



# HOWICK

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## COLLEGE

**Inspiring a community of passionate learners**

Whakamanawahia tētehi hapori o ngā ākonga hihiri



**Inspiring a community of passionate learners**  
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## PRINCIPAL'S WELCOME

# Welcome

**Howick College has successfully served its community since 1974. We are a co-educational school with a proud reputation for consistently achieving excellence in academic, sporting, and cultural pursuits. The college has a staff of well qualified and dedicated professionals who bring to life our vision of “inspiring a community of passionate learners”. These dedicated professionals are committed to providing a culture of extraordinary care for the young people we serve.**

Howick College provides our young learners with the skills and knowledge to enable them to be the best they can be. We set high standards and have high expectations of our students. In conjunction with our teaching programmes, our core values of courtesy, commitment, curiosity, and courage underpin our school culture and provide guiding principles for our students. This is evident in the high standards of conduct and self-efficacy amongst our students. Consequently, we enjoy high standards of student conduct and behaviour throughout our learning community.

As principal, I am committed to a student-centred approach to education. It is essential that the college is dynamic and innovative and continues to deliver an educational programme that is relevant in a rapidly changing society. Most importantly, our college provides a safe environment where all students feel valued and supported and share a sense of belonging.

I am proud to be the fourth principal of this outstanding school. It is a happy and caring place where students are encouraged to reach their full potential in all aspects of life.

I warmly welcome you to our Howick College community.

**Mr Dale Burden**  
*Principal*





# Our Vision

**Howick College is an engaging and future-focused school committed to providing the widest range of academic and co-curricular opportunities for all students. We firmly believe in doing the best we can to meet individual student's needs in a caring and supportive learning environment to enhance their educational experience. Our focus on student well-being underpins the school's educational vision of inspiring a community of passionate learners.**

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

Our exceptional teachers encourage students to always aim to achieve their personal best. This means that our students receive a high-quality education that prepares them well for post-school life. Howick College is committed to fostering every student's present and future potential, equipping them with the life skills they will need in this ever-changing world.

# Our History

**Howick College is a state co-educational secondary school with students from Year 9 to Year 13. Established on its present site in the suburb of Cockle Bay, the college opened in February 1974 with Mr Don Ingham as the founding principal, 16 teaching staff and its first intake of 216 students in Year 9. In the short time since then, the college has grown to over 2,100 students and 200 staff.**

The only thing that has remained constant in education over the past five decades has been the on-going change. At our college, we have been careful not to follow every fad or fashion. We have deliberately evaluated each and every change and tailored it to meet the needs of our students.

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





# Our Values

The Howick College values are reflected and embedded in the curriculum we deliver and permeate all aspects of school life on a daily basis for our students and staff. We nurture our culture of extraordinary care and consistently provide support to meet the needs of our students in academic, sporting, cultural, and social aspects. Our young people are encouraged to strive for excellence and to be the best that they can be in carrying our 4 core values with them not only in school but in everything that they do in life.

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

# The 4Cs

- **Courtesy**  
We will be kind and respectful
- **Curiosity**  
We will strive to understand
- **Commitment**  
We will never give up
- **Courage**  
We will challenge ourselves





# Student Welfare and Pastoral Care

**Howick College prides itself on a strong and inclusive pastoral care system. We embrace diversity and promote equity, acceptance, and well-being.**

The formation and maintenance of positive, supportive relationships is at the core of our pastoral care system. All students belong to one of six houses, each of which has two deans. These houses will be their whānau during their time at school. Houses are made up of tutor groups led by a tutor teacher who will stay with their group from Year 9 to Year 13. Pastoral care is delivered through this house-based system in order that students feel safe and cared for and have a sense of continuity and belonging. Student leaders of each house lead, mentor, and support their fellow house members, encouraging house pride and community spirit.

Howick College provides a holistic and integrated approach to enhancing student well-being and learning. In an environment where every student matters, we have in place an extensive student support network, which includes well-qualified guidance counsellors, youth workers, a registered school nurse, a physiotherapist, careers advisors, and learning support coordinators. Their aim is to provide a range of programmes that support students' welfare and well-being no matter what their needs are.

We encourage students to demonstrate our core values of courtesy, commitment, curiosity, and courage in their behavior. By doing so, they help to ensure that our school is a safe, caring, and supportive environment where everyone can take a stand for what they believe in, build their character, and develop the personal attributes necessary to become global citizens.

# Our Houses

**BACOT (green)** was named after John Thomas Watson Bacot (1821–1888), the surgeon who settled in the Howick area with the Fencibles in 1848. He later became a member of New Zealand's first Parliament representing the settlement.

**BELL (blue)** was named after the historic Bell House located in the Howick Historical Village. Built by a Fencible officer in 1851, it was later sold to local farmer, David Bell, whose family owned it for over 100 years and whose name remains to this day.

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

**IRVINE (purple and gold)** was named after Captain John Irvine, an early English settler who served as the last resident magistrate at the old Howick Courthouse. His historic homestead on "Prospect Hill" still stands to this day.

**MACDONALD (red and white)** was named after Captain Alexander MacDonald who arrived in Howick in 1847. A captain in the New Zealand Fencibles, he was later voted into the position of Warden of Howick.

**MINERVA (pink)** was named after the sailing ship Minerva which brought the first Fencible soldiers and their families from England to Auckland Harbour in October 1847 after a "good voyage" of 95 days. The group would eventually be the first Europeans to settle in Howick.



# New Zealand Curriculum Learning Areas

## THE ARTS

Arts education explores, challenges, affirms, and celebrates unique artistic expressions of self, community, and culture. It embraces *toi Māori*, valuing the forms and practices of customary and contemporary Māori performing, musical, and visual arts.

Learning in, through, and about the arts stimulates creative action and response by engaging and connecting thinking, imagination, senses, and feelings. By participating in the arts, students' personal well-being is enhanced. As students express and interpret ideas within creative, aesthetic, and technological frameworks, their confidence to take risks is increased. Specialist studies enable students to contribute their vision, abilities, and energies to arts initiatives and creative industries.

In the arts, students learn to work both independently and collaboratively to construct meanings, produce works, and respond to and value others' contributions. They learn to use imagination to engage with unexpected outcomes and to explore multiple solutions.

## ENGLISH

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

By understanding how the English language works, students are equipped to make appropriate language choices and apply them in a range of contexts. Students appreciate and enjoy texts in all their forms. The study of New Zealand and world literature contributes to students' developing sense of identity, their awareness of New Zealand's bicultural heritage, and their understanding of the world.

## HEALTH AND PHYSICAL EDUCATION

Through learning and by accepting challenges in health-related and movement contexts, students reflect on the nature of well-being and how to promote it. As they develop resilience and a sense of personal and social responsibility, they are increasingly able to take responsibility for themselves and contribute to the well-being of those around them, of their communities, of their environments (including natural environments), and of the wider society.

This learning area makes a significant contribution to the well-being of students beyond the classroom, particularly when it is supported by school policies and procedures and by the actions of all people in the school community.

## LEARNING LANGUAGES

Learning a new language provides a means of communicating with people from another culture and exploring one's own personal world. Languages are inseparably linked to the social and cultural contexts in which they are used. Languages and cultures play a key role in developing our personal, group, national, and human identities. Every language has its own ways of expressing meanings; each has intrinsic value and special significance for its users.

As they learn a language, students develop their understanding of the power of language. They discover new ways of learning, new ways of knowing, and more about their own capabilities. Learning a language provides students with the cognitive tools and strategies to learn further languages and to increase their understanding of their own language(s) and culture(s).

## MATHEMATICS AND STATISTICS

By studying mathematics and statistics, students develop the ability to think creatively, critically, strategically, and logically. They learn to structure and to organise, to carry out procedures flexibly and accurately, to process and communicate information, and to enjoy intellectual challenge.

By learning mathematics and statistics, students develop other important thinking skills. They learn to create models and predict outcomes, to conjecture, to justify and verify, and to seek patterns and generalisations. They learn to estimate with reasonableness, calculate with precision, and understand when results are precise and when they must be interpreted with uncertainty. Mathematics and statistics have a broad range of practical applications in everyday life, in other learning areas, and in workplaces.

## SCIENCE

Science is a way of investigating, understanding, and explaining our natural, physical world and the wider universe. It involves generating and testing ideas, gathering evidence – including by making observations, carrying out investigations and modelling, and communicating and debating with others – in order to develop scientific knowledge, understanding, and explanations. Scientific progress comes from logical, systematic work and from creative insight, built on a foundation of respect for evidence. Different cultures and periods of history have contributed to the development of science.

## SOCIAL SCIENCES

Through the social sciences, students develop the knowledge and skills to enable them to: better understand, participate in, and contribute to the local, national, and global communities in which they live and work; engage critically with

societal issues; and evaluate the sustainability of alternative social, economic, political, and environmental practices.

Students explore the unique bicultural nature of New Zealand society that derives from the Treaty of Waitangi. They learn about people, places, cultures, histories, and the economic world, within and beyond New Zealand. They develop understandings about how societies are organised and function and how the ways in which people and communities respond are shaped by different perspectives, values, and viewpoints. As they explore how others see themselves, students clarify their own identities in relation to their particular heritages and contexts.

## TECHNOLOGY

With its focus on design thinking, technology education supports students to be innovative, reflective and critical in designing new models, products, software, systems and tools to benefit people while taking account of their impact on cultural, ethical, environmental and economic conditions.

The aim is for students to develop broad technological knowledge, practices, and dispositions that will equip them to participate in society as informed citizens and provide a platform for technology-related careers. Students learn that technology is the result of human activity by exploring stories and experiences from their heritage, from Aotearoa New Zealand's rich cultural environment, and from contemporary examples of technology. As they learn in technology, students draw on and further develop the key competencies.

*\*Information sourced from the Ministry of Education website.*



## JUNIOR CURRICULUM CAPABILITIES

- SELF-MANAGEMENT
- COMMUNICATION
- COLLABORATION
- GLOBAL LEADERSHIP
- CRITICAL THINKING
- CREATIVITY

## SINGLE SUBJECTS PROGRAMME

In this programme, the core subjects of Mathematics, English, Social Studies, Health and Physical Education, and Science are taught by individual expert teachers focused on the curriculum achievement objectives. Focusing on individual subjects allows a more in-depth exploration of each topic so that students can delve deeper into specific concepts to gain a thorough understanding.

This depth of knowledge enhances expertise and critical thinking within a specific domain. Specialisation also ensures students develop a strong foundation in essential subject principles and skills before moving on to NCEA in senior school. This will prepare our students to be successful now and in the future. There is a focus on using digital platforms, such as Stile and Education Perfect, to make learning individualised and highly engaging.

# Innovative, Future-Focussed Junior Curriculum (Years 9 & 10)

**Howick College offers a broad range of subjects that enable students to experience the full breadth of the New Zealand Curriculum. There is an explicit focus on supporting students to be academically successful and to develop the capabilities they will need to be positive members of a global society.**

**Our students are nurtured within a caring and supportive learning environment that will inspire them to grow and reach their potential.**

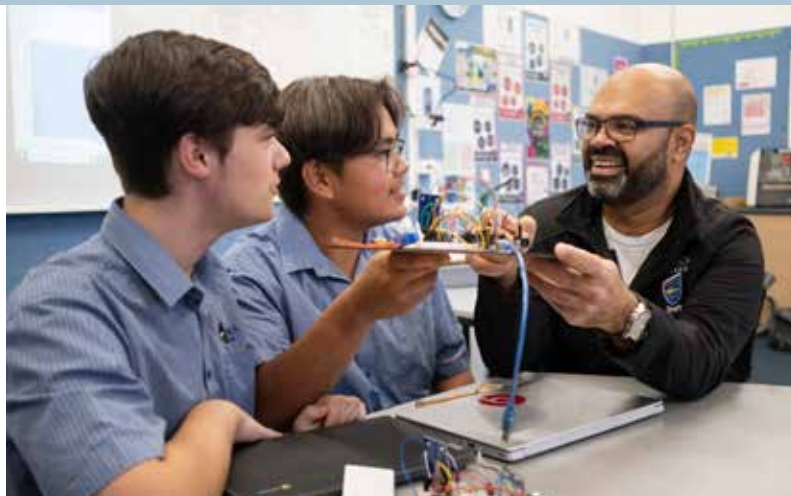
In Years 9 and 10, our Innovative Future-Focussed Junior Curriculum is designed to build a solid foundation across the five core subjects of English, Mathematics, Physical Education, Science, and Social Science. Additionally, students will explicitly develop the capabilities of self-management, communication, collaboration, creativity, critical thinking, and global leadership.

When entering Howick College, students have a choice of three programmes – the Single Subjects Programme, the Integrated Subjects Programme, and the Sport in Education Programme. The three programmes approach teaching and learning differently, but they each

cover the core capabilities and the five core subject skills required so that students can progress to be successful NCEA graduates. To complement their chosen core programme, students will also select a variety of optional subjects from areas such as Technology, the Arts, Languages, and Business.

Whichever programme a student chooses, the aim of the Innovative Junior Curriculum is to encourage students to experience a diversity of subject fields that support them to be passionate independent learners, who are self-motivated and ready to aim for excellence in senior school and beyond.





## INTEGRATED SUBJECTS PROGRAMME

Previously known as the Innovation Stream, this is an exciting core programme designed to prepare our students to be successful now and in the future.

Rather than learning subject skills such as literacy and numeracy in traditional single-subject contexts, the core subjects are paired together to create four new subjects called **Community Action, Creative Design, Problem Solving, and Future Studies.**

In these four subjects, students will learn Mathematics, English, Social Studies, and Science by completing real-world projects that are highly engaging and prepare students for life after college. Each subject is delivered by a pair of specialist teachers who collaborate to respond to students' needs and to create learning that strengthens the capabilities of our young people and prepares them to be future leaders.

*\*Numbers for this programme are limited.*

## SPORT IN EDUCATION PROGRAMME

Sport in Education offers students who are passionate about sports an engaging opportunity to learn the core subject skills of Mathematics, English, Social Studies, Physical Education and Health, and Science through the context of sport. Teachers with a passion for sports deliver learning that makes a positive impact on students' academic, social, and sporting achievements. Students can make strong learning connections by applying fundamental sporting skills to their learning so they can reach their full academic potential. There is also an opportunity to continue the Sport in Education journey into Years 11 and 12.

Sport in Education students are expected to represent Howick College in at least one sport. Through representation, students demonstrate our core 4C values and their determination to succeed both when competing on the field and in their training commitments. Sport in Education students will also act as Sports Ambassadors for the college and are involved in sporting events in the local schools and in the wider community. Through these activities, students will explicitly develop the six capabilities.

*\*Entry into this programme is by application only.*

## HOWICK COLLEGE NETBALL ACADEMY (2024 ONWARD)

This is a half-year skills-based subject focussed on the development of netball skills and abilities for those students that have been identified as having talent in this sport. Course content will develop existing skills and

knowledge and provide an opportunity for girls to engage in practical and theory sessions covering rules, nutrition, fitness, skill acquisition and development, and game analysis.

*\*Entry by trial and invitation only.*

## CHOOSING YOUR JUNIOR CORE SUBJECT PROGRAMME

When students enroll at Howick College, they will be asked to indicate which of the three programmes they would prefer to join. In most cases, students will be provided with their first

choice of programme; however, in some cases, students may have to opt for their second-choice programme.

## SENIOR CURRICULUM (YEAR 11 TO 13/NCEA LEVEL 1 TO 3)

From Year 11, students will choose six subjects and be assessed using the National Certificate of Educational Achievement (NCEA) system. The NCEA qualification is New Zealand's primary assessment qualification, which is recognised and accepted internationally.

In each subject, skills and knowledge will be assessed against a variety of standards. A range of internal and external assessments are used to measure how well students meet these standards. When students achieve a standard, they will gain a number of credits. Students must obtain a certain number of credits to gain an NCEA Certificate. There are three levels of NCEA Certificate, and generally students work

through Levels 1 to 3 from Year 11 to 13, but these can be gained over more than one year.

All students are encouraged to pursue high achievement by gaining NCEA with Merit or NCEA with Excellence. When students perform consistently above the "Achieved" level, their results can be "endorsed" to reflect their high level of commitment and academic excellence. This is recognised through Endorsement Certificates awarded at each level and in each course.

At NCEA Level 3, students will need to obtain a certain number of credits in approved subjects, plus literacy and numeracy, to gain University Entrance requirements.





# Howick College

## Subject Pathways

LEARNING AREA	YEAR 9	YEAR 10	YEAR 11 NCEA LEVEL 1	YEAR 12 NCEA LEVEL 2	YEAR 13 NCEA LEVEL 3
<b>Business and Management</b>	Enterprise Studies	Moneywise	Commerce	Business Studies	Business Studies
				Economics	Economics
				Accounting	Accounting
				Money Management	Business Leadership
<b>English</b>	English	English	English	English	English
			English Communication	English Communication	English Communication
		Media Studies	Media Studies	Media Studies	Media Studies
				Classical Studies	Classical Studies
				English Internal	English Internal
			Sport Media Studied	Sport Media Studies	
<b>Expressive Arts</b>	Art Practical	Art Practical	Art Practical	Art Practical	Painting
			Photo Design	Art Design	Design
				Photography	Photography
				Art for Interest	Art for Interest
	Dance	Dance	Dance	Dance	Dance
	Drama	Drama	Drama	Drama	Drama
Music	Music	Music	Music	Music	
<b>Health, Physical Education &amp; Outdoor Education</b>	Physical Education	Physical Education	Physical Education Studies	Physical Education Studies	Physical Education Studies
		Outdoor Education	Outdoor Education	Outdoor Education	Outdoor Education
				Sports and Exercise Studies	Sports and Exercise Studies
	Health Education	Health Education	Health Education Studies	Health Education Studies	Health Education Studies
<b>Integrated Subjects Programme</b> (Spaces are limited)	Future Studies: Science and English	Future Studies: Science and English	Future Problem Solving		
	Problem Solving: Mathematics and Science	Problem Solving: Mathematics and Science	Critical Problem Solving		
	Creative Design: English and Social Studies	Creative Design: English and Social Studies	Applied Humanities	Applied Humanities	
	Community Action: Social Studies and Statistics	Community Action: Social Studies and Statistics			
		Expressive Well-being: PE, Health and the Arts			
<b>Languages</b>	Te Reo Māori	Te Reo Māori	Te Reo Māori	Te Reo Māori	Te Reo Māori
	French	French	French	French	French
	Spanish	Spanish	Spanish	Spanish	Spanish
	Chinese	Chinese			
<b>Language Support</b>	English Language	English Language	English Language	English Language	English Language
			English Language Support	English Language Support	English Language Support
<b>Learning Support</b>	Strengthening Literacy		Skills for Life	Skills for Life	Skills for Life
	Strengthening Numeracy				

LEARNING AREA	YEAR 9	YEAR 10	YEAR 11 NCEA LEVEL 1	YEAR 12 NCEA LEVEL 2	YEAR 13 NCEA LEVEL 3
<b>Mathematics</b>	Mathematics	Mathematics	Mathematics External	Mathematics Modelling	Mathematics Modelling
			Mathematics Internal	Mathematics with Statistics	Mathematics with Statistics
				Mathematics with Calculus	Mathematics with Calculus
<b>Sciences</b>	Science	Science	Science	Science	Science
			Science Double	Chemistry	Chemistry
					Chemistry Advanced
				Physics	Physics
					Physics Advanced
				Biology	Biology
<b>Social Sciences</b>	Social Studies	Social Studies	History	History	History
			Geography	Geography	Geography
				Sociology	Sociology
				Travel and Tourism	Tourism
<b>Sport in Education</b> (Entry by application)	Sport Science	Sport Science	Sport Science	Sport Science	
	Sport Communication	Sport Communication	Sport Communication	Sport Communication	
	Athlete Development	Athlete Development	Sport Development	Sport Development	
	Sport Mathematics	Sport Mathematics	Sport Mathematics		
<b>Sport Academies</b> (Entry by trial and invite)	Sport Humanities	Sport Humanities			
	Netball Academy	Netball Academy (from 2025)			
<b>Technology</b>	Creative Technology				
	Design and Visual Communication	Design and Visual Communication	Design and Visual Communication	Design and Visual Communication	Design and Visual Communication
	Digital Technologies - Computing	Digital Technologies - Computing	Digital Technologies - Computing	Programming	Programming
				Digital Technologies - Digital Media	Digital Technologies - Digital Media
				Computer Studies	Computer Studies
	Digital Technologies - Electronics	Digital Technologies - Electronics	Digital Technologies - Electronics	Digital Technologies - Electronics	Digital Technologies - Electronics
			Practical Design Technology	Practical Design Technology	Practical Design Technology
	Food Technology	Food Science Technology	Food Science Technology	Food Science Technology	Food Science Technology
			Hospitality	Hospitality	Hospitality
				Early Childhood Education and Care	Early Childhood Education and Care
Resistant Materials Technology	Resistant Materials Technology	Resistant Materials Technology	Resistant Materials Technology	Resistant Materials Technology	
		Building and Construction	Building and Construction	Building and Construction	
Textiles and Design Technology	Textiles and Design Technology	Textile and Design Technology	Textile and Design Technology	Textile and Design Technology	

Occasionally subjects will change. To see the most up-to-date subject pathways map, go to [www.howickcollege.school.nz/subject-pathways](http://www.howickcollege.school.nz/subject-pathways)

# Arts & Culture

## CO-CURRICULAR OPPORTUNITIES

Our arts and cultural programmes provide numerous opportunities for students to enrich their learning experience, develop a sense of belonging and build both their leadership and social competencies. Students are supported in the development of their individual skills and talent while learning to work constructively with others towards a common goal. All students are encouraged to participate in arts and cultural groups.

## PERFORMING ARTS

Howick College has a proud performance culture, and our students are passionate about their creative pursuits, with many gaining recognition at regional, national, and international levels.

### Drama

Students interested in Drama can take part in various festivals and competitions, such as the SGCNZ University of Otago Sheilah Winn Shakespeare Festival and the Auckland Live Showdown, and have received numerous awards for their productions and individual performances. Major school musical productions and senior shows allow students to get involved with all aspects of the production process, from acting and directing to set and costume design as well as the technical aspects of lighting and sound.

### Dance

Howick College offers a strong and diverse Dance programme. Students experience a broad range of dance styles to develop their versatility and understanding of different genres. The annual Howick College Dance Showcase is a highlight of the school calendar and is open to both co-curricular dance groups and those taking Dance as an option. Dancers also represent Howick College at a variety of festivals, competitions, and showcase events throughout the year.



## Music

In Music, students can choose to learn an instrument or take vocal lessons and can participate in music groups, such as the String Orchestra, Jazz Band, and Choir. Our musicians enjoy many performance opportunities, including the KBB Music Festival, the Smokefree Rockquest, and community concerts held at the Uxbridge Arts & Culture Centre. They also perform at school awards ceremonies and drama productions.

## VISUAL ARTS

Our diverse Visual Arts programme supports and extends students interested in Art Practical, Painting, Photography, and Design. Students engage with visiting artists in residence, and achievement is celebrated throughout the year at events such as the East Auckland Youth Visual Arts showcase, the Pat Hanley Awards, the Focus Art Exhibition, and the Regional Visual Arts Showcase.

## CULTURAL GROUPS

Howick College is proud to embrace the vibrant cultural diversity that makes up our community, and this is reflected in our many cultural groups, including Samoan, Tongan, Māori, Indian, Chinese, Filipino, Fijian, Tokelauan, and the Cook Islands. We encourage students of all backgrounds to take part in a cultural group to celebrate their own cultural identity, appreciate the culture of others, and take advantage of leadership opportunities. Cultural groups perform at a number of cultural events throughout the year, including the Howick College International Food Festival, Culture Week, our Po Fiafia evening, Polyfest, and Kohanga Festival.

## DEBATING

Debating develops critical thinking, teamwork, and confidence in public speaking. At Howick College, debating is well supported with junior, senior, and advanced teams competing in the Auckland Secondary Schools Debating Competition.

## CLUBS AND INTEREST GROUPS

At the beginning of each year, students can sign up for the many clubs and interest groups on offer. These include but are not limited to Costume Design, Esports, Programming, Chess Club, Baking Club, Film Club, Art Club, Photography Club, Theatre Sports, and Envirogroup. Clubs normally meet weekly during lunchtimes and are supported by a member of our teaching staff.





# Sport

**Sport at Howick College is an integral part of our students' social and physical development. All students are encouraged to participate in at least one sport, and we offer an extensive range of both summer and winter sporting codes. Our programme promotes the development of new skills, teamwork, fair play, and personal responsibility while also instilling a commitment to continuous improvement and personal excellence.**

Our sports programme caters for the diverse needs and abilities of our students, whether it be playing sport socially or as a member of one of our many high-performing premier teams competing at national and international levels.

Students participate in weekly interschool competitions, day tournaments, and the New Zealand Secondary Schools Summer and Winter Tournaments, where secondary schools across the country compete for national championship titles.

In addition to the sporting codes on offer, our Sports Department also supports students' entry into a variety of other sports codes offered outside the school.



## SPORTING CODES ON OFFER AT HOWICK COLLEGE:

- Badminton
- Basketball
- Brazilian Jiu Jitsu
- Cricket
- Football
- Golf
- Gymnastics
- Hockey
- Inline Hockey
- Judo
- Mountain Biking
- Netball
- Orienteering
- Rowing
- Rugby
- Rugby Sevens
- Softball
- Tag
- Touch Rugby
- Underwater Hockey
- Volleyball
- Water Polo



# Service

**We encourage our students to value, serve, and enrich their community. Volunteering and community service engages students with both the school and wider community, creates strong personal connections, and increases a sense of social awareness and responsibility.**

Students at all year levels are encouraged to make a positive contribution to their community by identifying and addressing issues and inequalities.

Howick College has well-established relationships with a number of charities, community service groups, and not-for-profit organisations. Our students are actively involved in charity fundraising, blood donation, environmental projects, and social causes.

Through these initiatives, students come to appreciate the importance of service and contributing to the greater good, a philosophy that will stay with them throughout their lives

# Leadership

**Leadership is a significant aspect of student life at Howick College. We place a strong emphasis on the development and support of our young people to empower them to become future leaders in our society.**



Student leaders learn to become problem solvers who can drive student-led initiatives and act as role models of our Howick College values. The student leadership team consists of our Head Students, Deputy Head Students, House Leaders, Council Leaders, and a Board Student Representative. They receive leadership training and development and work closely with key college staff members to provide support for the wider student body and realise their vision for the college.

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

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



# Enrolment Information

## ENROLMENT INFORMATION EVENING

In term 3, prospective students and their families will have the opportunity to visit Howick College during our Enrolment Information Evening to meet with the Senior Leadership Team and members of our teaching staff, interact with many of our students, ask questions, and see the school in operation around the campus via student-led tours.

## PROOF OF IDENTITY AND GUARDIANSHIP

All applicants must submit the following documentation when completing their online enrolment application.

Applicants born in New Zealand must include a photo/scan/digital file of either (1) their birth certificate or (2) their passport, with all completed online enrolments.

Applicants born outside of New Zealand must provide a photo/scan/digital file of both their passport and their parents/legal guardians' passports with all completed online enrolments. All required visas must be valid and up to date at the time of the application.

If there are any custodial arrangements with court orders or intervention by Oranga Tamariki, a photo/scan/digital file of all relevant documentation must be provided.

## IN-ZONE ELIGIBILITY

Students who, on the first day of attendance, are living permanently within the Howick College zone boundaries and who meet the criteria for a state-funded education are entitled to attend Howick College. The Howick College zone boundaries, with a list of streets and the zone map, are available on the Howick College website.

The student's primary caregiver must be their natural parent or legal guardian. If the student

is living with relatives who are not the natural parent, then the primary caregiver must provide evidence of legal guardianship. With regard to complex custody arrangements, the Howick College Board reserves the right to consider guardianship verification on a case by case basis.

## All In-Zone applicants must provide the following as proof of their permanent residential address:

- In-Zone families who own their home must provide a photo/scan/digital file of (1) a sale and purchase agreement or Auckland Council rates document AND (2) a recent complete electricity invoice including supply address.
- In-Zone families who are renting must provide a photo/scan/digital file of (1) a fixed term rental agreement of a council-approved rateable dwelling that is valid during the period of the first day the student commences school; AND (2) a recent electricity invoice or verification from an electrical supplier; AND (3) a bond lodgement receipt from Tenancy Services, as verification of living in-zone.
- If families are unable to verify their in-zone eligibility at the time of enrolment, the school may consider a "Statutory Declaration" whereby families verify that all information provided in the online enrolment application is true and correct. This declaration is made under the conditions of the Oaths and Declarations Act 1957.

## OUT-OF-ZONE APPLICATIONS AND BALLOT PROCESS

All Out-of-Zone applicants must complete ALL online enrolment requirements and submit all necessary supporting documents before the closing date in order to go into the ballot. No Out-of-Zone applications will be accepted after the closing date.

The ballot will be drawn one week after the out-of-zone application closing date, and all families will be notified within 24 hours whether they have been accepted following the outcome of the ballot.

## IF APPLICANTS ARE SUCCESSFUL IN THE FIRST INSTANCE:

- The family will be notified once the ballot is drawn;
- Applicants will have 14 days to confirm their place;
- If applicants decline their place or do not reply to the school to confirm their place within 14 days, they will be removed from the acceptance list, and the space will be offered to the next applicant on the ballot.

***For the latest enrolment dates and information and to complete your online application, please visit the enrolment section of our website [www.howickcollege.school.nz/enrolment](http://www.howickcollege.school.nz/enrolment) or scan the QR code →***

## IF APPLICANTS ARE UNSUCCESSFUL IN THE FIRST INSTANCE:

- The family will be notified once the ballot is drawn;
- Applicants will be given their number in the ballot;
- Applicants who are offered a place at a later stage will have three working days from the date of notification to confirm their acceptance before their place is offered to the next applicant on the list.



# Fees & Scholarships

## FINANCIAL CONTRIBUTION

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

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

**Your generosity makes a significant difference in providing resources and equipment for our students. We encourage all parents and caregivers to support Howick College by making their financial contribution of \$300 per student or \$550 for two or more students.**

**All donations are receipted and are tax deductible (33.3% of your total donation, up to the same amount of your taxable income during the tax year, can be claimed). If preferred, payments can be made in instalments to suit.**

## FEES

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

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

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

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

## ROTARY ACADEMIC SCHOLARSHIPS FOR YEAR 9

With the generous support of Howick Rotary, Howick College is pleased to offer students who meet the In-Zone eligibility the opportunity to apply for one of **three** Rotary Academic Scholarships. Applications are open to any Year 8 In-Zone students seeking enrolment in Year 9 at Howick College.

**Scholarship Criteria:** The successful candidates will have proven academic ability, have an excellent attitude towards learning and provide evidence of their positive contribution to their current school. These criteria will be considered when selecting the successful recipients, and the selection panel's decisions will be final.

Valued at **\$1,000 each**, the scholarships can be used towards school uniforms, subject materials, school fees, subject-related activities, trips and camps, digital devices, and other educational resources. Payment will be credited to an account in the recipient's name at the college. This fund will then be used for the purposes and items outlined above for as long as the student is enrolled at Howick College. The total amount drawn against the scholarship, over time, will not exceed the stated value of the scholarship awarded.

For further information on scholarship criteria, selection process, application form, and closing date, please visit the Howick College website: [www.howickcollege.school.nz/rotary-scholarship](http://www.howickcollege.school.nz/rotary-scholarship)





# HOWICK

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