students.

**Level 1 Courses:** In these courses, the majority of credits in assessment are at the NCEA Level 1.

**Level 2 Courses:** In these courses, the majority of credits in assessment are at the NCEA Level 2.

**Level 3 Courses:** In these courses, the majority of credits in assessment are at the NCEA Level 3.

**Scholarship/Level 4 Subjects:** These subjects are set up individually for students with interest and ability. Students apply for consideration to be able to take a scholarship subject.

Students are eligible for entry into Scholarship in a particular subject if they have achieved at least 14 credits at the excellence level for standards that directly correlate to the scholarship subject of their Level 2 grades in that same subject. A timetabled scholarship class will be offered. This scholarship class will be for the equivalent of one period per week and may operate on a Friday as part of the Impact Projects or outside the normal timetabled class time for senior students (between 3.30pm and 5.30pm on one day of the week).

## COMPULSORY COURSES

Campion College is committed to the development of the whole person.

Most students in year 10 will undertake a course of study at the Foundation level. Many of the Foundation courses are prerequisites for continuing study in that learning area.

Courses at the Foundation Level will be arranged in semesters.

A semester runs for half of the year. Students in Year 10 will study 8 courses in each semester. Over the year they will cover 16 courses in total.

Each course involves 3 periods/week tuition except for Impact Projects. Impact Projects involve 6 periods/week tuition.

### COMPULSORY COURSES FOR YEAR 10 STUDENTS

- Religious Education - 2 courses
- Impact Project - 2 courses
- English - 2 courses
- Mathematics - 2 courses
- Science - 1 course
- Technology - 1 course
- Arts - 1 course
- Social Science - 1 course
- Physical Education - 1 course



All students in Year 10 are also encouraged to:

- Take at least one hour per week of a leadership role in the College.
- Participate in a sport or cultural/arts activity in Terms 1, 2 and 3.

Students can study courses from Foundation Level to Level 3 providing they have met the appropriate prerequisites.

## **HOMEWORK REQUIREMENTS**

There is an expectation that each course will have a homework requirement. This varies with the level of course. The following guideline is provided:

- Foundation courses have a homework component of 30 minutes per week.
- Level 1 courses have a homework component of 80 minutes per week.
- Level 2 courses have a homework component of 100 minutes per week.
- Level 3 courses have a homework component of 120 minutes per week.

Some students will take longer to complete this requirement; others will achieve it in a shorter time.

## **NCEA**

Students in Year 10 are introduced to some NCEA Level 1 Standards and credits.

The National Certificate in Educational Achievement (NCEA) is the main qualification studied in the senior school. There are three levels of NCEA Certificate. At each level students must attain a certain number of credits to gain an NCEA certificate. Credits can be gained over more than one year.

### **NCEA LEVEL 1**

To achieve a Level 1 certificate, students must attain at least 80 credits, with at least 10 credits in literacy and 10 credits in numeracy.

### **NCEA LEVEL 2**

To achieve a Level 2 certificate, students must attain at least 60 Level 2 (or higher) credits. (20 credits from Level 1 achievement will make up the 80 credits overall that are needed for NCEA Level 2) NB: The Level 1 literacy and numeracy requirements must also be met.

### **NCEA LEVEL 3**

To achieve a Level 3 certificate, students must attain at least 60 Level 3 (or higher) credits. (20 credits from Level 2 achievement will make up the 80 credits overall that are needed for NCEA Level 3) NB: The Level 1 literacy and numeracy requirements must also be met.

### **NCEA CERTIFICATE ENDORSEMENT**

If a student gains 50 credits at Excellence, their NCEA will be endorsed with Excellence. Likewise, if a student gains 50 credits at Merit (or Merit and Excellence), their NCEA will be endorsed with Merit. The Record of Achievement shows endorsement awards.

Credits earned can count towards an endorsement over more than one year and more than one level. However, they must be gained at the level of the certificate or above. For example, Level 2 credits will count towards endorsement of a Level 1 NCEA, but Level 1 credits will not count towards endorsement of a Level 2 NCEA. For further information contact your Learning Mentor or refer to the NZQA website.

### **NCEA COURSE ENDORSEMENT**

Course endorsement provides recognition for a student who has performed exceptionally well in an individual subject.

Students will gain an endorsement for a course if, in a single school year, they achieve:

- 14 or more credits at Merit or Excellence, *and*
- at least three of these credits must come from externally assessed standards and at least three credits from internally assessed standards. Note, this does not apply to Physical Education, Religious Education, and Visual Arts. These courses are endorsed through internal standards only.

A course endorsement is not a qualification. A course endorsement can be gained independently of a qualification. For example, a student may achieve a Merit endorsement for their Level 2 Mathematics course regardless of whether they achieve NCEA Level 2. For further information, contact your Learning Mentor or refer to the NZQA website.



It is possible for students to decide what standards are used to make up a course. Students can also personalise the names of their courses (ie Engineering Course made up of Physics and Mathematics standards). See your Learning Mentor for further details.

### NCEA VOCATIONAL PATHWAYS AWARD

Vocational Pathways help students, parents and prospective employers see where your strengths are and guide the standards that you could consider taking.

To have an NCEA Level 2 awarded with a Vocational Pathway you must complete 20 Level 2 credits from the sector related standards and 40 Level 2 credits from other recommended standards. (NB: In 2016, the national emphasis is on NCEA Level 2).



## THINKING OF UNIVERSITY?

### UNIVERSITY ENTRANCE REQUIREMENTS

University Entrance (UE) is the minimum requirement to go to a New Zealand university. Not ALL STUDENTS plan to go to university; however we encourage all students to be aware of the university entry requirements to keep their options open.

To qualify for UE you will need:

- NCEA Level 3
- Three subjects - at **Level 3 or above**, made up of:
  - ✓ 14 credits each, in three approved subjects
- Literacy - 10 credits at **Level 2 or above**, made up of:
  - ✓ 5 credits in reading
  - ✓ 5 credits in writing
- Numeracy - 10 credits at **Level 1 or above**, made up of:
  - ✓ Achievement Standards – specified achievement standards available through a range of subjects, or
  - ✓ Unit Standards - package of three numeracy unit standards (26623, 26626, 26627- **all** three required).

Once you have met the requirements for University Entrance, it will appear on your Record of Achievement.

## PART 2: ASSESSMENT RULES AND REGULATIONS

This is a guide to the criteria and information students need to be aware of for the successful completion of courses and the College rules governing assessment. It is important that you read and understand the following information.

### ATTENDANCE

All students must maintain a satisfactory attendance from the commencement of the course until the completion date for the course. All absences must be explained, by a note or phone call from your parents/guardians. Talk to your Learning Mentor or the Principal's Nominee for assessments if you need any further clarification.

### MISSED OR LATE ASSESSMENTS

**Legitimate Absences:** a school approved exchange, trip, or official work experience, or where the student is ill.

If you are absent from school due to illness and you miss an assessment, your parents/guardians should, if possible, ring the College office on the day of your absence. You will need to bring a note from your parents/guardians and give it to your teacher.

A medical certificate may be required for absences from a significant assessment or if you are away for three days or more consecutively, or if you are beginning to show a pattern of missing assessments or school.

If you know in advance that you are going to be absent from school, a request for leave **in writing** to the Principal's nominee for assessments in advance is required from your parents/guardians.

For any legitimate absences your subject teacher may choose to:

- (i) Give you the assessment on the day of your return to class
- (ii) Give you an equivalent assessment or
- (iii) Give you a grade based on evidence from other authenticated work.

### ABSENCES NOT CONSIDERED TO BE LEGITIMATE

**(eg: truancy, leave for overseas trips, etc)** If your absence from an assessment or failure to meet an assessment deadline is because of truancy or for activities that are not directly endorsed by the College then any assessments missed will result in a 'Not Achieved' grade.

### LATE ASSESSMENTS

If there is a genuine problem, then, before the due date, you must seek an extension from your teacher and negotiate a new date.

If an extension is requested for an assessment, the subject teacher may request to see work to date. If insufficient effort has been made to start the assessment, an extension may be refused by the teacher.

For clarification, if a student has been given a lengthy time period to complete an assessment and requests an extension of time close to the due date, then there is an expectation that a significant amount of the work in draft form would be available for the teacher to view when considering the request.

If the assessment falls due on the day of a school-based trip and you are aware in advance of the trip, then you must arrange for the assessment to be handed in before or on the date or a new date negotiated. Otherwise, the assessment will be regarded as late. Assessments handed in late for non-approved reasons will result in a grade of "Not Achieved".

### LOSS OF WORK

In the event that your work, due to legitimate reasons, is lost, this must immediately be reported to your Subject Teacher and the Principal's Nominee for assessments. Your parents/guardians will also need to contact the College and explain the circumstances of the loss. A discussion will take place to ascertain the best option in each individual case.

### FURTHER ASSESSMENT OPPORTUNITY

It is the policy of Campion College to give students the opportunity for further assessment where this is practical and appropriate. Where a student has missed an assessment and has no reasonable excuse for missing, they will not have the opportunity for reassessment where this is offered.

## SPECIAL ASSESSMENT CONDITIONS

- Students who have been identified as requiring and qualifying for Special Assessment Conditions (such as reader-writers) may be eligible for special assistance to complete both internal and external assessment work.
- Any student who wishes to be considered for Special Assessment Conditions should first discuss this with their Learning Mentor.

## AUTHENTICITY/BREACH OF RULES

### (i) Authenticity Requirements

- Students must not accept undue assistance or unauthorised help from any person in the preparation or submission of their work, and all work submitted by students must be genuinely their own.
- For assessments such as assignments that are completed over an extended period of time, students should keep plans, drafts or log books used in the preparation of that work. In order to verify that work which has been completed out of class is in fact that of the student concerned, teachers may require students to provide material such as drafts and log books.
- Students will also be required to sign the Assessment Cover Sheet Student Declaration to affirm the authenticity of their work.

### (ii) Rules of Assessment / Breach of the Rules

- Any serious breach of the assessment rules, such as failure to follow instructions, dishonest practice, serious misconduct or failure to meet the authenticity requirements outlined above, will be investigated by the College. If a Breach of the Rules is proven, it will result in the student's assessment result being declared invalid, a Not Achieved grade awarded and disciplinary action being taken.

## APPEAL PROCEDURES

- If there is an issue or problem with any aspect associated with an internal assessment decision made by a teacher, students have the right to lodge an Appeal.

- Before lodging an Appeal, students should first informally discuss the assessment decision and the issue involved with the teacher concerned.
- The Appeal must be lodged with the teacher within five (5) days of the date that the marked assessed work was returned to the student or the student being made aware of the decision.
- To lodge an appeal, a student must obtain a Student Assessment Appeal Form (Template 4) from their teacher, the HOC or the Principal's nominee for assessment. This form must then be completed and returned to the teacher concerned. The sheet clearly outlines the procedures that a student must follow if they are not satisfied with the result of an appeal.

## PRIVACY

As a student, you have guaranteed rights under the Privacy Act 1993.

Where the College collects personal information from a student, it will take steps to ensure that the individual concerned is aware: that the information is being collected, the purpose for which the information is being collected and who the information is going to. No information will be collected by unlawful, unfair or unreasonably intrusive means.

Personal information is collected and stored in the student's records or with the Learning Mentors. These are kept in a secure, locked cabinet or room. Data held by Heads of Curriculum areas, Learning Mentors and teachers regarding student assessments, behaviour issues, goal setting strategies will be stored in a secure cabinet which is not accessible to other students. Information retained by individual teachers about students will not be accessible to other students. Individual assessment data and student learning programmes will be kept confidential to the student concerned.

Information on students may not be used for the purpose other than for which it was collected. Any exception to this would be noted by the Senior Leadership Team of the College.

## INTELLECTUAL PROPERTY

Impact Projects offer the opportunity for students to actively seek, use and create knowledge using faith and reason. It is the intention of the College that all new knowledge remains the intellectual property of the people who created it.

Intellectual Property (IP) is an umbrella term used for human innovations and creativity that are capable of being protected under national law and international treaties. IP includes a diverse range of commercial assets from patents for new inventions through to copyrighting protected artworks.

### 1. Automatic (copyright) protection

In New Zealand [copyright protection](#) automatically exists from the date of creation to written texts (such as books, poems and plays) music, films, software, artistic works (drawing paintings, sculptures, and architectural designs.) There is no formal registration requirement in New Zealand, but it is always worth making others aware of your rights where possible through a copyright notice followed by the creation date, for example: 'Copyright John Hopata, May 2008.

With the exception of copyright protection which is automatic, you will need to register your rights if you wish to gain the benefit from legal protection. In some cases you may need to register your rights in several categories. For example, design rights can help protect the **outward appearance** of a product you design, but not its function. Patent rights cover the **function and purpose** of a product.

### 2. Protection that requires your action

You will need to register and protect your IP if it fits under one of the following categories: [Patents](#), [Trademarks](#), [Designs](#), [Plant Variety Rights](#)



CAMPION COLLEGE

# SECTION B

## ***SPECIALISED SUBJECTS***

# SPECIALISED SUBJECTS – FOUNDATION LEVEL

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## RELIGIOUS EDUCATION - FOUNDATION LEVEL

RELIGIOUS EDUCATION		RELG 01
<b>CONTENT:</b> This course covers the following topics:		
<ul style="list-style-type: none"> <li>• Discovering Our Identity</li> <li>• Inspiring Men &amp; Women</li> <li>• Journey Stories</li> </ul>		
<p>This course highlights how belonging to family, school, country and Church gives us a unique identity. It looks at the concept of life as a journey with others, creation and God and the responsibility we have for one another.</p> <p>Students will research a social justice and human rights action undertaken by an inspiring man or woman of their choice.</p>		
<b>NZQA INTERNAL ASSESSMENT:</b>		<b>Credits</b>
AS 91043 (v1)	Describe a social justice and human rights action. (L)	<b>4</b>
<b>PREREQUISITES:</b>	Nil	
<b>COST:</b>	\$35.00 for the purchase of NRSV Bible (if not previously purchased through the College).	
<b>STATIONERY:</b>	BYOD 1 x 1B5 Exercise Book 1 Glue Stick	

RELIGIOUS EDUCATION		RELG 02
<b>CONTENT:</b> This course covers the following topics:		
<ul style="list-style-type: none"> <li>• Teachings of Jesus</li> <li>• Social Justice Issues</li> <li>• Church History</li> </ul>		
<p>This course highlights the teachings of Jesus which are based on aroha (love), compassion, forgiveness and building inclusive community. Students will have an opportunity to participate in and reflect upon a social justice action based on the teachings of Jesus.</p>		
<b>NZQA INTERNAL ASSESSMENT:</b>		<b>Credits</b>
AS 91042 (v3)	Report on personal involvement in a social justice and human rights action. (L)	<b>4</b>
<b>PREREQUISITES:</b>	Nil	
<b>COST:</b>	\$35.00 for the purchase of NRSV Bible (if not previously purchased through the College).	
<b>STATIONERY:</b>	BYOD 1 x 1B5 Exercise Book 1 Glue Stick	

## COMPUTING - FOUNDATION LEVEL

COMPUTING	COMP 01
<b>CONTENT:</b> This course covers programming with Scratch, creating a web site using Dreamweaver and animation using Adobe Flash.	
<b>PREREQUISITES:</b> Nil	
<b>COST:</b> \$10.00 print credit as required.	
<b>STATIONERY:</b> A folder to keep notes and printouts in.	

COMPUTING	COMP 02
<b>CONTENT:</b> The course covers the use of the Google Apps on the student's Google Account: Sites to customise a website, Slides to create a presentation and YouTube to create a video. Microsoft Access will be used to create, edit and run queries from a database.	
<b>PREREQUISITES:</b> Nil	
<b>COST:</b> \$10.00 print credit as required.	
<b>STATIONERY:</b> A folder to keep notes and printouts in.	

## DRAMA - FOUNDATION LEVEL

DRAMA: SCRIPTED DRAMA		DRAM 01
<b>CONTENT:</b> Students will learn about the conventions and elements of drama. Students will use a script to create a scene incorporating student selected conventions.		
<b>PREREQUISITES:</b>	Nil	
<b>COST:</b>	Nil	
<b>STATIONERY:</b>	BYOD 1 x Clearfile	

DRAMA: DEvised DRAMA		DRAM 02
<b>CONTENT:</b> Students will develop the dramatic techniques of voice, expression, movement and gestures and use these in a variety of exercises. Students will call upon their own experiences and ideas to create their own stories through devised and impromptu performances.		
<b>PREREQUISITES:</b>	Nil	
<b>COST:</b>	Nil	
<b>STATIONERY:</b>	BYOD, 1 x Clearfile	

## ENGLISH - FOUNDATION LEVEL

ENGLISH	ENGL 01
<b>CONTENT:</b>	This course concentrates on wide personal reading, close reading and novel study, expressive writing, PAT testing, library use and grammar work. Public speaking will also be covered in this semester. This semester is focussed on the importance of reading and establishing a reading culture among students.
<b>PREREQUISITES:</b>	Nil
<b>COST:</b>	\$10.00 for write-on grammar book.
<b>STATIONERY:</b>	BYOD 2 x 1B5 Exercise Books 1 x Clear File 1 x Refill

ENGLISH	ENGL 02
This course covers personal and formal writing, producing a children's book, poetry study, film study and short text study and grammar work.	
This semester concentrates on writing and completing an NCEA internally assessed standard.	
<b>NZQA INTERNAL ASSESSMENT:</b>	<b>Credits</b>
AS 90855 (v2) Create a visual text.	<b>3</b>
<b>PREREQUISITES:</b>	Nil
<b>COST:</b>	Nil
<b>STATIONERY:</b>	BYOD 2 x 1B5 Exercise Books 1 x Clear File 1 x Refill

## FOOD AND NUTRITION - FOUNDATION LEVEL

FOOD & NUTRITION	FOOD 01
<b>CONTENT: Skills:</b> Learning a range of practical skills including some preserving, baking and meal preparation and basic nutrition.	
<b>Celebratory Table:</b> Students will research a celebration of their choice, trial recipes and present a celebration meal.	
<b>CAMPION ASSESSMENTS:</b>	
<ul style="list-style-type: none"> <li>Meal Presentation – skill and nutrition</li> <li>Celebration table – research and meal presentation</li> </ul>	
<b>PREREQUISITES:</b> Nil	
<b>COST:</b> \$60.00. This is to cover the cost of stationery and ingredients used in cooking.	

FOOD & NUTRITION	FOOD 02
<b>CONTENT:</b>	
<b>Adolescent Nutrition:</b> Nutritional guidelines for teenagers, nutrients in food, influences on eating, meal planning and preparation for teenagers, healthy cooking methods. Evaluating own food intake.	
<b>Café Lifestyle:</b> A visit to city cafés. Students test and evaluate a range of recipes suitable for a café and present a café meal.	
<b>CAMPION ASSESSMENTS:</b>	
Three day recall and analysis of diet. A portfolio of written work developing a menu, and testing and evaluating a variety of recipes. Presenting a café meal.	
<b>PREREQUISITES:</b> Nil	
<b>COST:</b> \$60.00. This is to cover the cost of stationery and ingredients used in cooking.	

## GRAPHICS - FOUNDATION LEVEL

GRAPHICS		GRAP 01
<b>CONTENT:</b> Learn to develop your own unique design solutions.		
Students will complete a design project after learning teacher directed skills in rendering, free-hand sketching and 2D and 3D instrumental drawing.		
<b>PREREQUISITES:</b>		Nil
<b>COST:</b>		\$20.00 for a Graphics kit - which includes: drawing materials and A3 drawing pads.

GRAPHICS		GRAP 02
<b>CONTENT:</b> Learn to develop your own unique design solutions.		
Students will complete a design project after learning teacher directed skills in rendering, free-hand sketching and 2D and 3D instrumental drawing.		
Students can either build upon the experience from GRAP 01 or start with GRAP 02		
<b>PREREQUISITES:</b>		Nil
<b>COST:</b>		\$20.00 for a Graphics kit - which includes: drawing materials and A3 drawing pads. For students completing both semesters this is one off cost.



## HARD MATERIALS - FOUNDATION LEVEL

HARD MATERIALS		HARD 01
<b>CONTENT:</b> Learn to use materials and processes that will equip you for either a Level 1 course in this area or for you to use in later life.		
Learn to focus your ideas and manage your time, linked to making a teacher directed project.		
<b>PREREQUISITES:</b>	Nil	
<b>COST:</b>	\$30.00. This includes basic Construction materials and a Design Folder – additional materials cost will be added linked to the materials used on the chosen Project.	

HARD MATERIALS		HARD 02
<b>CONTENT:</b> Learn to use materials and processes that will equip you for either a Level 1 course in this area or for you to use in later life.		
Learn to focus your ideas and manage your time, linked to making a teacher directed project.		
Students can either build upon the experience from TECH 01 or start with TECH 02.		
<b>PREREQUISITES:</b>	Nil	
<b>COST:</b>	\$30.00. This includes basic Construction materials and a Design Folder – additional materials cost will be added linked to the materials used on the chosen Project.	

## INTRODUCTION OF JAPANESE FOUNDATION LEVEL

**JAPA 01**

**Content:** This is a course which introduces students to the language of Japanese. This course is run in conjunction with the other Secondary schools in Gisborne. The course will run at the school hosting the language. This is a year-long course. . Please discuss details with your Learning Mentor.

**Cost:** To be confirmed

**Stationery:** To be confirmed

## INTRODUCTION OF SPANISH FOUNDATION LEVEL

**SPAN 01**

**Content:** This is a course which introduces students to the language of Spanish. This course is run in conjunction with the other Secondary schools in Gisborne. The course will run at the school hosting the language. This is a year-long course. Please discuss details with your Learning Mentor.

**Cost:** To be confirmed

**Stationery:** To be confirmed

## INTRODUCTION OF FRENCH FOUNDATION LEVEL

**FREN 01**

**Content:** This is a course which introduces students to the language of French. This course is run in conjunction with the other Secondary schools in Gisborne. The course will run at the school hosting the language. This is a year-long course. Please discuss details with your Learning Mentor.

**Cost:** To be confirmed

**Stationery:** To be confirmed

## MATHEMATICS - FOUNDATION LEVEL

MATHEMATICS	MATH 01
This course covers work on number, statistics and measurement.	
<b>PREREQUISITES:</b>	Nil
<b>COST:</b>	\$25.00 Homework Write-on Book.
<b>STATIONERY:</b>	2 x 1E5 Exercise Books Ruler Compass Protractor Calculator-Casio FX82AU Plus II BYOD
<b>NOTE:</b>	Students without a calculator are severely disadvantaged.

MATHEMATICS	MATH 02
This course covers algebra, algebraic relationships, and trigonometry.	
<b>PREREQUISITES:</b>	Nil
<b>COST:</b>	\$25.00 Homework Write-on Book. (already paid for if done MATH 01)
<b>STATIONERY:</b>	2 x 1E5 Exercise Books Ruler Compass Protractor Calculator-Casio FX82AU Plus II BYOD
<b>NOTE:</b>	Students without a calculator are severely disadvantaged.
<b>PATHWAY:</b>	This course leads to MATH 11 or MATH 13.

## MATHEMATICS ESSENTIALS - FOUNDATION LEVEL

MATHEMATICS ESSENTIALS	MATE 01
This course covers practical and useful mathematics for students who have difficulty with many of the basic mathematical concepts and techniques. This semester covers work on number and measurement.	
<b>PREREQUISITES:</b>	Nil
<b>COST:</b>	\$25.00 Workbook
<b>STATIONERY:</b>	2 x 1E5 Exercise Books Ruler Compass Protractor Calculator - Casio FX82AU Plus II BYOD

MATHEMATICS ESSENTIALS	MATE 02
This course is designed for those who have difficulty with mathematical concepts and techniques. This semester covers work on statistics and geometry.	
<b>PREREQUISITES:</b>	Must have completed MATH 03 or MATH 01
<b>COST:</b>	\$25.00 Workbook (already paid for if done MATH 03)
<b>STATIONERY:</b>	2 x 1E5 Exercise Books Ruler Compass Protractor Calculator - Casio FX82AU Plus II BYOD
<b>PATHWAY:</b>	This course leads to NUMERACY 11 or MATH 13 (with teacher recommendation).

## MUSIC - FOUNDATION LEVEL

MUSIC: MUSC 01	
<b>CONTENT:</b> In this course you will have the opportunity to develop skills and knowledge in a range of music topics including performance, composition, research and theory.	
<p>In this course you will form a band and learn rehearsal techniques, collaborative composition and performance skills culminating in your group performing at Rockquest. You will also complete research tasks and study the theory of music. You will be required to have lessons with an itinerant teacher as part of your programme, or organise your own teacher for your performance instrument. You will be expected to set-up and follow a regular practice schedule.</p>	
<b>PREREQUISITES:</b>	Minimum of 1 year's music tuition from either a private or the school itinerant music tutor.
<b>CO-REQUISITE:</b>	Weekly lesson with a music tutor.
<b>COST:</b>	There are no costs with this course.
<b>STATIONERY:</b>	BYOD, access to an instrument at home.

MUSIC: MUSC 02	
<b>CONTENT:</b> In this course you will have the opportunity to develop skills and knowledge in a range of music topics including performance, composition, research and theory.	
<p>In this course you will learn rehearsal techniques and performance skills and practise using them to perform in front of an audience. You will also complete research tasks and study the theory of music. You will be required to have lessons with an itinerant teacher as part of your programme, or organise your own teacher for your performance instrument. You will be expected to set-up and follow a regular practice schedule.</p>	
<b>PREREQUISITES:</b>	Minimum of 1 year's music tuition from either a private or the school itinerant music tutor.
<b>CO-REQUISITE:</b>	Weekly lesson with a music tutor.
<b>COST:</b>	There are no costs with this course.
<b>STATIONERY:</b>	BYOD, access to an instrument at home.

## PHYSICAL EDUCATION - FOUNDATION LEVEL

PHYSICAL EDUCATION: LEISURE STUDIES		PHED 01
<b>CONTENT:</b> This course is aimed at developing an awareness of leisure activities in our region. Students gain knowledge and skills to assist them in leading a healthy lifestyle. Activities may include: golf, diving, aqua-fitness, squash, badminton, aerobics, gym circuit, cycling and tennis. Activities will depend on student interests and availability. Students can take this course in both Semester A & B if they wish. Semester B will be offering different activities to Semester A.		
<b>PREREQUISITES:</b>		Nil
<b>COST:</b>		Approx \$60.00 for transport, pool and other activities.
<b>STATIONERY:</b>		1 x Clearfile, BYOD

PHYSICAL EDUCATION: FEMALE FITNESS		PHED 03
<b>CONTENT:</b> This course is aimed at developing knowledge in the areas of anatomy, biomechanics and injury prevention through three sporting focuses: surf – survival, creative movement and large ball skills. Surf – survival may include aquatics, triathlon, surfing and snorkelling. Creative movement may include gymnastics, aerobics and hip hop dance. Large ball skills may include rippa rugby or turbo touch, depending on students' strengths and preferences. This course is designed to provide a comfortable and safe environment for females to explore their strengths in physical activity.		
<b>NZQA INTERNAL ASSESSMENT:</b>		<b>Credits</b>
AS 90970 (v1)	Demonstrate self management strategies and describe the effects of participation in physical activity	<b>3</b>
<b>PREREQUISITES:</b>		Nil
<b>COST:</b>		\$65.00 for transport, pool and other activities.
<b>STATIONERY:</b>		1 x 1B5 Exercise Book, 1 x Clearfile, BYOD

PHYSICAL EDUCATION: MALE MUSCLE		PHED 05
<b>CONTENT:</b> This course is aimed at developing knowledge in the areas of anatomy, biomechanics and injury prevention through three main sporting focuses: surf – survival, athletics and large ball skills. Surf – survival may include aquatics, triathlon, surfing and snorkelling. Athletics may include video analysis of technique. Large ball skills may include basketball or soccer, depending on students' strengths and preferences. This course is designed to provide an optimal environment for males to explore and improve their ability in physical activity.		
<b>NZQA INTERNAL ASSESSMENT:</b>		<b>Credits</b>
AS 90970 (v1)	Demonstrate self management strategies and describe the effects of participation in physical activity	<b>3</b>
<b>PREREQUISITES:</b>		Nil
<b>COST:</b>		\$50.00 for pool, golf, transport and other activities.
<b>STATIONERY:</b>		1 x 1B5 Exercise Book, 1 x Clearfile, BYOD

PHYSICAL EDUCATION: LEISURE STUDIES		PHED 02
<b>CONTENT:</b> This course is aimed at developing an awareness of leisure activities in our region. Students gain knowledge and skills to assist them in leading a healthy lifestyle. Activities may include: golf, bowling, cross country fitness, squash, badminton, aerobics, gym circuit, cycling and tennis. Activities will depend on student interests and availability. Students can take this course in both Semester A & B if they wish.		
<b>PREREQUISITES:</b>		Nil
<b>COST:</b>		Approx \$60.00 for transport, pool and other activities.
<b>STATIONERY:</b>		1 x 1B5 Exercise Book, 1 x Clearfile, BYOD

PHYSICAL EDUCATION: LET'S MAKE A GAME OF IT		PHED 04
<b>CONTENT:</b> This courses main focus is sport education. Sport Education involves examining different roles in sport, such as coach, trainer, captain, player, selector, manager, referee. Students will also learn about codes of conduct, team work and fair play. Sport Education will be taught through games which may include volleyball, beach volleyball, touch rugby, cricket and softball.		
Students will develop respect for the rights of others by experiencing activities that have been modified for inclusion, such as boccia, rippa rugby, uni-hockey and more		
<b>PREREQUISITES:</b>		Nil
<b>COST:</b>		Nil
<b>STATIONERY:</b>		1 x 1B5 Exercise Book, 1 x Clearfile, BYOD

PHYSICAL EDUCATION: SURVIVAL OF THE FITTEST		PHED 06
<b>CONTENT:</b> This course has a strong focus on developing the skills and fitness levels required to enjoy activity in the outdoors. Topics covered may include: outdoor cooking, planning, navigation, first aid, aquatic skills and components of fitness.		
Students will participate in an outdoor camping experience which may involve tramping, Canadian canoeing or mountain biking.		
<b>PREREQUISITES:</b>		Nil
<b>COST:</b>		\$150.00 (approx) for Camp \$30.00 for pool. Transport and other activities.
<b>STATIONERY:</b>		1 x 1B5 Exercise Book, 1 x Clearfile, BYOD

## SCIENCE - FOUNDATION LEVEL

SCIENCE: SPORTS SCIENCE	SCIE 01
<b>CONTENT:</b> <i>An introduction to medicine, vet science, agriculture and horticulture.</i> The topics and projects covered may include: <ul style="list-style-type: none"> <li>– Body systems (heart, lungs, blood and kidneys).</li> <li>– Digestion.</li> <li>– Muscles and bones.</li> <li>– Investigate modern surgical practices and cut up a few animal pieces yourselves.</li> <li>– Use the 3D printer to replicate your own organs.</li> <li>– The beginning of life. This includes reproduction and genetics investigating genetic engineering in plants and animals and selected breeding to improve livestock and plant yields using modern technologies.</li> <li>– Forces and motion. Planes trains and automobiles. Mass, speed, acceleration. The physics of production and destruction.</li> </ul>	
<b>PREREQUISITES:</b>	Nil
<b>COST:</b>	Nil
<b>STATIONERY:</b>	1 x 1B5 Exercise Book BYOD devices are encouraged

SCIENCE: THE GLOBE	SCIE 02
<b>CONTENT:</b> <i>Investigate chemistry in the home and the garden.</i> Topics and project covered include: <ul style="list-style-type: none"> <li>– The Farmer's kitchen (acids and bases, metals, electricity and micro-organisms in the house and their applications).</li> <li>– Investigate the weather and the relationship between global warming and the science of the local environment. Is your beach front home safe?</li> <li>– Earth Science that links Volcanoes, Tsunamis and Earthquakes, Tectonic plates, Glaciation, weathering and erosion.</li> <li>– Investigate mining in New Zealand and explain the benefits and hazards involved in the exploration for minerals and oil on and offshore.</li> </ul>	
<b>PREREQUISITES:</b>	Nil
<b>COST:</b>	Nil
<b>STATIONERY:</b>	1 x 1B5 Exercise Book BYOD devices are encouraged



## SOCIAL SCIENCES - FOUNDATION LEVEL

SOCIAL STUDIES		SOST 01
<b>CONTENT:</b> This is a foundation course for further study in the Social Sciences learning area.		
The topics for this Semester are:		
<b>Sustainable Resources:</b> Examine the Aral Sea social and environmental disaster.		
<ul style="list-style-type: none"> <li>– Understand how peoples management of resources impacts on environmental and social sustainability.</li> <li>– Understand how economic decisions impact on people, communities and nations.</li> </ul>		
<b>Government and Citizenship:</b> From the Bay of Islands to the Beehive: Government and politics in Aotearoa NZ.		
<ul style="list-style-type: none"> <li>– Understand how systems of government in NZ operate and affect people's lives, and how they compare with another system.</li> </ul>		
<b>NZQA INTERNAL ASSESSMENT:</b>		<b>Credits</b>
AS 91040 (v2)	Conduct a social inquiry. (L)	<b>4</b>
<b>PREREQUISITES:</b>	Nil	
<b>COST:</b>	Nil	
<b>STATIONERY:</b>	1 x Clearfile BYOD	

SOCIAL STUDIES		SOST 02
<b>CONTENT:</b> This is a foundation course for further study in the Social Sciences learning area.		
The topics for this Semester are:		
<b>Six degrees of Separation:</b> Explore the influence of culture and migration on New Zealand food:		
<ul style="list-style-type: none"> <li>– Understand how cultural interaction impacts on cultures and societies.</li> <li>– Understand how people move between places and this has a consequence for the people and places.</li> </ul>		
<b>Business Studies:</b> Business Planning.		
<ul style="list-style-type: none"> <li>– Understand how people have sought economic growth through business, enterprise and innovation.</li> </ul>		
<b>NZQA INTERNAL ASSESSMENT:</b>		<b>Credits</b>
AS 90840 (v1)	Apply the marketing mix to a new or existing product. (L)	<b>3</b>
<b>PREREQUISITES:</b>	Nil	
<b>COST:</b>	Nil	
<b>STATIONERY:</b>	1 x Clearfile BYOD	

## TE REO MAORI - FOUNDATION LEVEL

TE REO MĀORI	MAOR 01
<b>CONTENT:</b> This is the course which begins the continuous study of the Māori language and its manifestations in tikanga and cultural aspects.	
This course is ideal for students who are considering further study at the higher levels and motivated by the desire to acquire competence in the Māori language.	
It is also ideally suited for the senior student who wishes to gain a good foundation in basic language skills and tikanga prior to leaving Campion College.	
The programme integrates four strands, Whakarongo (listening), Kōrero (speaking), Pānui (reading), and Tuhituhi (writing). Tikanga and cultural aspects are core components of this course.	
<b>PREREQUISITES:</b>	Basic Prior Knowledge
<b>COST:</b>	\$40.00 to Cover Te Reo Activities
<b>STATIONERY:</b>	BYOD 1 x 1B8 1 x 40 Page Clearfile 1 x P.M. Ryan's Dictionary Māori to Go Workbook

TE REO MĀORI	MAOR 02
<b>CONTENT:</b> This is the course which continues (from the Semester 1 course) the study of the Maori language and its manifestations in tikanga, cultural aspects. The recognition is that students are working towards further development of language competency while also meeting entry requirements for the next level of study.	
This course is ideal for students who are considering further study at the higher levels and motivated by the desire to acquire competence in the Maori language.	
It is also ideally situated for the senior student who wishes to gain a good foundation in basic language skills and tikanga prior to leaving Campion College.	
The programme integrates four strands, Whakarongo (listening), Kōrero (speaking), Pānui (reading), and Tuhituhi (writing). Tikanga and cultural aspects are core components of this course.	
<b>PREREQUISITES:</b>	Basic Prior Knowledge
<b>COST:</b>	\$40.00 to Cover Te Reo Activities
<b>STATIONERY:</b>	BYOD 1 x 1B8 1 x 40 Page Clearfile 1 x P.M. Ryan's Dictionary Māori to Go Workbook

## TEXTILES - FOUNDATION LEVEL

TEXTILES: FASHIONISTA		TEXT 01
<b>CONTENT:</b> Learn to apply essential techniques used in the textile industry which reflect the image and needs of a client to construct a garment.		
<b>PREREQUISITES:</b>		Nil
<b>COST:</b>		\$40.00 subject fee to cover purchase of some material and haberdashery. Students will need to supply further materials for additional projects.
<b>STATIONERY:</b>		BYOD

TEXTILES: FASHIONISTA		TEXT 02
<b>CONTENT:</b> Learn to use design techniques, plan and manufacture a garment to demonstrate knowledge of technological practices, equipment and materials, using applied design as decoration.		
<b>PREREQUISITES:</b>		Nil
<b>COST:</b>		\$40.00 subject fee to cover purchase of some material and haberdashery. Students will need to supply further materials for additional projects.
<b>STATIONERY:</b>		BYOD

## VISUAL ART - FOUNDATION LEVEL

<b>VISUAL ART: PRINTMAKING</b>		<b>ARTC 01</b>
<b>CONTENT:</b> You will learn technical skills in drawing and printing processes. You will learn how to develop visual ideas and communicate them to an audience, under the stylistic influence of contemporary practice.		
<b>NZQA INTERNAL ASSESSMENT:</b>		<b>Credits</b>
AS 90917 (v3)	Produce a finished work that demonstrates skills appropriate to cultural conventions.	<b>4</b>
<b>PREREQUISITES:</b>	Nil	
<b>COST:</b>	Art pack \$15.00 – A4 Workbook, No. 4 Paint brush, pencils, rubber etc. \$20.00 Art Fee.	

<b>ART: MURALS</b>		<b>ARTC 02</b>
<b>CONTENT:</b> You will study Urban Street Art with a focus on large public 2D works.		
You will learn technical skills in drawing and painting. You will learn how to develop visual ideas and communicate them to an audience, under the stylistic influence of Contemporary Art Murals.		
<b>NZQA INTERNAL ASSESSMENT:</b>		<b>Credits</b>
AS 90917 (v3)	Produce a finished work that demonstrates skills appropriate to cultural conventions.	<b>4</b>
AS 90915 (v2)	Using drawing conventions to develop work in more than one field of practice.	<b>6</b>
<b>PREREQUISITES:</b>	Nil	
<b>COST:</b>	Art pack \$15.00 – A4 Workbook, No. 4 Paint brush, pencils, rubber etc. \$20.00 Art Fee.	



CAMPION COLLEGE

# SECTION C

## **IMPACT PROJECTS**

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## PART 1: DECIDE ON AN IMPACT PROJECT

- All students are involved in undertaking an impact project.
- Students will do two projects during the year; one in Semester A and one in Semester B.
- An impact project is important because:
  - a) It allows you to take control of your learning.
  - b) It focuses on the skills required for 21<sup>st</sup> century learning.
  - c) It helps develop resilient and independent workers who actively seek, use and create knowledge using faith and reason.
  - d) It promotes the ability to set goals and work towards achieving them.
  - e) It can establish links with possible career paths.
  - f) It can make your learning more meaningful; you can link your project to NCEA assessments.
  - g) It allows you to take your learning to a deep level.
  - h) It can help promote stewardship of the earth for the good of all.
  - i) It can help promote social justice for all, especially the most poor and vulnerable in society.
  - j) It can help develop leadership skills through service to others.
  - k) It can make a contribution to the community.

You can choose to develop your own impact project by following the four key stages listed below or you can choose one of the project topics provided in the College.

## SEMESTER A IMPACT PROJECTS

For your Impact Project for Semester A choose **ONE** of the following options:

1. Design your own impact project (see below for some examples).
2. Join the Young Enterprise Scheme (Y.E.S). In this scheme you will join with a group of students, and form a company and run your own business. You will design and develop a product that you will market. You will be dealing with real money and real profit and loss in your business. Y.E.S is part of a New Zealand wide scheme that has been running for over 30 years. There are regional and national presentations with awards for enterprising technology, enterprising music, growth potential and thinking big.
3. Enter 'The Outlook for Someday' competition. In this competition you create a five minute film. The film must be on sustainability.

*"Speak up, Be Heard  
Tell a Story, Wow an Audience  
Connect with Nature, Grow your Culture  
Imagine, Innovate and Create the Future  
Build a World of Peace, Justice and Equity  
Be a Citizen by Sustaining our planet and our People"*

Make change with film.

4. Enrol for the College umbrella project 'Stewardship of Mother Earth'. We have a responsibility to protect our planet and leave it to future generations in at least as good a state as we found it. How can we prevent further pollution of our planet? What will happen with all that plastic? Are our waterways safe? What are the alternatives to fuels? You will select one project to focus on and target an audience so that we raise awareness or change the way we are doing things for the benefit of future generations. Enviro Schools is one project you could become involved in.



5. Enrol for the College umbrella project 'Protection of the most poor and vulnerable in our society'.

We have a responsibility to protect the rights of all other people in our community both local and global. This is especially so for those people who are most vulnerable and do not have a 'voice' in society and for those who are on the margins of society due to poverty. Some of the projects developed might reinforce the work done by the St Vincent de Paul Society, Caritas of the Red Cross. Students will choose one project to focus on and target an audience so that we make a difference in society.

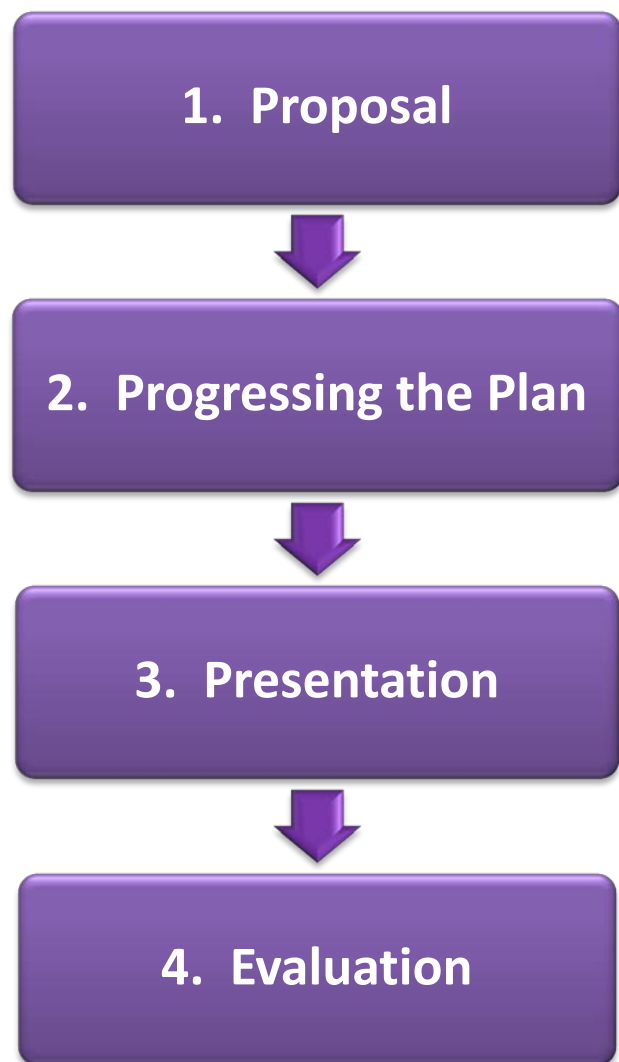
6. **Robotics and Gaming:**

- Design your own computer game that will help someone else learn.
- Learn about coding and programming so that you can design and build your own robot.

10. **Surfing Academy:** The surfing academy is designed to develop surfer's skills to a high level competitively and/or according to the student's personal goals. As part of the academy student will host an event, develop their leadership skills and analyse skill development. They will be involved in videoing, and look at the science and physiology involved in surfing.

## PART 2: HOW DOES AN IMPACT PROJECT WORK?

There are four key stages in your Impact Project:



At every stage of your project you will be reflecting on your learning and using this to feed into your next steps. Your learning will also be shared with your parents, teachers and community mentor so they can offer support and feedback. This will help you to think about how you can continually improve the quality of your product.

### 1. Proposal

**Weeks 1-3**

Before your project can go ahead, you must put forward a proposal that outlines what you intend to do. Your proposal needs to show that:

1. The aim is worthwhile and requires you to take your learning beyond yourself by participating and contributing to the community.
2. You have identified how you will measure the quality of your project using success criteria developed with teachers and experts. (This may include NCEA achievement standards).
3. There is substantial learning involved for you and each member of your group.
4. Your initial timeline shows the project will maintain momentum and engagement over an extended period of time, (around 12 weeks).

You will initially discuss the proposal with your Learning Mentor and your parents as part of your subject choice selections made for 2016.

### 2. Progressing the Plan

**Weeks 4-12**

You will be appointed a Project Advisor. The Project Advisor is a teacher with specialist subject knowledge in the general learning areas that you are undertaking your project in. You will work closely with your Project Advisor to link your plan with the success criteria and learning goals that you have agreed on in your proposal. You will meet with your Project Advisor every Friday.

### 3. Presentation

Weeks 13-14

Presentation is a key part of your project. Your presentation should engage your audience, clearly deliver your message through what you have made, created or carried out. You may invite community representatives and parents to this presentation. The presentation may be a display, a video, a poster, a brochure, a speech etc. It may be a presentation to a community group.

As a part of your project, you may approach a community mentor to provide additional support for the project. The community mentor offers guidance on the project from their organisation's perspective.

### 4. Evaluation

Week 14

You will evaluate and report on your project.

## PART 3: THE FOUR PRINCIPLES OF IMPACT PROJECTS *(adapted from Albany Senior High School)*

	<b>Student Ownership and Agency</b>  <b>Committed learners who...</b> <ul style="list-style-type: none"> <li>Have the ability to set goals and work towards achieving them.</li> <li>Are resilient and independent workers with a 'can do' attitude.</li> </ul>	<b>Substantial Learning Beyond of Classroom</b>  <b>Committed learners who...</b> <ul style="list-style-type: none"> <li>Actively seek, use and create knowledge using faith and reason.</li> </ul>	<b>A Quality Product</b>  <b>Committed learners who...</b> <ul style="list-style-type: none"> <li>Constantly strive for academic excellence.</li> </ul>	<b>Impact in the Community</b>  <b>Committed learners who...</b> <ul style="list-style-type: none"> <li>Use their God given talents in promoting the good of society.</li> <li>Recognise the gifts they have been given by God and the giftedness of others.</li> <li>Continue to grow in leadership through service to others.</li> </ul>
<b>STAGE 1:</b> <b>The beginning!</b>	<ul style="list-style-type: none"> <li>I need to discuss with home and my Learning Mentor (and anyone else I can think of) what my project could be.</li> <li>I need to find sources to research possible projects.</li> <li>I need to spend some time considering what my project could look like.</li> </ul>	<ul style="list-style-type: none"> <li>I need to discuss with home, my Learning Mentor (and anyone else I can think of) what areas of learning I am interested in developing.</li> <li>I need to find sources to research possible areas of learning I am interested in developing.</li> <li>I need to spend some time considering what area of learning I might be interested in developing.</li> </ul>	<ul style="list-style-type: none"> <li>I need to discuss with home, my Learning Mentor (and anyone else I can think of) what quality might look like in my project idea(s).</li> <li>I need to find sources to research what quality might look like in my project idea(s).</li> <li>I need to spend some time considering what quality might look like in my project idea(s).</li> </ul>	<ul style="list-style-type: none"> <li>I need to discuss with home, and my Learning Mentor (and anyone else I can think of) who might be useful experts or stakeholders for my project.</li> <li>I need to find some sources to research who might be useful stakeholders and experts for my project.</li> <li>I need to spend some time considering who might be useful stakeholder and experts for my project.</li> </ul>
<b>STAGE 2:</b> <b>Getting into it.</b>	<ul style="list-style-type: none"> <li>I have an idea. I am talking to people, researching and thinking about how I could turn it into a project.</li> </ul>	<ul style="list-style-type: none"> <li>I have identified some skills and an area of knowledge that contain learning that is relevant to my project.</li> </ul>	<ul style="list-style-type: none"> <li>I have developed a basic idea of what the product will be.</li> <li>I am beginning to develop my understanding of what quality could look like with my product and have established some initial success criteria.</li> </ul> <p><b>FOR GROUPS</b></p> <ul style="list-style-type: none"> <li>I am assigning roles and tasks based on different interests and expertise.</li> </ul>	<ul style="list-style-type: none"> <li>I have identified a need or opportunity, stakeholder(s), expert(s) and a community mentor. I am deciding how to best communicate with them.</li> </ul>
<b>STAGE 3:</b> <b>Progressing along (BRONZE)</b>	<ul style="list-style-type: none"> <li>I have a clear picture of what my project is and can describe why I am interested in it.</li> <li>It fits with my strengths, learning and interests.</li> <li>I am actively discussing with home, my Learning Mentor and my Project Advisor how I can use the four principles to develop the project.</li> </ul>	<ul style="list-style-type: none"> <li>I am developing a range of skills and knowledge that I need for my project.</li> </ul> <p><b>FOR GROUPS</b></p> <ul style="list-style-type: none"> <li>I can describe the difference parts of my role in the group and how I am making an ongoing contribution.</li> </ul>	<ul style="list-style-type: none"> <li>My product is of high quality.</li> <li>I am continuing to develop my success criteria to make my project high quality.</li> <li>I am integrating expert, mentor and/or stakeholder feedback in my success criteria. My product is starting to look 'fit for purpose'.</li> </ul> <p><b>FOR GROUPS</b></p> <ul style="list-style-type: none"> <li>I can describe how my expertise is contributing to the quality of my product.</li> </ul>	<ul style="list-style-type: none"> <li>I have identified stakeholder(s) and am communicating with them consistently to make my product fit a need.</li> <li>I am communicating with expert(s), my adviser and with home about ways to develop my learning and my product.</li> <li>I may be identifying further experts and stakeholders as the project progresses.</li> </ul>

<p><b>STAGE 4:</b> <b>Getting there!</b> <b>(SILVER)</b></p>	<ul style="list-style-type: none"> <li>- I have a clear picture of what my project is and can explain why I am interested in the current learning and product.</li> <li>- I can describe how my project relates to my strengths, learning and developing expertise.</li> <li>- I can connect my ideas to the four impact project principles.</li> </ul>	<ul style="list-style-type: none"> <li>- I can describe the different skills and knowledge I am developing.</li> <li>- I can explain how these are helping me in my project.</li> <li>- I am reflecting on my learning each week and from that planning my next steps.</li> </ul> <p><b>FOR GROUPS</b></p> <ul style="list-style-type: none"> <li>- I am actively contributing my expertise and reflecting on how to communicate well with other group members.</li> </ul>	<ul style="list-style-type: none"> <li>- I can describe the different parts of my product and how they relate to each other.</li> <li>- I am reviewing and refining my success criteria.</li> <li>- Stakeholder feedback is indicating that my product is of a high quality and is fit for purpose.</li> </ul> <p><b>FOR GROUPS</b></p> <ul style="list-style-type: none"> <li>- I can describe how my expertise is contributing to the quality of the product and how I have worked with my team to reflect on our progress and plan.</li> </ul>	<ul style="list-style-type: none"> <li>- I am engaging in significant collaboration with expert(s), my adviser and with home about ways to develop my learning and product.</li> <li>- I can explain how feedback from these sources has helped me improve the product for its intended audience or users.</li> </ul>
<p><b>STAGE 5:</b> <b>(GOLD)</b></p>	<p><b>Agency and Ownership</b> <i>I will be:</i></p> <ul style="list-style-type: none"> <li>- Excited about and heavily invested in all aspects of the project.</li> </ul> <p><i>I may be:</i></p> <ul style="list-style-type: none"> <li>- Initiated regular and substantial collaboration and communication opportunities with group members, stakeholders, home and my adviser.</li> <li>- Brought substantial new ideas into the project.</li> <li>- Worked on the project product and/or learning frequently outside of impact project time.</li> <li>- Inspired others through passion for the project.</li> <li>- Demonstrated and developed perseverance and resilience (note: not all group members may have managed this).</li> <li>- Made a significant career or life-plan change as a result of the learning in my project.</li> </ul>	<p><b>Mastery: Knowledge applied to other situations</b> <i>I will have:</i></p> <ul style="list-style-type: none"> <li>- Developed a wide range of skills and knowledge with particular depth or expertise in some areas.</li> </ul> <p><i>I may have:</i></p> <ul style="list-style-type: none"> <li>- Linked a significant number of the skills and areas of knowledge with other opportunities outside my project.</li> <li>- Reflected on my learning across the whole project and identified future potential projects with further ongoing and substantial learning.</li> <li>- Consistently sought feedback from experts, students and advisers on how I could further deepen and extend my learning and acted on this feedback.</li> </ul> <p><b>FOR GROUPS</b></p> <ul style="list-style-type: none"> <li>- I can explain how my skills and expertise developed across the course of the project and were integral to its success.</li> <li>- I have actively contributed my expertise and communicated effectively about how to work well together to create a quality product. I may have also fulfilled multiple roles and given others useful feedback on their communication and collaboration skills.</li> <li>- I may have helped others learn about the skills and area(s) of knowledge I have developed in my project</li> <li>- We have reflected on our collaborative skills, planned and overcome challenges to complete our project.</li> </ul>	<p><b>A gold quality product</b> <i>Will fit the following:</i></p> <ul style="list-style-type: none"> <li>- Professionals in this field (if this field exists) advisers, expert(s) and/or stakeholders identify this product as of extremely high quality.</li> <li>- Success criteria (or measures of quality) have been continually refined across the course of this project to enable the extremely high quality of the final product.</li> <li>- Stakeholder and expert feedback has been acted upon in an ongoing manner and is integral in the quality of the final product.</li> </ul> <p><i>It also may:</i></p> <ul style="list-style-type: none"> <li>- Fit the idea of an industry standard.</li> </ul> <p><i>It also may:</i></p> <ul style="list-style-type: none"> <li>- Fit the idea of an industry standard.</li> </ul> <p><b>FOR GROUPS</b></p> <ul style="list-style-type: none"> <li>- The learning expertise and/or strengths of all members have been essential to the quality of the final product.</li> </ul>	<p><b>The participation and contribution with the community</b> <i>Will have:</i></p> <ul style="list-style-type: none"> <li>- Been significant and ongoing.</li> </ul> <p><i>It may:</i></p> <ul style="list-style-type: none"> <li>- Endure beyond the scope of the original project.</li> <li>- Be life changing: addressed an authentic need, significantly enhanced an aspect of a person's (or people's ) life or a group or business.</li> <li>- Lead to others pursuing projects which build knowledge and contribute in similar areas.</li> <li>- Have a tangible (ie: real or actual) positive legacy.</li> <li>- Have involved experts (ie. real or actual) positive legacy.</li> <li>- Be recognised and/or adopted by industry in a national or international context.</li> </ul>

*The following examples are actual projects developed by students. In some instances details have been altered. Our acknowledgement and thanks go to the students at Albany Senior High School.*

## **S.T.E.M TOPICS**

(Science, Technology, Engineering and Mathematics)

### **FRUGAL FUEL**

*Reuben Eiberg, Jacob Tobin, Elliot Winstanley, Joey Norris, Brendon Evans*

Our impact project has centred on developing a smart phone application which impacts on our community and deepens our learning capacity. Initial research confirmed that petrol pump prices vary significantly on the North Shore and Hibiscus Coast. Frugal Fuel is an app which allows the user to find the cheapest local petrol source and critically, the 'cost' in terms of kilometres to travel to this cheapest source to inform the user whether it is sensible to drive to this option. Given rising fuel prices and the tightening of family budgets, we are confident that Frugal Fuel will add 'real time value' to our community and provide this group with an opportunity to develop and integrate our learning of group work, marketing, coding and information technologies into a future sustainable business.

### **ENGINEERING AT WAIKATO UNIVERSITY**

Our impact project is about developing skills which are needed for university, future jobs and even current school work. This was achieved through the assistance of Waikato University as we had the opportunity to work with undergraduates on solving real life engineering problems. We then entered the Auckland University Engineering problem solving challenge.

### **HANGING GARDEN**

*Simran Kaur, Abbie Taylor*

This project involved creating a hanging garden for students, staff and visitors to the school to enjoy. Abbie and Simran spoke to council engineers and botanists, garden centres, and visited several similar gardens to gather background research for their project. They designed concept designs and after stakeholder feedback, chose a final design. The design had to consider mechanical aspects: how the garden would be suspended and supported, how to use the required materials and construct with a wide range of materials. They had to examine plant biology in terms of the most appropriate plants that would survive in this planting system and also consider drainage and watering.

### **PEACHES**

*Opan Little, Georgia Houten*

Our impact project was to see if pigs can be trained like dogs and then expand the project to use the pig to raise awareness for humane and safe factory farming. We bought our pig Peaches from Trade Me and taught her how to sit, touch her nose to our hand, jump, weave in and out of our legs, and turn in a circle. This project's community aspect was to raise awareness of pig farming by showing how intelligent pigs really are and how they are not just meat and should be treated with respect. We were interviewed for the paper and our story was on the front page of the newspaper and we also took Peaches to a retirement home and a preschool.

### **THE HERPETOLOGY PROJECT**

*Christophe Valette, Janusha Gunasekara*

Our project is creating a reptile display tank which is currently housing a single blue tongued skink. The display is designed to educate people on this species of lizard as many people are afraid of lizards and we want to show students and teachers that there is nothing to fear and that they are fascinating animals that are essential to our eco system. The tank includes a comfortable and natural environment for the skink with a heat lamp and plenty of places to roam and hide. We also designed and produced visual educational material that is on display behind the tank so that people who look can also access the blue tongued skink information.

### **THE HEART OF LIFE**

*Estee Vermeulen*

My project involved making a 3D model of the cross section of the heart from clay. The model shows the path way of the oxygenated and deoxygenated blood and the valves that are involved in pumping the blood. I have also shown how the lungs work with the heart as respiratory and circulatory systems. This model will be able to stay in the school and be used as a resource for future students.

### **ANIMALS**

*Alice Porter, Isabella Thompson, Rexine Bergante*

We developed and ran a 'doggy day-care'. The aim was to raise awareness of animals within the community. This passion was initially triggered by the staggering volume of animal rights violations occurring throughout the world. We faced many challenges with the strategies put forward, however through persistence we feel we achieved a good outcome, including contacting various animal groups and securing donations for them on the day.

## ORGANIC CHEMISTRY

*Meghan Mappledoram*

The aim of my project was to create polystyrene ball sculptures that represent each functional group in organic chemistry at level two and three. The sculptures show the correct bond angles between atoms and the difference sized balls and represent the sizes of the atoms. In addition, a large size caffeine molecule will be created in the future. The models are on display for future student use.

## TARDIS BOOKSHELF

*Rosa Cockle, Bree Shaw*

The aim of our project was to design and build a Tardis bookshelf from the TV show 'Doctor Who' for the Library. After a lot of work, we were able to produce a good quality Tardis. With help from our mentor and expert we were able to overcome the challenges that were placed in front of us while building the Tardis. The librarian, also helped make it successful by always giving us feedback on our work and telling us whereabouts it would be in the library so we could make it easy to move. We had no skills with wood technology when we started this project and we are proud that we were able to work together to produce a high quality Tardis that the community can enjoy.

## V.A.C.T TOPICS

(Visual Arts, Construction and Technology)

## LIZARD INSTALLATION

*Maddi Thom, Sarah Grubb, Uvini Panditharatne*

The aim of our impact project was to design and create a three metre long, 3-dimensional lizard art installation to be displayed in the school. We decided to construct a lizard that links back to the school and wanted to challenge ourselves by incorporating technology into the project so that the art installation was animated with a robotic tail. We have extended our learning significantly with the myriad of new skills we have learned, such as spot welding, brazing and angle grinding. In addition to this, we have been able to build strong relationships with multiple stakeholders from the wider community, such as supplier and experts in fields such as robotics, paverpol and technology. This valuable learning journey has allowed us to produce a final product that we are very proud of and we hope will reflect innovation.

## ORIGAMI CHANDELIER

*Jonah Tan (Designer) Ellie Riley (Manager)*

The theme of paper cranes is my take on The Myth of a Thousand Paper Cranes and its symbol for peace. I wanted it to speak to the diversity in culture that we have at our school. It has really been a collaboration over two semesters between us and the school community. We aimed to have all students at school make a crane (learn a new skill) and contribute to the outline chandelier. Seeing the amazing final work go up after months of hard work almost brought tears to our eyes and really consolidated the effort we put in to see this installation completed and displayed.

## KOHANGA REO MURAL

*Dani Blanden, Waiehu Ruru*

The aim was to create an art based project that reached out to young children in a local Kohanga Reo. We worked with two mentors. We planned and carried out a lesson in stencilling and painting in Te Reo and taught pre-schoolers how to create a mural using cardboard stencils, traditional Maori patterns, colours and the Maori translations for the colours. We were not allowed to speak any English while we taught the children. The final product of a mural made up of all the components will be presented back to the Kohanga Reo.

## PACMAN MOSAIC

*Liam Hawkins*

The aim of my Impact Project was to recreate a previous image of a popular game "Pac Man" but with a twist: turning the image from a picture into a mosaic design. I used small 20mm x 20mm mosaic tiles of various colours in order to create the image. Throughout the process of the project I learnt many valuable skills such as how to better collaborate with others. This project also helped me to better improve my abilities in the fields of arts, crafts and designs as well.

## MULTICULTURALISM ART INSTALLATION

*Monique Cutten*

The aim of my project was to design and make a sculpture beyond my portfolio that incorporated other established art practices that can be in the form of an installation to communicate awareness around human rights and multiculturalism. The purpose was to expose the viewer to a visual interpretation of multiculturalism and build awareness of the different cultures in our community. Our school is a prime example of this so the sculpture will give people the opportunity to really think about the effects on communication in our community.



### ART RESEARCH

*Divashni Kumar*

I have spent the semester researching information on various artists and how they create the works they do, where they get inspiration from and the origins of their pieces. I have produced a Tumblr blog on five different artists and drawings / mini pieces of artwork displaying their conventions and style to help future L3 and Scholarship art students.

### WINE BOTTLE SCNCE

*Jono Barker*

My project was to create a wine bottle candle holder, using recycled bottles. I went into this project with no previous experience in woodturning and glass cutting and spent a large amount of time researching designs and different methods to cut a wine bottle. I then tried the prospective designs out at home. For a large majority of my project I was in a splint due to a broken hand which meant much of the practical work was challenging, so instead I created surveys and made up 3D designs by learning and using Google Sketchup.

### BRONZE CASTING

*William Torkington*

Metallurgy has been a subject that has interested me since I was young. After initially suppressing my dreams of becoming a blacksmith I was pleased to see that my burgeoning interest in metalwork and smithing could be explored in an impact project. Since the beginning of the year I have designed and built a furnace and cast a number of pieces of jewellery made from pewter. While a full time job as a blacksmith may still prove to be challenging I will continue to explore the huge range of skills, knowledge and processes required for converting metal ores into useful tools and items.

### CONCEPT ART

*Michael Moore*

The aim of my project was to learn how to create high quality concept art. I have completed multiple works of concept art at a high standard and have published them on Deviantart site where a whole host of successful artists share and collaborate on digital artworks. I really hope that I have inspired others and that my project can help aspiring artists further develop their skills.

### BELLABOHO BOUTIQUE

*Bella Pond*

The aim of my project was to learn how to create a successful jewellery line and a recognisable brand. I envisaged myself learning to build an online business to promote my handmade products. I started by surveying my potential customers to find out what they would be prepared to pay and what designs they would want to buy, then went about producing pieces of quality, affordable jewellery, promote my business, create a business plan, build a website as well as organise orders, products, online marketing and my own website. I now have nine different designs. I send jewellery to Australia. I have sold over 200 necklaces in a month to all over New Zealand and I have new products about to go up for sale.

### LIZZY COSPLAY

*Taryn Bennett*

The aim of my project was to create two cosplays (the practice of dressing up as a character from a film, book, or video game) around Madam Red and Elizabeth Middleford to wear to the Armageddon Expo. Madam Red's costume is a red dress and the more complicated of the two. Elizabeth's costume is a green dress, which was simpler to make. I wanted to gain skill in sewing techniques that I could use to do things outside of school and later in life, while also creating two impressive cosplays for the Armageddon Expo. Feedback from other people at Armageddon indicated that my final product was pretty amazing and I was pleased with the skills I picked up in the production of the dresses.

### RECYCLED FABRIC CUSHIONS

*Min Xin Li*

I used recycled fabric to make two cushion covers for the school library. I engaged in research and design and collected the most appropriate recycled fabric as well as consulting with my stakeholder in an ongoing manner to ensure the final product met their needs. I have no previous experience in soft materials so using feedback from my stakeholder and expert assistance I designed and produced the cushions in the soft material design area before they were delivered to the library to be enjoyed by students in the future.



### **LITTLE DRESS IMPACT**

*Kayla Gordine*

The project was based around making as many dresses for young girls in Samoa within the time period I had before visiting the beautiful island on a family holiday. I designed and constructed thirty five dresses from two self designed patterns by the end of my project. During this process I have taken into consideration modesty, adjustable sizing to fit several ages, the temperature of the environment they will be worn in and ensuring every dress was unique and special. I gave my dresses out to several villages whilst travelling around Upolu Island. This project was by far my best as well as immensely rewarding for myself and I truly hope I have inspired others to give more and make a difference.

### **KOROWAI RESEARCH**

*Kayla Gordine*

The overall goal for my project was to make and design a Korowai (Maori cloak) for school while incorporating the Maori history behind the area. I wanted to do this to involve myself with Maori culture because this is a massive aspect of my life. During this project I have been privileged to experience opportunities such as flying down to Te Papa museum in Wellington. I have also been able to plan a future trip to Palmerston North after some visitors to our school heard about my project and invited me to learn how to weave. My inspiration for this project was to bring more culture into school, and leave a Korowai as a gift before I go on my own journey. I want to leave a mark to say I was here and hopefully make a difference for future students.

### **ECO FRIENDLY LJ HOOKER**

*Frances Niederer*

My project was to work with a real estate agency with the aim to make their office more environmentally friendly. I researched a range of ideas and collaborated with the office on what practices have been trialled, what is working and what would be useful practices to add. I looked at industry standard expectations in an authentic office environment and presented this to them at the end of my time in the office. The feedback I received on my presentation was positive and the stakeholders indicated that they would take on board and consider a range of my recommendations.

### **P.A.C TOPICS**

(Performing Arts and Culture)

### **THE MACBETH MANOEUVRE**

*Bryony Smith*

The aim of The Macbeth Manoeuvre was to broaden my own acting and directing skills and expand my teaching skills by directing a scene compilation of the three witches scenes in Macbeth. Working with a group of three year nine students from school, we looked at script annotation and meaning, costume design and stage direction. I believe this was a successful project not only because it met the four key drivers but because it extended far beyond what I originally envisioned for the project. It was the building of self-confidence, team spirit and individual skills that truly made this project special. For the three girls who I acted and directed alongside, this project became more than just a performance. It also allowed them to become a very cohesive and effective dramatic team and one that they were all very proud of.

### **OPERATION: MEET A CHARACTER**

*Kelly Leece*

The idea for the project was simple – create a small selection of Disney/Dream Works inspired costumes and visit the Ronald McDonald House, allowing the children in the House to be visited by some magical characters. My aim was to bring characters to life, and hopefully bring joy and imagination to the children and their families in the process. The process began with a lot of planning and research; I needed to know everything I could about the characters, I analysed every item of clothing worn by my three chosen characters, as well as props in some cases, and I figured out where to get supplies to make the item and how to make it, or where to buy items I couldn't make. Once Jack and Tinkerbell's costumes were completed, I went to the Ronald McDonald House next to Starship Children's Hospital in the city. I visited the patients and their siblings in House's small school and danced with some of them and it was a magical experience for both myself and the children involved.

### **BUSKING 101**

*Zane Quensell, Jamie Gordon*

The aim of the project was to see how different environments affected how and what we performed in our roles as buskers. Performances were done in different locations with different audiences starting with town locations, school and Retirement Villages. We also produced a film of our performances, tracking the

journey of our learning and the effect on our audiences. Our project allowed us to gain confidence and we are now able to express ourselves in front of large crowds. Since we do not take music as a subject, our project was a great opportunity for us to improve our musical abilities and express our passion for music. We are now aware of the needs of difference audiences and are able to adapt our performance to suit specific environments and audience type.

### **APPROACHIN JAZZ**

*Alex Boulton*

The aim of this project was to educate musicians and jazz beginners on how to approach the daunting task of jazz improvisation. I have achieved this by creating a resource with a collection of scales, arpeggios, tips and exercises for people to work through and apply to their soloing. The resource also includes a collection of backing tracks and lead sheets so people can practice these skills in a practical situation and listen to the changes. I have also created an interactive online resource ([approaching-jazz.tumblr.com](http://approaching-jazz.tumblr.com)) to help musicians in their journey through jazz as well as organising, arranging and recording a number of jazz standards with students from the jazz course at Massey University.

### **KAPIIST**

*Eric Lee, Dohun Kim, Patrick Park*

The aim of our project was to write and record music. We have recorded three covers of Korean hiphop songs and written and recorded two original songs with our own lyrics. Patrick did most of the song writing on keyboard while Dohun and Eric developed the lyrics. We learnt a lot through this project about composition, collaborating and the productions of original music and we are really happy with how much we achieved.

### **ANNIE GET YOUR GUN CHOREOGRAPHY**

*Jordan Wichman*

For this impact project I choreographed the dance for the school production of Annie Get Your Gun. I created a new dance each week and taught this to the relevant cast members. It was challenging managing a large group and I developed teaching skills and management strategies in response to this. The outcome was a success and the show went very well.

### **HIP HOP**

*Taura Canton, Cory Nisbet*

We choreographed a hip hop dance which we taught to a year twelve class. It was choreographed to a high standard which we used for a level two dance achievement standard. It was challenging to manage fellow students and we had to put strategies in place and develop new skills to overcome this challenge. We enjoyed choreographing our own work and sharing it with others. Our final product is a dance that will now be used for the next few years at school as one of three dances used in a dance internal assessment achievement standard.

### **KOREAN NIGHT ORGANISATION**

*Christine Rew, Rachel Park, Dohun Kim*

Our aim was to plan a successful Korean Evening to showcase our talents and culture. We planned and choreographed a modern Korean fusion dance for the Korean Evening and taught the dances to a group of thirty five students. Apart from this, our group also prepared Korean food to be served that evening and made our own costumes for the dance sequences. The profit made from door sales and food purchases contributed to the instalment of the new defibrillator unit at school.

## **SOCIAL SCIENCES, HUMANITIES, & ENGLISH TOPICS**

### **STORYBOARD NOVEL**

*Callan Bartlett*

The aim of the storyboard project was to set a visual description about the story of my novel. The stakeholders and experts who contributed to my project were Stephanie Dalton and Mike Nahu who helped me enhance my writing skills. I concentrated on doing one storyboard per week and I was successful at completing this. I based the writing and visuals on the science fiction genre of writing and I showed physical evidence to my teachers which all combined to make it a successful project. I was proud of this project. It reflects on things that I was interested in namely science fiction films.

### **TEAM NUNCHI**

*Ben Padden, Ashton Smith, Russell Knight, Tarquin Robinson*

The aim of our Impact Project was to learn freerunning skills and video editing skills by producing a high quality video showcasing the sport. We linked with North Harbour Gymnastics Centre and practiced and mastered many exciting and difficult tricks. We learnt an enormous amount about freerunning and video production and further developed our passion for freerunning.

## AUCKLAND ON A STUDENT BUDGET

*Kelly Flatz, Courtney Joyce*

The aim of our project was to advertise Auckland City to tourists and locals who want to have thrilling, educational and entertaining experiences while in the city. We produced a Facebook page that showcased and reviewed popular activities and attractions. We also produced a short film show the activities we trialled and our adventures. We worked with a media expert to further our camera and editing skills. Our final blog is of a high quality, looks clean and simple and is easy to navigate. Our video has an upbeat vide, user camera and editing techniques to affect and accurately represent how enjoyable similar experience could be for prospective tourists to Auckland.

## GEOCACHING

*Matt Carter*

Geocaching is a form of treasure hunt using GPS in which an item is hidden somewhere in the world and its coordinates posted on the internet so that GPS users can locate it. The main aim for my Impact Project was to provide five engaging, unique and clever 'geocaches' for the geocaching community to enjoy. My inspiration for geocaching as an impact project came from one of the well known geocachers named 'Glyn'. I wanted to try and provide similar experience for fellow geocachers. My favourite cache has proved highly popular in the community and gained a large number of great reviews.

## TEACHING SPANISH

*Melissa Kow, Saffron Nunn, Seul Lee*

Every week we went to another school to work with the Spanish classes in years seven to ten. We made educational resources and games to help the students learn and enjoy Spanish. A huge part of this project was being able to work with the younger students to strengthen the bonds between the two schools. We are so passionate about this project as all three of us take Spanish and we love it. An extra part that branched off this project was organising the 'Spanish Big Day Out' event for students.

## DISCRIMINATION PERSPECTIVES

*Daniel Heswall, Mark Howard*

For our impact project, Daniel and I decided to investigate what we believe to be one of the biggest issues in modern society; discrimination. Specifically we wanted to find out what young people in the community thought about discrimination and what they thought should be done about it. To accomplish this we conducted a number of

interviews with a wide range of students on tricky topics such as gender discrimination, 'subtle discrimination' and the line between discrimination and laws in society. We then filmed, cut and edited our interviews in order to develop a series of videos. In each video we investigated the opinions off a certain group of people regarding discrimination and examined their reactions to different discriminatory scenarios put before them.

## THE AMAZING RACE

*Kayla Swannack, Tatum Knight, Avril Fernandes*

We created our own personal version of the television show the Amazing Race for our impact project. The project involved lots of research, communication and ambition and we were able to create a product that assisted with the teaching of learning of the NCEA level two travel and tourism class. The race was based around Auckland City and the Viaduct Harbour and consisted of many clues, challenges, roadblocks and detours that the students were required to participate in. Some of the activities in the race were: a spicy curry food challenge, various photo challenges, a reverse bungy jump, a scavenger hunt around the Maritime Museum, a basketball shot challenge and they even got to try out the new 'Oxygen Bar'. Our race had an amazing impact on the students in the level two travel and tourism class and was a great experience for all involved.

## COOKBOOK

*Courtney Harrison, Sam Cortes, Casey Murray*

Our aim was to create the best ever cookbook to date including work from all the students who wanted to be involved. We collaborated with over fifty other students to gather and record their favourite recipes. We also worked with local businesses all around the city to gain sponsorship and mentoring. This allowed us to get a range of opinions and feedback to improve the cookbook and make it the best it could be. We are so proud to have worked together with the community and school to make this record of amazing recipes available to others and to have sold each and every copy of the book.

## INVESTORS CHALLENGE

*Uday Singh, Erin Hasemore-Slieker, Alex Collis*

The Investor's Challenge is a competition we are creating and currently implementing. The aim is to increase financial literacy amongst high school students by educating them on the how to's of investments. ANZ, NZX and Massey University are now working alongside us and these external stakeholders will help bring our project to life. This project has been successful as it has future benefits for

the community in terms of increasing financial literacy among high school students. We are most proud of our ability to get in contact with, and work alongside external stakeholders.

## ENVIRO TOPICS

### ENVIRO YOUTH

*Connor Wallace*

The aim of my project was to create a website that would encourage teens to volunteer for conservation projects such as The Mototapu Restoration Project whilst also providing details and information that might be required to volunteer directly for these organisation. Since making the website, in just over two months my site has received 3000 views, 2800 of which have been views from individual computers around the world. A small group of people have registered to volunteer for the he Mototapu Restoration Trust. My website is now effectively advertising and providing information about the volunteering process for these two organisations. It also promotes environmental happenings around the world, raising awareness of these, their respective causes, and conservation in and around the Auckland region. It is also increasing the numbers of volunteers.

### NEW ZEALAND WILDLIFE

*Cailin Murray*

I have created a short video clip promoting NZ wildlife and to encourage people to see how and why wildlife is so special. The materials that I have used are my own photographs from Auckland Zoo and others adapted from the internet. I have really enjoyed learning about the amazing animals that we have in our beautiful country as well as learning about video editing, photography and time management.

### AQUAPONICS FOR SUSTAINABILITY

*William Pearman*

Aquaponics is using fish waste to sustainably grow plants and I researched and designed a system to do exactly this. As far as I am aware, this has never been done in this manner before and as a result I had to design a completely new system. The potential of this project has been recognised by major aquaculture companies and the council and as a result I have received funding and equipment to carry out this project. The two trees I grew – kowhai and karaka have both grown faster and more efficiently and some of my plants have literally doubled every week. As a result I have had people from inside and outside of school wanting to use my plants

in their own projects due to their unusually high growth and the sustainable manner in which they were produced.

## RECYCLED BAGS

*Jyoti Aryal, Parampara Koirala*

Our first impact project was making a fabric shopping bag out of waste fabrics, so that plastic bags do not go to the landfill and contribute to the pollution near the ocean in New Zealand. We taught ourselves to sew, contacted a manufacturer who donated end of line work wear material, made a pattern and prototype bag, set up a mini-production line and researched how plastic bags were causing damage to our oceans. We made around 60 bags and managed to sell around 50. After finding out that enough plastic is thrown away each year to circle the earth four times, our aim was to promote people to buy fabric bags so that they can replace plastic bags.

## ANIMAL TRACKING

*Blaire Emirali, Theo Maloney, Martha Martin-Chan*

This project monitored pests in the bush behind the school to provide baseline data from which to develop future projects to conserve a bush remnant. This was part of the West Wildlink Project. Black Trakka were used along with inkpads and lures, and then the tracks were identified. Pest species found included rats, mice, hedgehogs and possums. The students showed excellent collection of evidence into the e-portfolio including video blogs. The leadership of the project by Blaire was outstanding.

## SPORTS TOPICS

### ROAD TO COMMONWEALTH GAMES VIDEO

*Cordelia Norris*

The aim of my project was to produce a promotional video featuring Liam Stone who was selected to represent New Zealand in diving at the 2014 Commonwealth games in Glasgow. This video showcased his road to the games and presents the reality of the intense work required of international athletes. It also gives people a short glimpse of what is involved with diving and how difficult it can be. To do this I filmed Liam over a series of a few training sessions. I then edited the footage with a large number of cuts suitable to the style of the video and integrated titles and a soundtrack.

### **FITNESS TRAINING**

*Dani Clark, Danjela Haigh*

Our project involved working with the teachers at school to devise a fitness programme for the students. We researched how to teach specific athletic skills, discovered and taught some fun, engaging games and realised through ongoing feedback, how we are able to improve our fitness programme and teaching skills. We received excellent feedback from the teachers and students involved.

### **WARM UPS AND COOL DOWNS**

*Tash Clark, Bri Watt*

The aim of this project was to develop a warm up and cool down regime which could be used by a soccer team to improve their training programme. We collaborated and consulted with the soccer team. In the second semester, we developed these skills further by making contact with and teaching a number of PE lessons as well as teaching the students the correct ways to warm up for exercise and warm down after exercise. We sought regular feedback on the quality of our regime and further refined it as our project progressed.

### **10 / 10**

*Tessa McDonald, KJ Wonnacott*

The aim of our project was to learn about and promote the sport of boxing. We learned boxing skills and moves and we made a short introductory film to show the community this sport and to help other people involved in boxing. We consulted a highly successful boxer to help us with our project. Our project was highly successful as we were able to finish everything we aimed for to a high quality. We are both proud of being able to learn everything in our project from scratch to a high standard.

### **CHELSEA'S DRIVING TRAINING PROGRAMME**

*Chelsea Herbert*

I had a vision of creating future motorsport excellence and success from within our community. With a background and passion for motorsport since I was six, the aim of 'Chelsea's Driver Training Programme' project was to take to the track to train up young kids new to the sport. This took focus, previous knowledge, top organisation skills, management and overcoming challenges such as communicating with a range of fathers and young drivers. It was an awesome experience to be in charge and to see the kids that I have helped train beating their personal best and overcoming speeds in their karts that they hadn't yet realised they could achieve.

### **ENHANCING PE**

*Joshua Smith, Nathan Hall, Javier Clarke*

Our project was teaching a year eight PE class at school. The aim of the project was to share our knowledge of our subject with the students we were teaching. We also did this to build their passion for physical activity and enhance their confidence to compete. We collaborated with the teacher to plan and deliver lessons and sought feedback from her to improve our plans and teaching styles. By the end of this project we not only completed our learning goals, but also developed some of our own personal abilities. For example, we built up strength in the form of public speaking, planning and managing younger children, we enjoyed working on this project and showcasing our interest and talents in sport to AJHS students.

### **AIRSOFT REPUBLIC**

*Ian McKinney*

The aim of the project was to set up and run a five week inter-school Airsoft Tournament. We compiled a proposal and then organised and facilitated the five week tournament from start to finish. We also made an impact on students who were able to experience a new sport. I am extremely proud of all the work and effort I have put into the project transforming it from an idea into reality and the positive effect it has had on the team-building and collaborative skills for the students involved, as well as their developing airsoft prowess and potential future involvement in the sport.

### **GYM EQUIPMENT POSTERS**

*Jade Jefferies, Aydan Osborne*

Our project aimed to teach people the correct names for the gym equipment at school. We wanted to produce posters with easy to read instructions on how to use the equipment and also identify which muscles these exercises target. Our project was aimed at anyone who uses the gym. We wanted to clearly label the equipment, enabling people to customise their exercises according to what muscles they want to work. Our posters were produced to a high level of quality – they are colour co-ordinated, have a clear and effective visual style and are easy to read and appropriate for the space they have been designed for.

### **TYRE TRACKER**

*Joel Herbert*

Tyre Tracker is an application made to help drivers decide on what set of race tyres to use and to help the drivers and their pit crew keep track of the condition of their tyres. The 'Record Tyre For Event' button allows a user to scan the complete set of



tyres on their kart / car. The tyre's unique barcode is stored along with the user input scan date, race meeting and any relevant notes a user may wish to apply. Each time a set is scanned it allows a user to see the tyre's previous history at a glance and how many times the set has been used. No more trying to remember how old the set is, how many times it has been used or how good the set was. Tyre Tracker completely removes the chore of manual tracking for kart drivers.

### TABLE SKITTLES

*Devon Everst*

When researching possibilities for my impact project I found an image of a "table skittles" game online but no measurements. I researched my own measurements and then discovered and learnt the skills I needed to make the game. I also sourced and costed suitable materials, using recyclable materials where possible.

### ENDURO

*Liam de Groot, Nick Barker, Ben De Roode*

Our group's impact project was to provide mountain bike track maintenance. Our project consisted of clearing debris, adding drainage, smoothing out rough areas, adding berms and placing direction arrows throughout the track zephyr. We were all driven to do our impact project because we are all passionate about mountain biking and we have the desire to give back to the community. With all the support we were given we were able to successfully complete our project to a high standard which we are all very grateful for.

### ICT TOPICS

#### "ZOMBIE ROAMING 1<sup>ST</sup> PERSON SHOOTER"

*Tom Burfoot, Robbie Du Plessis*

This impact project has been a labour of love for the last two years. The game was developed using the powerful and complex Unity game engine and the Blender suite of tools for 3D creation. Players can wander a large world consisting of many buildings built from the ground up by the game's 3D designer and acquire accurately and lovingly reproduced weapons and ammunition. The game also features zombie AI weapon physics and inventory management.

### ELLAN ROSE BLOG

*Thelani de Plooy*

The aim of the project was to establish a website where people from the community could get tips or advice about anything that would make their life or daily routine a

little easier. I created that site with thirteen different categories, used time outside of school to do the research necessary to keep the site going and uploaded tips and ideas as well as inspirational quote and photos. The website was successful in terms of reaching the desired amount of viewers and gaining followers and feedback from around the world. I am very proud of what I have accomplished; the amount of viewers as well as the feedback from most of my subscribers.

### COOKING VIDEO

*Jessica Morley*

The idea for my impact project came from being involved in a life skills cooking programme with my peers. I was inspired to compile a well-produced video of the success of the cooking programme to help others learn about the value of life skills. I made a video of the others demonstrating their cooking skills and through this I developed a wide range of effective editing skills with various electronic tools.

### VIRTUAL TOUR

*Johann Massyn*

I embarked on the mammoth tasks of google mapping the entire school site for semester two. Developing a virtual tour of a site as large as a school includes the photographing and manipulations of hundreds of panoramic photographs. This project is unfinished as yet and will be continued in semester one next year. I have a prototype clip to display and clear Gantt chart planning, mapping the stages I will go through to complete this. When finished this product will be uploaded to the school website giving an annotated 360 degree virtual tour of the entire site to anyone, anywhere in the world who wishes to access the website and see what we do and how we do it!

### ENSEMBLE MUSIC APP EMPIRE

*Shaun Russell*

This year I am continuing my previous project, turning my music application into a complete and commercially viable educational package. I am recreating my application from scratch for both windows 8.1 (tablets, laptops and desktops) and Windows Phone 8.1. Each game has been significantly improved with more features, better visuals and greater customisability. I also have built a website which handles the 'composer of the week' and 'piece of the day' features and acts as an information hub for the applications with individual user accounts and statistics tracking. I am also adding an extra game call Chord Builder to bring the app count from three to four (with Stave Shooter, Rhythm Tap and Rhythm Match).

## HEALTH TOPICS

### “WE ARE THE SUM OF OUR PARTS” BOOK SERIES

*Emily Pearson*

This semester I focused on helping kids deal with common cognitive functional disorders. I developed an ongoing series of illustrated books called “The Sum of Our Parts” featuring autism, schizophrenia, dissociative identity disorder, psychosis and bipolarism / depression to help young children understand the symptoms and effects of these illnesses. It's been very effective so far and I've had some impressive sales figures. Hopefully this will lead to more people becoming better educated and understanding of cognitive functional disorders.

### UNSEEN CHILD POVERTY IN NEW ZEALAND

*Nina Pinkerton-Bennett*

Through my project I aimed to raise awareness of all the unseen child poverty in New Zealand. Many people think that this is “the land of plenty” but in reality there is poverty affecting many people and causing life threatening illnesses. While I was not able to fully complete my series of photographs that portrayed what young children between the ages of 5-8 value, I completed my research report and got involved in advertising and running lunch day for Kidscan. The learning I gained around child poverty in New Zealand has been invaluable and will continue to help me develop ways to further raise awareness of the issues surrounding this in the future. It will also hopefully enable me to be involved in actively addressing this major issue for our country.

### WE ARE THE FUTURE

*Pritha Marks*

The aim of my project was to raise awareness about child poverty through education. In order to do this, I wrote 2 books aimed at intermediate aged children, called We are the Future and We are the Future: Resource Booklet. For the first book, I wrote ten short stories told from the perspective of children living in poverty in ten different countries around the world, with a commercially reusable photo and some quick facts about child poverty in each country. The resource booklet contains background information about some of the issues raised in the first book, such as child labour and malnourishment with interactive activities as well as reading comprehension to go with the first book. I then went and presented a seminar about child poverty and held a creative writing workshop with a number of primary schools.

## CONGENITAL HEART DEFECT FITNESS

*Ashley Carlson, Renee Duncan*

As Ashley is a Congenital Heart Defect patient we decided to research the condition and design a fitness regime to improve the cardiovascular health for these patients in the future. We aimed to produce Youtube videos and completed an electronic instructional resource for other people with this condition. We also increased awareness of this condition and documented Ashley's journey to personal fitness and risk management.

## ELEVATE

*Alana Liddle*

The aim of my project was to volunteer at Elevate, a charity that works with people who have intellectual and physical disabilities. I was very fortunate to be able to run a number of sessions by myself. It was a highly successful project as I learnt about multiple intellectual and physical disabilities as well as taking away experiences with people whose needs are often misunderstood by the community. I have completed a booklet on living and handling disabilities, and how to approach people with disabilities.

## DIAMOND HEALTH CLUB

*Michael Wilkins-Price, Jordan Crowson, Alice Humphries*

The aim of our project was to change how the student body viewed healthy living in everyday life. All of us had participated and passed a personal training course the year before and we wanted to share our knowledge with others. We also saw a trend of people starting to diet and head to the gym. We designed and published a book that showcases tried and tested recipes and basic workouts. We wanted students to realise that a healthy lifestyle requires both healthy eating and physical activity – our book 'Diamond Health Club' achieves this.

## MODEL HAND

*Emily Neil*

This project allowed me to link my passions and personal experiences and my potential career. I researched the human hand and made an anatomically correct model of the bones of the hand. This involved making links between my subjects, substantial research and visiting experts in the community at Hands On with respect to rehabilitation following hand injury

## **FIRST AID ANIMATION + QUIZ**

*Sharon Lai, Neha Rai, Seul Lee*

During this project we created a high quality animation and quiz and learnt a large amount of skills and knowledge in the area of first aid. The first was the first aid knowledge we gained from St.John's first aid course we completed as part of our project. None of us had any prior learning in first aid so this taught us how to react to injuries and treat them in a way that will help them heal better and cause less pain to the recipient of the injury. Making an animation taught us more about the process of animation and how characters move. This was our first project and it was successful because we achieved all the goals we set for ourselves and we were happy with what we learnt. We were also very happy that we could apply this skill in different situations in the future.

## **FIRST AID**

*Jamie Moyse, Julia Telford*

The aim of our project was to establish a first aid course to be run at school twice a year and we had thirty seven students taking part. We worked with a variety of stakeholders such as the school nurse, St John and interested students to develop and run the course as well as creating resources for future use. Once the first aid course was run, we went about researching health and safety issues in the workplace and created further useful resources to enhance health and safety at school.

## **CURE KIDS MARKETING CAMPAIGN**

*Ruby Janssen*

The aim of this project was to raise awareness and to create a website for students who are interested in fundraising for Cure Kids. The completed website has become an effective meeting and communication centre where users can share ideas and events. There are also stories from the people that Cure Kids have helped and their experiences with Cure Kids. I'm incredibly proud of the fact that the team at Cure Kids and I have collaborated to create a place where people can organise funding for research that does something to help kids struggling with illness.





CAMPION COLLEGE

# SECTION D

## **LEADERSHIP & EXTRA-CURRICULAR PROGRAMMES**

PART 1:	Participation in Sports/Art
PART 2:	Leadership through Service

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## PART 1: PARTICIPATION IN SPORT/ARTS

### CAMPION COLLEGE SPORTS & ARTS ACTIVITIES

As part of the development of the total person, we encourage students to participate and develop skills in sporting and performing arts activities.

Participation in sports and performing arts helps develop:

- a strong sense of community and belonging
- an ability to work with others and form friendships
- confidence and self-belief
- self-discipline and perseverance
- goal setting abilities
- dealing with adversity
- an understanding of our own giftedness and an appreciation of the giftedness of others

Sports and performing arts also help develop skills which benefit students in their academic endeavours and in their leadership development.

### WEDNESDAY SPORT (2.30 pm – 4.30 pm approx)

The Wednesday sports programme is based on the sports offered in 2015. This is an indicative list only. Most of the sports will be offered again. Other sports may be added to the list. The sports are updated on a term-by-term basis in response to student interest. Sports will only go ahead if sufficient students have signed up.

TERM 1	TERM 2	TERM 3	TERM 4
Volleyball	Boys' Football	Volleyball	Beach Volleyball
Beach Volleyball	Girls' Football	Girls' Football	Touch/Beach Football
Cycling	Girls' Basketball	Badminton	Softball
Basketball	Boys' Basketball	Indoor Bowls	
Tennis	Squash	Chess	
Triathlon	Golf	Netball (mixed)	
Golf	Badminton	Golf	
Surfing for beginners	Surfing	Badminton	
Surfing for experienced	Yoga	Yoga	
Zumba	Taha Fitness	Taha Fitness	
Taha Fitness	Jujitsu	Jujitsu	
Jujitsu		Ki-O-Rahi	
Rugby 7's			

### OTHER SPORTS & ARTS ACTIVITIES

Some of the other sports and arts activities on offer are:

INDIVIDUAL SPORTS			
Athletics	Table Tennis	Swimming	Golf
Multisport	Tennis	Cycling	Skateboarding
Surfing	Cross Country	Body Boarding	Surf Lifesaving
Badminton	Chess	Gymnastics	Archery
Boxing	Squash	Yachting	Rock Climbing
TEAM SPORTS			
Netball	Football	Rugby	Volleyball
Basketball	Cricket	Hockey	Ultimate Frisbee
Softball	Waka Ama		
ARTS			
Orchestra	Jazz Group	Chamber Music	RockQuest
Song Writing	Choir	College Productions	Arts Nights
Shakespeare in Schools	Photography	Art Extension	
LEARN AN INSTRUMENT			
Guitars	Violin	Brass Instruments	Ukulele
Tin Whistle	Cello	Drums	
DANCE			
Polyclub	Hula Hoop Dance	Kapa Haka	Hip Hop
PUBLIC SPEAKING			
Debating	Nga Manu Korero		
OTHER			
Computer Club			

*If there are other activities you are interested in taking part in, please see your Learning Mentor.*

## PART 2: LEADERSHIP THROUGH SERVICE

### STUDENT LEADERSHIP THROUGH SERVICE

Campion College is strongly focused on developing the leadership capability of all students in the school.

Leadership involves positively influencing others into a course of action that promotes the goals of the College within the community and maintaining this focus over a period of time. Leadership is most obviously shown through '*service to others*'.

Developing the leadership potential of all students is an extremely important step in enabling them to serve the wider world. We want our students to be confident, connected and actively involved citizens of the world who are able to critique society from a Christ-centred perspective, promote social justice and show care for the environment.

The following activities show some of the leadership opportunities available in the College. The list is not intended to be exhaustive. Students may recognise other areas where they can show leadership through service and these can be discussed with your Learning Mentor.

Peer Tutoring	Pasifika Polyclub Tutor	Drama Stage Manager
Homework Assistance Tutor	Music Tutor	Shakespeare in Schools Director
Young Vinnies	Peer Support	Orchestra Concert Master
Caritas	Peer Mentor	Orchestra Ambassador
Sports Coach	Cafe Ambassador	Hospitality Ambassador
Sports Manager	Library Ambassador	Magazine Committee
Sports Referee or Umpire	Administration Ambassador	RockQuest Student Mentor
Student Ambassador	Parish Ambassador	Chamber Music
Classroom Ambassadors	Assembly Ambassador	Music for Liturgy
Peer Tutoring St Mary's Students	Hospice Youth Ambassador	Music Technician
Gymnastics Tutor	Lifesaving Ambassador	Computer Technicians
Extension Art Tutor	Student 'runner'	Grounds Duty
Kapa Haka Tutor	Drama Props Organiser	

### DETAILED DESCRIPTIONS

ACTIVITY	DESCRIPTION	YEARS	TIME
Peer Tutoring	Offering assistance to a student in a specific curriculum area or with students with specific learning needs	7-13	In class co-ordinated by classroom teacher. (during non-teaching time)
Homework Assistance Tutor	To provide assistance for students during after school homework classes	10-13	After school
Young Vinnies	A service group that provides support for families in need mostly within the Gisborne region	7-13	Lunch times or after school
Caritas	A service group promoting social justice issues and fundraising for caritas NZ	10-13	Lunch times or after school
Sports Coach	Coach for a named sports team. The coach provides technical skills for them	9-13	Lunch times or after school
Sports Manager	Manager for a named sports team. The manager provides administrative support for the team	9-13	Lunch times or after school
Sports Referee or Umpire	Referee or umpire for a named sport	9-13	Lunch times or after school
Student Ambassador	Students who provide assistance with College wide activities	7-13	During class time and outside class time
Classroom Ambassadors	Students who provide assistance with classroom maintenance and routines and hospitality in the class. (i.e. equipment, tidying up)	7-13	During class time for that curriculum area
Peer Tutoring for St Mary's School	Offering assistance with reading, writing and maths to students at St Mary's School	12-13	Non-teaching time or as negotiated with Home Room teacher
Gymnastic Tutors	Providing assistance in training and administration for the College gymnastics festival, Term 1	9-13	Lunch times or after school
Extension Art tutor	Providing assistance for students in the Art Extension class	9-13	Lunch times or after school
Kapa Haka Tutor	Providing assistance and leadership with College Kapa Haka	7-13	Lunch times or after school
Pasifika Polyclub Tutor	Providing assistance and leadership with College Pasifika Polyclub	7-13	Lunch times or after school
Music Tutor	Providing instrumental tuition to students	7-13	Lunch times or after school
Peer Support	A programme providing support for students new to the College. This programme runs in Term 1 with training in Term 4 of the previous year	12-13	During non-teaching class time
Peer Mentor	One on one support given to some students within the College		Lunch times or during non-teaching class time
Cafe Ambassador	Students who provide assistance for the daily running of the cafe	10-11	Interval and Lunch times
Library Ambassador	Students who provide assistance for the daily functioning of the library and with issuing books from the library	7-13	Interval and Lunch times
Administration	Students who provide assistance with routine tasks from the	7-13	Interval and Lunch times

ACTIVITY	DESCRIPTION	YEARS	TIME
Ambassador	Main Office		
Parish Ambassador	Students who provide assistance with the Parish Masses by distributing leaflets, being an altar server or assisting with children's liturgy	7-13	Saturday or Sunday at Mass
Assembly Ambassador	Ensuring the Gym is set up for assembly and tidied up after assembly	7-9	Assembly and Lunch time
Hospice Youth Ambassadors	Providing assistance to Hospice Tairawhiti with activities such as: promotion of events, street collections, fundraising events, non-direct support for families	12-13	Negotiated. Outside class time
Lifesaving Ambassador	In water support given for junior classes at the beach. Students must hold relevant qualifications	12-13	During non-teaching class time
Student 'runner'	Providing assistance with 'running' messages for the office staff. Limit of one school day per semester	9	Two school days per year
Drama Props organiser	To oversee use of Drama props, return of items and organisation of costumes and props	7-13	Flexible, during non-teaching class time
Drama Stage Manager	Stage Manager for school productions (i.e. Arts night, Shakespeare, College Play)	11-13	Lunch times or after school
Shakespeare in Schools Director	Organise and direct the College Shakespeare in Schools production	12-13	Lunch times or after school
Orchestra Concert Manager	To help get the orchestra ready for performance	10-13	Lunch times or after school
Orchestra Ambassadors	To provide assistance with setting out chairs, stands, handing out notices, taking attendance for orchestra rehearsals	7-9	Lunch times or after school
Hospitality Ambassadors	To provide assistance with College and Parish functions as required. This may involve assistance with catering, setting up venues, clearing up etc	7-13	As required but with an emphasis on outside of class time
Magazine Committee	To provide assistance with producing the College magazine	7-13	Lunch times, after school or during non-teaching class time
RockQuest Student Mentor	To provide mentoring for students competing in RockQuest	7-13	Lunch times, after school or during non-teaching class time
Chamber Music	To practice and perform in the College Chamber music group	7-13	Lunch times, after school or during non-teaching class time
Music For Liturgy	To provide accompaniment in College and Parish liturgies	7-13	Lunch times, after school or during non-teaching class time

CAMPION COLLEGE COURSE OVERVIEW 2016						
	FOUNDATION	NCEA LEVEL 1	NCEA LEVEL 2	NCEA Level 3	U.E.	Scholarship
Religious Studies	Religious Education	Religious Education	Religious Education	Religious Education	✓	-
			Leadership through service	Leadership through service	-	-
		Sacramental Programme	Sacramental Programme	Sacramental Programme	-	-
Specialised Subjects			Biology	Biology	✓	✓
	Social Studies	Business & Enterprise	Business & Enterprise	Business & Enterprise	M	M
	Computing	Computing				
			Chemistry	Chemistry	✓	✓
			Classical studies	Classical studies	✓	✓
	Drama	Drama	Drama	Drama	✓	✓
	English	Elements of English	English	English	✓	✓
	French	French (2017)	French (2018)	French (2019)	✓	✓
	Food & Nutrition	Food & Nutrition	Food & Nutrition	Food & Nutrition	✓	-
			Gateway to Work	Gateway to Work	-	-
	Graphic Design	Graphic Design	Graphic Design	Graphic Design	✓	✓
	Hard Materials	Hard Materials				
		History	History	History	✓	✓
	Japanese	Japanese (2017)	Japanese (2018)	Japanese (2019)	✓	✓
	Mathematics	Mathematics	Mathematics with Calculus	Mathematics with Calculus	✓	✓
		Mathematics with Statistics	Mathematics with Statistics	Mathematics with Statistics	✓	✓
	Math Essentials				✓	✓
	Music	Music	Music	Music	✓	M
		Numeracy				
	Physical Education	Physical Education	Physical Education	Physical Education	✓	✓
	Science	Science			✓	-
			Physics	Physics	✓	✓
	Spanish	Spanish (2017)	Spanish (2018)	Spanish (2019)	✓	✓
	Textiles	Textiles	Textiles	Textiles	✓	M
		Te Reo Maori	Te Reo Maori	Te Reo Maori	✓	✓
		Tongan	Tongan	Tongan	✓	✓
	Visual Art	Visual Art	Visual Art Design	Visual Art Design	✓	✓
			Visual Art Painting	Visual Art Painting	✓	✓
			Visual Art Photography	Visual Art Photography	✓	✓

**CAMPION COLLEGE COURSE OVERVIEW 2016 continued**

<b>Impact Project</b>	<b>Design your own impact project</b> (Each project runs for one semester)
	<b>Robotics &amp; Gaming</b> (This runs for one semester but can extend over the year)
	<b>Scholarship Programme</b> (This runs for one semester but can extend over the year)
	<b>Surfing Academy</b> (This runs for one semester but can extend over the year)
	<b>The Outlook for Someday</b> (This runs for one semester. Extension into semester 2 is by individual arrangement)
	<b>Umbrella Project- Protection of the Poor &amp; Vulnerable</b> (This runs for one semester)
	<b>Umbrella Project- Stewardship of Mother Earth</b> (This runs for one semester)
	<b>Young Enterprise Scheme</b> (This runs for one semester but can extend over the year)