

WELLINGTON GIRLS' COLLEGE



PROSPECTUS

2012



QUALITY EDUCATION FOR GIRLS IN THE HEART OF NEW ZEALAND'S CAPITAL CITY

PROSPECTUS 2012



Dear parents, caregivers and girls

I am delighted to have the opportunity to introduce you to Wellington Girls' College as a possible school for your daughter in 2012.

2011 has been a year of significant change for the college. We have a new strategic plan, a new uniform and netbooks for Year 9, and by the middle of the year we will be working in our new block. We believe all of these changes will continue to develop the college, building on its reputation as an innovative and future-focussed school and making it even more responsive to the needs of the young women of today.

Our **Open Day** is being held on **Thursday 16 June**.

I would encourage you to read this prospectus and then make time to visit us on that day to see the school in action. There are three presentations in the school hall, starting at **9am, 10.30am and 11.30am**, followed by tours led by senior students. I will also be visiting a number of in-zone contributing schools during Term 2 to meet smaller groups of prospective parents and girls. This is your opportunity to make an informed choice about the best environment for your daughter for her secondary schooling.

I look forward to meeting you in the weeks ahead.



Julia Davidson with 2011 Head Girl and Deputy Head Girl

Julia Davidson

Principal

OUR HISTORY



Wellington Girls' College was founded in 1883. The founders were committed to providing an education appropriate to the times that would produce confident young women able to make a positive contribution to society. We remain true in essence to this philosophy, but strive not just to provide an education for the current times, but an education that equips our young women to meet the challenges of the future, helping them to become creative thinkers, independent learners and confident problem-solvers. The College has evolved into a dynamic and vibrant community that is the place of choice for many of Wellington's young women.

The school has a long-standing tradition of strong and stable leadership, having appointed only ten Principals in its 127-year history.

Famous Old Girls include:

Katherine Mansfield, Ruth Pretty, Leilani Read, Dr Ocean Mercier, Jo Randerson, Fleur Adcock, Helen Sutch, Elizabeth Garden, Rebecca Perrott, Juliet Etherington, Dr Stephanie Hughes, Dr Janet Soon, Pat McKelvey, Denise Almao, Megan Clark, Beth Jurgeleit, Nancy Sturman, Anna Paquin, Rebecca Gibney, Jenny Pattrick, Elizabeth McRae, and Justine Munro.

The College continues to nurture young women who will go on to make a mark on the world or who are making a mark on the world already in many diverse fields. Some of our many recent successes include:

- Top Scholar French 2010 and Chinese 2009 in NZQA Scholarship exams
- Top performing lower North Island school at Maadi Cup (Rowing) 2011
- Two members of the NZ Secondary Students' Choir in 2007/8, four in 2009/10 and three in 2011/12 including co-leader of the choir and lead soprano
- National representatives and trialists for basketball, handball, rowing, touch rugby 2011
- Winner of the national Alliance Francaise scholarship to France 2010
- Winners of study awards to Germany 2003, 2005 – 2010
- Teal Voices choir awarded Bronze award at national Big Sing finale 2010
- Attended at the Singapore Science symposium 2010
- Winner Division 2 Rugby competition 2010
- Winners NZ hip hop dance competition 2010; attendees at world championships in La Vegas
- Recipients of over \$300,000 worth of scholarships to tertiary institutions at the 2010 & 2009 awards evening
- Representatives in NZ secondary schools, NZU17 & NZU21 netball teams 2010
- Winner of regional Stage Challenge 2005, 2006, 2008, 2010 and the national television competition 2008
- A recipient of a Ministry of Education immersion study award to France 2006- 2007 and to Germany 2010
- Winner of national secondary schools' cricket competition 2009
- Winner of Wellington senior regional tennis, cricket & netball competitions, 2008-10
- Winner of Wellington senior regional soccer competition 2008
- Winner of a place to the University of Texas (Austin) on a four year rowing scholarship 2008
- Winners of Year 10 & 12 Alliance Francaise speech competitions 2007, Year 13 in 2008 and Year 12 2009
- A range of category winners in the Bernina Young Designers Awards 2004-2009, including Supreme Award Winner 2005
- Numerous recipients of the Hillary Challenge of the Duke of Edinburgh's Gold Award – 5 in 2010
- Selection of students to a variety of national representative teams including the codes of netball, soccer, underwater hockey, cross country, kendo, cycling, hockey, swimming, athletics, diving, rowing, aerobics, waka ama, gymnastics and equestrian

OUR GUIDING PRINCIPLES

Lumen Accipe et Imperti – Receive the light and hand it on

Our mission, vision and values provide the framework for school culture, and all planning and decision-making in relation to the core business of the College: the education of our students.

Our Mission and Purpose

‘Wellington Girls’ College will prepare young women to go out into the world as independent thinkers with respect for themselves and others, the confidence to accept and respond to challenges, and an enduring passion for learning.’

Vision

Confident, connected, innovative, resourceful, learners

Values Statement

Our culture is underpinned by the following values:

- **High expectations**, of ourselves and others, in all dimensions of school life
- **Respect**, for self and others, and the principles of honesty, integrity, and accountability
- **Inclusion & equity**, which includes embracing and celebrating diversity
- **Innovation & critical thinking**, leading to bold, creative and considered action
- **Ecological sustainability**, which includes care for the environment
- **Community & participation**, for the common good

Goals

- **Our learning pedagogy**
 - To nurture bold & creative thinkers
 - To be at the forefront of quality teaching & learning
 - To support lifelong learners
- **Our learning environment**
 - To build an empowering & affirming environment
 - To ensure our infrastructure is responsive to changing learning needs
- **Our learning community**
 - To actively seek out opportunities to extend local, national & global connectedness
 - To foster a culture of innovation & participation that respects the traditions of Wellington Girls’ College.



OUR EXPECTATIONS

OUR LEARNING ENVIRONMENT

At Wellington Girls' College we aim to foster a positive classroom environment. Each student should feel comfortable and valued and be able to achieve to her potential.

Staff and students have to recognise the rights and responsibilities we all share.

- **We have the right** to learn and teach without being interrupted.
- We have the **responsibility** not to interrupt.

- **We have the right** to be treated courteously and respectfully.
- We have the **responsibility** to treat others courteously and respectfully.

- **We have the right** to work in a safe environment.
- We have the **responsibility** not to endanger or bully.

- **We have the right** to feel proud of our College.
- We have the **responsibility** to act in ways which build a good image.

- **We are all responsible** for our own actions and we must all see that **the rights of every other person in the school are guaranteed.**

OUR SCHOOL CULTURE

- Students will show respect for others and will behave in the classroom in a manner that allows others to learn.
- Students are expected to act responsibly at all times.
- Respect will be shown for the property of others and that of the school.
- Uniform will be worn with pride and respect at all times.
- Wellington Girls' College's status as a Smoke Free Zone will be adhered to.
- Wellington Girls' College's status as a drug free environment will be adhered to.
- Students will come prepared for learning and will not be under the influence of alcohol or any other substance while at school or at any school function.
- Appropriate and respectful language with each other is expected.
- Punctuality to class is expected.
- Students are expected to be on site and in class unless permission has been given by a teacher.
- Appropriate behaviour on all forms of public transport is expected.

OUR FACILITIES

We make careful and creative use of our inner city site. The College enjoys the proximity of many of Wellington city's wonderful resources - Te Papa, National Library, Wellington City Library, Parliament, Victoria and Massey Universities, Sea & City Museum, the harbour, local businesses, art galleries, Pipitea Marae and the Westpac Stadium.

OUR FACILITIES INCLUDE:

A cricket field, cricket nets, netball/tennis courts, tiered seating and relaxation courtyards, library, five computer suites and five computer pods giving students access to computers throughout the college; 70 data-shows in classrooms; specialist art block; two gymnasiums; sports pavilion; hall; specialist drama suite; music suite; media, design and photography classrooms; science laboratories; learning enrichment centre; international student centre; careers guidance space and a pastoral care suite.

The Pipitea Block, which opens in June 2011, will provide six large double sized teaching spaces spread over three floors and a new front entrance to the school.



OUR CURRICULUM

We offer a diverse, innovative and rich curriculum. The expectation of our community is that our College upholds excellence in all aspects of learning. The College has a culture of motivated students focussed on learning. Students can choose from a wide range of subjects. They are encouraged to select courses that they enjoy, are good at and that form part of their career pathways for the future.

Wellington Girls' College places a priority on developing the full range of each student's abilities, including, but not restricting them to traditional academic pursuits. The College places importance on literacy and numeracy and encourages all students to study an English, Mathematics and Science subject to senior level. All students study Physical Education and Health until the end of Year 10.

Since 2009, all Year 9 students study in each of the eight essential learning areas: English, Mathematics, Science, Social Sciences, Physical Education & Health, the Arts, Technology and Languages. Course booklets, outlining additional options available, will be provided to students prior to their enrolment interview. Students currently take two whole year and four half year options.

The College has a strong focus on integrating ICT with learning as we believe that this is a fundamental tool for learning and communicating across the communities of which our students will be a part.

Wellington Girls' College students are encouraged to enter NCEA examinations and our most able are invited to enter Scholarship. Our performance sits consistently alongside that of the highest performing schools in New Zealand and ranks above national standards for Decile 8-10 girls' schools.



OUR LEARNING INITIATIVES

Delivery of curriculum should cater for individual learning needs and abilities. The College is fortunate to have a Learning Enrichment Department. The staff of this department work in partnership with Heads of Department to co-ordinate specialist Learning Support classes, in-class tutoring, lunch-time tutorials, mentoring, opportunities for our 'gifted and talented' students, diagnostic testing, and interpretation of data to support student learning.

Learning opportunities are not limited to our students. Staff are involved in on-going and progressive professional development. The focus areas for 2011 are:

- Learning in the new teaching spaces
- Learning with student owned internet capable devices
- Collaboration using ICT
- Providing appropriate challenge & extension for the able student within the differentiated classroom and beyond
- Maori engagement and achievement
- Cross school literacy
- Reporting on learning
- Online formative feedback to students
- Engaging interactivity
- Maximising the use of longer learning blocks
- Socratic seminars



CURRICULUM OVERVIEW

LEARNING AREAS	Year 9	Year 10	Year 11 NCEA Level ONE	Year 12 NCEA Level TWO	Year 13 NCEA Level THREE Scholarship
ENGLISH	English → ESOL ¹ → <i>Learning Studies</i>	English → ESOL ¹ → <i>Learning Studies</i>	English → Or Achievement English → ESOL ¹ →	English → Or Achievement English → ESOL → Communication English	English A Or English B ESOL Academic English
LANGUAGES	<i>Māori</i> → <i>French</i> → <i>Latin</i> → <i>Chinese</i> → <i>German</i> →	<i>Māori</i> → <i>French</i> → <i>Latin</i> → <i>Chinese</i> → <i>German</i> →	<i>Te Reo Māori</i> → <i>French</i> → <i>Latin</i> → <i>Chinese</i> → <i>German</i> →	<i>Te Reo Māori</i> → <i>French</i> → <i>Latin</i> → <i>Chinese</i> → <i>German</i> →	<i>Te Reo Māori</i> <i>French</i> <i>Latin</i> <i>Chinese</i> <i>German</i>
MATHEMATICS	Mathematics →	Mathematics →	Mathematics → Or Achievement Mathematics → Or Mathematics for Numeracy →	Mathematics → Or Achievement Mathematics →	Calculus Statistics A Or Statistics B
SCIENCE	Science →	Science →	Science → Or Applied Science → Science Plus →	Science → Biology → Chemistry → Physics →	Science Biology Chemistry Physics
SOCIAL SCIENCES	Social Studies → <i>Geography</i> → <i>History</i> → <i>Managing Money</i> →	Social Studies → <i>Geography</i> → <i>History</i> → <i>Economics & Enterprise</i> →	<i>Geography</i> → <i>History</i> → <i>Accounting</i> → <i>Economics</i> →	<i>Geography</i> → <i>History</i> → <i>Classical Studies</i> → <i>Psychology</i> → <i>Accounting</i> → <i>Economics</i> →	<i>Geography</i> <i>Tourism</i> <i>History</i> <i>Classical Studies</i> <i>Psychology</i> <i>Accounting</i> <i>Economics</i>
HEALTH AND PHYSICAL EDUCATION	Physical Education /Health → <i>Extension PE</i> →	Physical Education →	<i>Physical Education</i> →	<i>Physical Education A</i> → <i>Physical Education B</i> →	<i>Physical Education A</i> <i>Physical Education B</i>
TECHNOLOGY	<i>Animation & Robotics</i> → <i>Biotechnology</i> → <i>ICT</i> → <i>Jewellery Design</i> → <i>New Imaging</i> → <i>Interior Design</i> → <i>Design Materials</i> →	<i>Technology</i> → <i>Design Materials</i> →	<i>Technology</i> → <i>Text Management (ESOL)</i> → <i>Design Materials</i> →	<i>Technology Information Technology</i> → <i>Text Management (ESOL)</i> → <i>Design Materials</i> →	<i>Information Technology</i> <i>Text Management (ESOL)</i> <i>Design Materials</i>
ARTS	<i>Visual Art</i> → <i>Drama</i> → <i>Choral Singing</i> → <i>Instrumental Music</i> → <i>Music for Beginners</i> → <i>Extension Music</i> → <i>Creative Movement</i> →	<i>Art</i> → <i>Drama</i> → <i>Music</i> →	<i>Art</i> → <i>Drama</i> → <i>Music</i> →	<i>Visual Art</i> → <i>Photography</i> → <i>History of Art</i> → <i>Drama</i> → <i>Music</i> →	<i>Art Design</i> <i>Painting</i> <i>Photography</i> <i>History of Art</i> <i>Drama</i> <i>Music</i> <i>Dance</i>
ADDITIONAL SUBJECTS	<i>Media Studies</i> →	<i>Media Studies</i> →	<i>Media Studies</i> → <i>Employment Skills</i> →	<i>Media Studies</i> → <i>Employment Skills</i> → <i>General Studies</i> →	<i>Media Studies</i> <i>Gateway</i> <i>General Studies</i>

¹ Most students take both ESOL and English in Years 9, 10 and 11 if ESOL is required.

* Subjects in **BOLD** are compulsory

* Subjects in *ITALICS* have no prerequisite

OUR UNIFORM

A new uniform was introduced for Year 9 in 2011. All Year 9 students will be expected to wear this uniform from now on. It was designed after significant input from parents, students and staff. The new uniform will apply to Years 9-12 and will be fully implemented by the start of 2014. Year 13 students wear mufti.

The uniform is a capsule style wardrobe with no summer/winter options. Instead girls will wear the garments that best keep them comfortable throughout the year. The component parts are a skirt, pinafore, long and short sleeved t shirts and blouses, vest, jersey, cardigan, blazer and rain jacket. No item is compulsory.

The uniform is sold at the Canterbury/NZ Teamwear shop on Thorndon Quay.

Girls in Years 11-12 in 2012 will wear the 'old' uniform until they finish Year 12.

PHYSICAL EDUCATION UNIFORM (compulsory for all students taking PE or playing sport for the school)

- Regulation black shorts worn with black and gold regulation PE shirt
- Sports shoes with non-marking soles
- Regulation College tracksuit optional, but recommended for sports teams. Pants and the tracksuit jacket may be purchased separately. This may also be worn by cultural groups as travel uniform if on official school business.

PLEASE NOTE

- Articles of school uniform must be marked clearly with the owner's name
- No undergarments or T shirts are to be visible at the neckline.
- No jewellery is worn, except for a watch. For pierced ears, one small stud is permitted in each ear. Multiple studs are not permitted. For other pierced body parts, jewellery is not permitted
- Makeup and coloured nail polish are not to be worn with the uniform
- Extreme hair colours are not permitted. (Extreme is defined as those colours outside the range of natural hair colouring.)



OUR CO-CURRICULAR ACTIVITIES

All students are strongly encouraged to take part in sport and cultural activities. There are opportunities for the pursuit of excellence in these activities as well as opportunities for fun and social interaction.

SPORTING LIFE

Participation in sport at WGC is outstanding and we are proud of both the participation rates – 70% of students play sport for the College – and the success that we have at both a national and local level.

We offer an extensive range of sports:

Athletics	Rowing
Badminton	Football
Basketball	Swimming
Cricket	Tennis
Cross-country	Underwater Hockey
Dragon Boat racing	Volleyball
Hockey	Waka Ama
Netball	Waterpolo

The availability of all codes is dependent on the support of our parent community.



CULTURAL LIFE

The cultural life of the College is equally rich and exciting. Art, drama, music, dance and other creative endeavours are extremely popular.

Some of the cultural pursuits available are:

Choirs	Orchestra
Concert band	Polynesian Club
Debating	Rock Bands
Drama clubs & productions	Stage Challenge
Kapa Haka	



CLUBS AND GROUPS

The student leaders of the school run many clubs which any student is able to join.

Some of the Clubs and Groups available are:

Amnesty International	Supporters Club
Environmental Club	Tech Angels
SADD	Writers Club



OUR LEADERSHIP PROGRAMME

Students are encouraged to take a leadership and service role within the College. We have many student-led clubs and initiatives.

LEADERSHIP

Wellington Girls' College is a vibrant community where every student is encouraged to participate in activities and celebrations outside regular classroom lessons. Every term, students are given the opportunity to organise activities through our leadership structures which provide fun, entertainment and the opportunity to support charities as well as scope to showcase the many talented students.

All students are encouraged to develop their leadership skills through service and participation.

EXECUTIVE COUNCIL

The Executive Council comprises 12 elected Executive Prefects, including the Head Girl, Deputy Head Girl and Board of Trustees Representative. Each holds a leadership portfolio and shares responsibility for a Leadership Committee.

Executive Prefects are elected by their peers during their leadership training at the end of Year 12. They meet weekly with senior staff and have the responsibility for establishing fundraising goals and co-ordinating the many student-led events in the College.

LEADERSHIP COMMITTEES

There are nine Year 13 Leadership Committees: Cultural, Digital and Information Literacy, Houses, Ka Hikitia, Sport, Student Learning, Student Support, World & Environment and School Council. Their role is to oversee and coordinate clubs and interest groups.

PREFECTS

Prefect badges are awarded throughout the year to Year 13 students who have demonstrated outstanding service, initiative and leadership.

SCHOOL COUNCIL

The School Council is made up of voted class representatives. It meets once a fortnight with the School Council Leadership Committee. It is chaired by the Head of that committee and helps organise special events and celebrations in the college. It serves to model the democratic process and give the students a voice in the major decisions the college is making.

CLUBS AND GROUPS

There are numerous established groups and clubs in the college, and over 100 sports teams. All students are encouraged to participate in them. Clubs and interest groups are a good starting point for students to demonstrate their potential for service and leadership.

OUR SUPPORT SYSTEM

Students are guided in their school life by a team of specialist staff who work in a collegial way to support and monitor student learning and well-being. This team helps students to realise their potential by providing a safe, healthy and supportive environment. Each girl is known and appreciated as an individual.

The Guidance team consists of:

- Deputy Principal – Student Coordinator
- Guidance Counsellor
- Year Level Deans who move through with the students
- Youth Worker
- Careers and Transition staff
- Learner Support staff
- Form teachers
- Classroom teachers
- Maori Achievement Adviser
- Pasifika Achievement Adviser



OUR COMMUNICATION SYSTEMS

Parents and caregivers may contact the Form Teacher or Dean at any time about their daughter's progress.

- College website – www.wgc.school.nz. Students are expected to access the next day's notices and download resources for use with homework tasks each day – they will be taught how to do this.
- Bulletin newsletters – three per term sent to parents by email.
- Year 9 Welcome Evening is held in the first term.
- There is a portal which enables parents to access live attendance data, results and information.
- Formal reports of student progress – each year level receives two reports a year. Parent-teacher interview evenings are held once a year and parents book these online.
- Weekly assemblies where the College community celebrates student successes and enjoys skits, presentations and performances.

Email is the most effective form of communication between home and school.

OUR WIDER SCHOOL COMMUNITY

The College receives a high level of support from our parent community.

BOARD OF TRUSTEES

A new BOT was elected in May 2010. The Board meets on the final Thursday of each month at 5.30pm in the Staffroom.

PARENT SUPPORT GROUP

This group runs regular lunchtime meetings to provide information and support for parents. They provide support for the College by running the Used Uniform Shop, a quiz night and parent seminars on topical issues.

WHANAU GROUP

This group meets to support the teachers of Māori, students learning Māori, Māori students and the Kapa Haka group.

PARENTS' ASSOCIATION

The College has a small but active Parents' Association. It aims to foster Parent-College links and to assist the College wherever possible. The association organises events such as the student dances, senior balls and the new parents' welcome function.

COACHES AND MANAGERS

Many of our parents offer to coach or manage one of our numerous sports teams. We also have several parent committees that help to run an entire code.

CULTURAL COACHES AND MANAGERS

Parents also help to coordinate some of the clubs and groups that meet.

SCHOOL DONATIONS

Parents and caregivers invest in their daughter's future through making a valuable contribution by way of a donation to the College. The money received from donations enables us to provide additional staffing and resources which are not covered by government funding.

ALUMNAE ASSOCIATION

This association retains links with the College and distributes newsletters twice a year.



OUR ENROLMENT PROCEDURES

The College is limited in the number of places it is able to offer students at each level. As a consequence it operates an enrolment scheme. The maximum roll for Year 9 is 235 students. The order of priority for students is as follows:

1. Home zone enrolments

All students who live within the home zone described below shall be entitled to enrol at the school. Proof of permanent residence within the home zone is required.

2. Out of zone enrolments

Applications for enrolment will be processed in the following order of priority:

- Special needs (not applicable as we do not operate an MOE approved programme)
- Siblings of current students
- Siblings of former students
- Daughters of former students of WGC
- Children of BOT employees or BOT members
- All other applicants

If there are more applicants in the second, third, fourth, fifth or sixth priority groups than there are places available, selection within the priority group will be by a ballot conducted in accordance with instructions issued by the Secretary under Section 11G(1) of the Education Act 1989. Parents will be informed of the date of any ballot by notice in a daily newspaper circulating in the area served by the school.

Applicants seeking second, third or fourth priority status may be required to give proof of a sibling or maternal relationship.

OUR ENROLMENT ZONE

In the north the boundary of the zone shall be a line extending from the Ngauranga Railway Station north west to the junction of Fraser Avenue and Burma Road, then south along Burma Road to Kim Street, then north west between the ends of Baroda Street and Orissa Crescent to Mount Kaukau. (All housing in Kim Street and Kimberly Way is included in the zone). From here directly west to Mill Hill, then directly north west to Smiths' Bay.

In the south and east the boundary of the zone shall be a line extending from the junction of Customhouse Quay and Jervis Quay south along Willis Street and Brooklyn Road to the junction of Bidwill Street. Then along Bidwill Street, Wallace Street and Hutchinson Road to the junction of McColl and Krull Street. Thence along Krull Street to the junction of Krull and Mana Streets bisecting at that point Mills Road to Veronica Street, then into the lower end of Mornington Road, bisecting Cheesman and Clarence Streets at their junction, proceeding along Borlase Street to its junction with Ohiro Road. From here south along the western side of Ohiro Road and Happy Valley Road to the junction with Owhiro Bay Parade and finally west along the northern side of Owhiro Bay Parade to the end of the road. From here south along the western side of Ohiro Road and Happy Valley Road to the junction with Owhiro Bay Parade and finally west along the northern side of Owhiro Bay Parade to the end of the road.

The address given at the time of the application for enrolment must be the student's usual place of residence when the school is open for instruction. This means that if you currently live at an in-zone address but move to an out-of-zone address before your child's first day of attendance at the school, your child will not be entitled to enrol at the school.

The Ministry of Education has advised that parents should also be warned of the possible consequences of deliberately attempting to gain unfair priority in enrolment by knowingly giving a false address or making an in-zone living arrangement which they intend to only be temporary eg.

- Renting accommodation in-zone on a short-term basis;
- Arranging temporary board in-zone with a relative or family friend;
- Using the in-zone address of a relative or friend as an "address of convenience", with no intention to live there on an ongoing basis.

Before enrolment takes place (ie: before attendance begins), if the Board has reasonable grounds for believing that the given in-zone address will not be a genuine, on-going living arrangement, the Board may withdraw any offer of place which it may have made on the basis of the given address.

After attendance has begun, if the school learns that a student is no longer living at the in-zone address given at the time of the application for enrolment and has reasonable grounds to believe that a temporary in-zone residence has been used for the purpose of unfairly gaining priority in enrolment at the school, then the Board may review the enrolment. Unless the parents can give a satisfactory explanation within 10 days, the Board may annul the enrolment. This course of action is provided for under section 110A of the Education Act 1989.

Please note that in-zone students cannot be guaranteed an immediate place at the College if their enrolment is received AFTER the closing date.

On acceptance of enrolment every student and their parent or caregiver is invited to an interview. The purpose of this is to help ensure each student selects an appropriate course and to facilitate smooth transition to the college.

Key dates in 2011 for students who start school in 2012 are:

Year 9

- Prospectus available through contributing schools from late May
- Open morning Thursday 16 June from 9.00 – 12.30
- Enrolments close Monday 8 August at 4.00 pm
- Ballot held Friday 26 August
- Notification of ballot results by Wednesday 31 August

Year 10, 11, 12 & 13

- Enrolments close Friday 4 November
- Ballot held Friday 11 November
- Notification of ballot results by Wednesday 16 November

OUR SENIOR STAFF



Senior Management Team

Principal	Julia Davidson	BA Dip Tchg
Deputy Principals	Anne Coster	MA(Hons) Dip Tchg ATCL (on leave Terms 2-4)
	Ann Hamer	MEd BA (Hons) PGCE (Terms 2-4)
	Jo Kahl	BA DipTchg
	Karen Morgan	B Ed Dip Tchg
Assistant Principal	Noeline O'Connor	MA BSc DipTchg ATCL

Guidance Team

Guidance Counsellor	Helen Bissett	M Couns BA Dip Tchg	
2011 Deans	Year 13	Bridget Shaw	BFA Grad Dip DipEd
	Year 12	Sheridan McKenzie	BIT Dip Bus Comp Dip Tchg
	Year 11	Shamla Kader	BA (Hons) Dip Tchg
	Year 10	Jayesh Morar	BCA Dip Tchg
	Year 9	Jo Bartch	BA (Hons) CTA Dip Tchg

Heads of Department

David Adams	MA (Hons) Dip Tchg	HOD Latin & Classical Studies
Janet Brady	Higher Dip Tchg NZ Diploma in Specialist Subjects	HOD Design Materials
Christine Bryant	MA(Hons) DSA(Grenoble) Dip Tchg	HOD Languages
Alan Carman	BSc Dip Tchg	HOD Information Technology
Jenny Carroll	BSc NZLIA	Library Manager
Barbara Falconer	BA (Hons) TESOL Cert Dip Tchg	HOD ESOL
Penny Greenwood	BHS Dip Tchg	HOD Science
Ann Hamer	MEd BA (Hons) PGCE	HOD English
Bronwyn Hutton	BA Dip Tchg	HOD Mathematics
Kaye Johnson	BEd Dip Tchg	HOD Careers & Transition
Jayne Labrum	DFA Dip Tchg	HOD Art
Rosemary Mirams	BA ATCL Dip Ed Dip Tchg	HOD Learner Support
Jayesh Morar	BCA Dip Tchg	HOD Commerce
Lynaire Parish	BEd Dip Tchg	HOD Physical Education
Rachel Steele	BA MEd TTC DipEd Dip Tchg Dip SLT Cert SM LTCL	HOD Drama
Nicola Sutherland	BMus(Hons) FTCL LRSM	HOD Music
Paul Walker	BSc(Hons) PGCE	HOD Geography
Stephen Beckett	BA, Dip Arts, Dip Tchg	Acting HOD Social Studies
Greg Watson	BA(Hons), BSc, Dip Tchg	Acting HOD History
Tim Watson	BA GradDip(Secondary)	Acting HOD English (Terms 2-4)



LUMEN ACCIPE ET IMPERTI
RECEIVE THE LIGHT AND HAND IT ON

WELLINGTON GIRLS' COLLEGE



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