



# 2024

## YEAR 12 COURSE

### BOOKLET

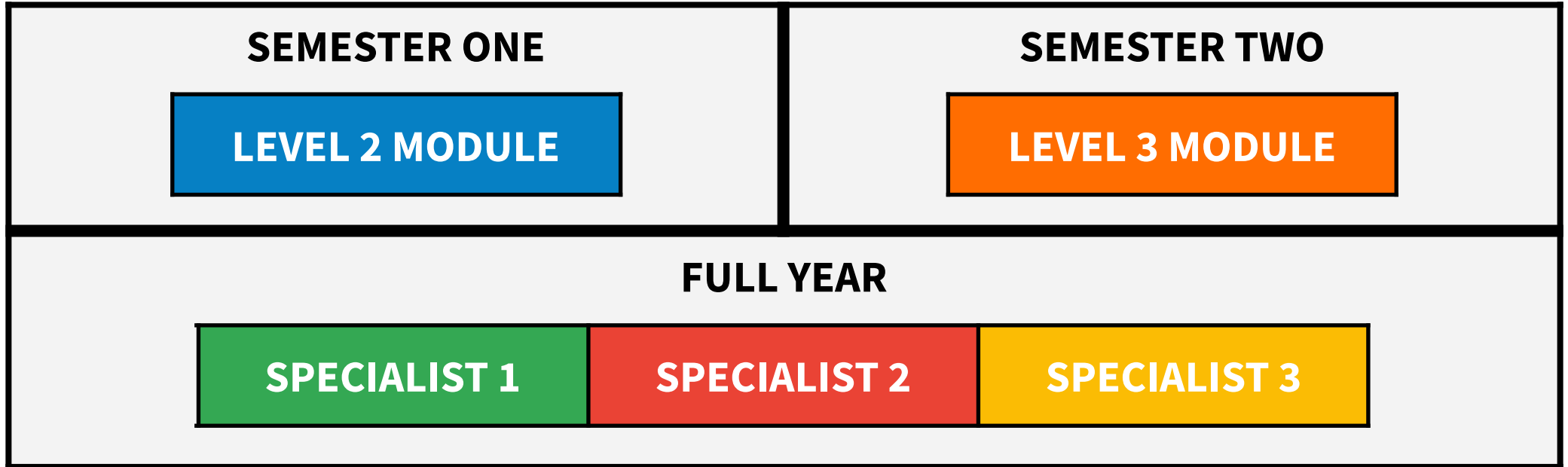


**ROTOTUNA SENIOR  
HIGH SCHOOL**

56 Kimbra Drive, Hamilton, 3281 [communication@rhs.school.nz](mailto:communication@rhs.school.nz)

# PROGRAMME OVERVIEW

As a Year 12 student, you will participate in:



# TIMETABLE OVERVIEW

## 2024

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
<b>WH</b> <small>Whānau</small>		<b>WH</b> <small>Whānau</small>		(Schools Starts at 10:00 am)		<b>WH</b> <small>Whānau</small>		<b>WH</b> <small>Whānau</small>	
SPECIALIST		SPECIALIST				SPECIALIST		SPECIALIST	
<b>S1</b> <small>Specialist 1</small>		<b>S1</b> <small>Specialist 1</small>		<b>PW</b> <small>Puna Wānanga - 60 mins</small>		<b>S2</b> <small>Specialist 2</small>		<b>S2</b> <small>Specialist 2</small>	
<b>INTERVAL</b>									
<b>WĀNANGA AKO</b>		<b>WĀNANGA AKO</b>		<b>PW</b> <small>Puna Wānanga</small>		<b>S3</b> <small>Specialist 3</small>		<b>WĀNANGA AKO</b>	
<b>L2M</b> <small>L2 Module</small>	<b>L3M</b> <small>L3 Module</small>	<b>L2M</b> <small>L2 Module</small>	<b>L3M</b> <small>L3 Module</small>			<b>S3</b> <small>Specialist 3</small>		<b>L2M</b> <small>L2 Module</small>	<b>L3M</b> <small>L3 Module</small>
<b>LUNCH</b>									
<b>S3</b> <small>Specialist 3</small>		<b>S2</b> <small>Specialist 2</small>		<b>PW</b> <small>Puna Wānanga</small>		<b>WĀNANGA AKO</b>		<b>S3</b> <small>Specialist 3</small>	
<b>S3</b> <small>Specialist 3</small>		<b>S2</b> <small>Specialist 2</small>				<b>PW</b> <small>Puna Wānanga</small>		<b>L2M</b> <small>L2 Module</small>	<b>L3M</b> <small>L3 Module</small>

# SELECTION INSTRUCTIONS

## IF YOU HAVE **BOTH LITERACY AND NUMERACY**

SEM. 1	SEM. 2
MOD	MOD

FULL YEAR		
S1	S2	S3

SEM. 1	SEM. 2
PW	

The following selection instructions are for Year 12 students that have already obtained the NCEA Literacy and Numeracy Co-requisite.

### Module Selection:

- You will select 4 Module Options, 2 from Set A and 2 from Set B.
- You will select your options in order of preference in each Set.
- You will be placed in 1 option for Semester 1 and 1 option for Semester 2.
- NOTE:** All Year 12 students will move into a Level 3 Module for Semester 2. Any exceptions to this will be managed by Kaihautū in conjunction with your whānau.

### Specialist Selection:

- You will select 5 Specialist options in order of preference.
- You will receive 3 of these options based on availability. These options will be for the full year.

### Puna Wānanga:

- You will select three options in order of preference.
- You will receive 1 of these options for Semester 1.
- You will have an option to carry on or select a new Puna Wānanga in Semester 2.

## IF YOU **DO NOT HAVE LITERACY OR NUMERACY**

SEM. 1	SEM. 2
MOD	MOD

FULL YEAR		
L	N	S3

SEM. 1	SEM. 2
PW	

The following selection instructions are for Year 12 students that have not obtained the NCEA Literacy and Numeracy Co-requisite.

**Access to Literacy and Numeracy Standards:** You will be able to access Literacy and Numeracy standards in both the modules and in the specialists. How you select to complete your co-requisite will be dependent on the access you require.

- EXAMPLE ONE:** If you have obtained your CAA Reading but NOT your CAA Writing then you will need to either attempt the CAA Writing assessment until you have passed this OR you can choose to complete all of your literacy co-requisites (10 credits) through internal assessments.
- EXAMPLE TWO:** If you need all of the 10 credits for numeracy, you would be best to select a numeracy rich specialist [mathematics].
- EXAMPLE THREE:** If you only need 3 more credits from internals to obtain your Literacy co-requisite, you could select this to be completed in a module that has English attached [Gold, Protest 1, Job 101] or you can complete all of your literacy standards through a literacy rich specialist [English or Te Reo Māori] or through the Literacy CAAs.

It is important that you map this out with your kaiārahi to ensure you have the access you need. NB: Any assessments used for Literacy or Numeracy do not count toward the credit count for your qualification.

### Module Selection:

- You will select 4 Module Options, 2 from Set A and 2 from Set B.
- You will select your options in order of preference in each Set.
- You will be placed in 1 option for Semester 1 and 1 option for Semester 2.

**NOTE:** All Year 12 students will move into a Level 3 Module for Semester 2. Any exceptions to this will be managed by Kaihautū in conjunction with your whānau.

### Specialist Selection:

- You will select 3 Specialist options in order of preference and 3 back up options for both.
- You will receive 3 of these options based on availability. These options will be for the full year.

### Puna Wānanga:

- You will select three options in order of preference.
- You will receive 1 of these options for Semester 1.
- You will have an option to carry on or select a new Puna Wānanga in Semester 2.

## THINGS TO CONSIDER:

### ACHIEVEMENT EXPECTATIONS:

- Students are working towards completing their **Level 2 Certificate**.
- MUST HAVE** met **NCEA Literacy and Numeracy Co-requisites**.
- Plan to achieve **quality** (Merit or Excellence) to showcase critical, creative and caring thinking
- After Semester 1, all Year 12 students will begin working towards NCEA L3 via their Semester 2 Module.

### CURRICULUM EXPECTATIONS:

- Students must prioritise obtaining the Literacy and Numeracy co-requisites. This means that if they have not yet met them, students need to complete this in Year 12.

### UNIVERSITY READING & WRITING:

- UE Entrance Literacy requires you to achieve at least 5 Reading and 5 Writing credits at Level 2 or higher. This requirement is only for University Entrance and can be achieved in L2 & L3.
- Plan for what access you will have in Year 12 and what you will likely need access to in Year 13.

### ADDITIONAL ASPECTS:

- Discuss and plan for a balance of Internal and External assessment opportunities.
- Discuss what is/is not required to achieve NCEA Level 2 and entry for future Pathways.

### NEGOTIATED LEARNING EXPERIENCE:

- Kaiārahi should negotiate NCEA accessibility with the appropriate Kaiako. If a student requires more or less credits, this is managed by the Kaiārahi.

# COURSE OPTIONS

# OPT

SET A MODULES				L2 SPECIALIST 1 (3 Blocks)				L2 SPECIALIST 2 (3 Blocks)				L2 SPECIALIST 3 (2 Blocks)			
COURSE	LA 1	LA 2	CREDITS	COURSE	LA	SUBJECT	CREDITS	COURSE	LA	SUBJECT	CREDITS	COURSE	LA	SUBJECT	CREDITS
GUESS WHO?	VART	TAM	8	L2HTFN	TEC	HTE	14	L2HTEN	TEC	HTE	13	L2FTE	TEC	FTE	10
TUNA TANK	TEC	SSC	9	L2HOS	TEC	HOS	10	L2HOS	TEC	HOS	10	L2HTDN	TEC	HTE	10
+VENTURE	MAT	HPE	7	L2TXT	TEC	TXT	12	L2DTE	TEC	DTE	10	L2DVC	TEC	DVC	10
SCRIPTED	MED	PART	7	L2COM	SSC	COM	10	L2COM	SSC	COM	10	L2COM	SSC	COM	10
HARDEN UP	HPE	SSC	8	L2GEO	SSC	GEO	12	L2SLS	SSC	SLS	12	L2PSY	SSC	PSY	10
K.T.H	MAT	SCI	7	L2PSY	SSC	PSY	10	L2PSY	SSC	PSY	10	L2SLS	SSC	SLS	8
PROTEST1	ENG	VART	7	L2HICL	SSC	HICL	11	L2PHT	VART	PHT	12	L2HICL	SSC	HICL	11
GOLD	ENG	HPE	6	L2PHT	VART	PHT	12	L2PTG	VART	PTG	12	L2GEO	SSC	GEO	8
BUBBLY	TEC	SCI	8	L2DES	VART	DES	12	L2BIO	SCI	BIO	10	L2PRT	VART	PRT	12
JOB 101	ENG	TEC	11	L2SCU	VART	SCU	12	L2PHX	SCI	PHX	12	L2BIO	SCI	BIO	10
CRACK	SSC	SCI	9	L2PHX	SCI	PHX	12	L2PHCH	SCI	PHX/CHEM	11	L2CHEM	SCI	CHEM	12
LOADED	SSC	MAT	8	L2CHEM	SCI	CHEM	12	L2PE	HPE	PE	12	L2SCI	SCI	SCI	11
SET B MODULES				L2ESS	SCI	ESS	12	L2HEA	HPE	HEALTH	10	L2PHX	SCI	PHX	9
				L2BIO	SCI	BIO	10	L2OED	HPE	OED	7	L2PE	HPE	PE	12
STAR WARS	ENG	TEC	7	L2PE	HPE	PE	12	L2ALGC	MAT	ALGC	11	L2HEA	HPE	HEALTH	10
LOADED v.3	SSC	MAT	8	L2HEA	HPE	HEALTH	10	L2MAT	MAT	MATHS	8	L2OED	HPE	OED	7
PROTEST2	ENG	VART	7	L2OED	HPE	OED	7	L2STA	MAT	STATS	8	L2ALGC	MAT	ALGC	11
MEDAL	ENG	HPE	7	L2ALGC	MAT	ALGC	11	L2DRA	PART	DRAMA	10	L2NUM	MAT	MATHS	10
CRACK v.3	SSC	SCI	7	L2MAT	MAT	MATHS	8	L2ENG	ENG	ENG	14	L2STA	MAT	STATS	8
CHEESY	TEC	SCI	10	L2STA	MAT	STATS	8	L2MED	ENG	MEDIA	13	L2MUS GEN	PART	MUSIC	10
				L2MUS (T&P)	PART	MUSIC	10	L1TRM	LAN	TRM	20	L2DAN	PART	DANCE	12
				L2ENG	ENG	ENG	14	L2TRM	LAN	TRM	12	L2ENG	ENG	ENG	10
				L2MED	ENG	MEDIA	13	L1JPN	LAN	JPN	10	L2MED	ENG	MEDIA	9
								ELL	INC	ELL	20	L2JPN	LAN	JPN	10



# TIMETABLE BUILDER

# BUILD













COURSE SELECTION			SET A (OPTION 1)	SET A (OPTION 2)	SET B (OPTION 1)	SET B (OPTION 2)
MODULE						
COURSE SELECTION			OPTION 1	OPTION 2	OPTION 3	
S1	S2	S3				
COURSE SELECTION			BACK UP OPTION	BACK UP OPTION	BACK UP OPTION	
S1	S2	S3				
PW						

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WH	WH		WH	WH
L2S1	L2S1	PW	L2S2	L2S2
INTERVAL				
MOD	MOD	PW	L2S3	MOD
LUNCH				
L2S3	L2S2	PW	MOD	L2S1

ENTERING YOUR SELECTIONS







# L2 MODULES (SET A)

# L2M

	CODE	DESCRIPTION	LA	STANDARDS	TOTAL CREDITS	UE R	UE W
	<b>GUESS WHO?</b>	Guess who? Discover yourself and your surroundings through creating your own artwork inspired by stories in our own area. We will explore materials like paint, print, digital media, metal, moving image, clay and found materials to create mixed media art.	VART TAM	AS91314 (I) AS91308 (I)	<b>8</b>	-	-
	<b>TUNA TANK</b>	Tuna Tank - Like Shark Tank but with credits! You will engage in the design thinking process and conduct market research to design and pitch a product.	TEC SSC	AS90846 (I) AS91356 (I)	<b>9</b>	-	-
	<b>+VENTURE</b>	Embark on a thrilling journey where Outdoor Education meets Math! Trek a Great Walk, unravel the maths behind lifelong physical engagement, and calculate the formula for adventure. Let the wilderness be your classroom.	MAT HPE	AS91335 (I) AS91265 (I) NUM (3 credits)	<b>7</b>	-	-
	<b>SCRIPTED</b>	Dive into the art of theatre scripting and tailored media texts. Master the craft, engage audiences, and transform passion into powerful narratives. Join us to unleash your storytelling potential.	MED PART	AS91255 (I) AS91220 (I)	<b>7</b>	-	<b>7</b>
	<b>HARDEN UP</b>	“Just harden up!” Is this an unhelpful attitude in regards to mental health in Aotearoa? Together this module will explore the stereotypes around mental health, how it has been explained and treated differently throughout history. Additionally, we will explore a mental health case with the community groups; the Last Chance Project and She is Not Your Rehab.	HPE SSC	AS91845 (I) AS91236 (I)	<b>8</b>	<b>3</b>	-
	<b>K.T.H</b>	Kill the Hero! We have all watched movies where the hero performs a stunt so far-fetched, unbelievable or ludicrous that you have wondered if those jaw-dropping stunts in movies are truly physically possible. In this exciting module, we are going to combine the power of physics and mathematics to unveil the truth behind these mind-boggling feats.	MAT SCI	AS91169 (I) AS91257 (I) NUM (4 credits)	<b>7</b>	-	-
	<b>PROTEST1</b>	We want to empower you to wield art techniques and unleash your creativity to produce powerful protest art. This will spark dialogue, raise awareness and ignite change on the canvas of societal issues.	ENG VART	AS91103 (I) AS91305 (I) LIT (3 credits)	<b>7</b>	-	-
	<b>GOLD</b>	Master event management and impactful information delivery in running the Iwi Games. Learn to run successful events and present post-event highlights confidently. Elevate your organising and communication skills today!	ENG HPE	AS91335 (I) AS91102 (I) LIT (3 credits)	<b>6</b>	-	-
	<b>BUBBLY</b>	Fizzing to travel through time and discover the weird and wonderful world of fermentation? Experiment and research different types of fermented foods. Apply your knowledge of sustainability and chemistry to explain how the technology has advanced from the stone age to now.	TEC SCI	AS91302 (I) AS91163 (I)	<b>8</b>	-	-
	<b>JOB 101</b>	Equip yourself for career success with essential workplace skills. This research-driven course hones word processing, and presentation expertise, ensuring you excel in professional environments.	ENG TEC	AS91105 (I) US29770 (I) US29771 (I) LIT (4 credits)	<b>11</b>	<b>4</b>	-
	<b>CRACK</b>	Snap, crack and shake! Delve into the history, impact and science behind New Zealand's geological environments. Get out and explore our Waikato region and what cracked it.	SSC SCI	AS91189 (I) AS91244 (I)	<b>9</b>	-	-
	<b>LOADED</b>	New Zealand has been considered a safe and tolerant place with low levels of gun violence. However, on 15 March 2019, two consecutive mass shootings occurred in Christchurch. After this, there were voices around changing laws and legislations to prevent more shootings, but what laws will be effective and why are some people resisting the change?	SSC MAT	US27842 (I) AS91264 (I) NUM (4 credits)	<b>8</b>	-	-


# LEVEL 3 MODULES (SET B)

# L3M

	CODE	DESCRIPTION	LA	STANDARDS	TOTAL CREDITS	UE R	UE W
	<b>STAR WARS</b>	English meets Digital Technologies. You will explore the process of developing a short film involving special effects. Focusing on creating a good script (a common weakness of sci-fi) while learning about editing and special effects using Adobe software.	ENG TEC	AS91477 (I) AS91903 (I)	<b>7</b>	-	-
	<b>LOADED v.3</b>	New Zealand has been considered a safe and tolerant place with low levels of gun violence. However, on 15 March 2019, two consecutive mass shootings occurred in Christchurch. After this, there were voices around changing laws and legislations to prevent more shootings, but what laws will be effective and why are some people resisting the change?	SSC MAT	US27843 (I) AS91580 (I) NUM (4 credits)	<b>8</b>	-	-
	<b>PROTEST2</b>	We will explore the powerful intersection of visual art and English in our innovative course on Protest Art. Come with us to delve into issues surrounding identity and indigenous experiences, using their creativity to voice opinions and perspectives.	ENG VART	AS91460 (I) AS91477 (I)	<b>7</b>	-	-
	<b>MEDAL</b>	Explore New Zealand's Olympic Journey: Analyse the Games' Influence on the Nation. Investigate history, culture, and socio-economic impacts, culminating in impactful student presentations showcasing their insights.	ENG HPE	AS91476 (I) AS91502 (I)	<b>7</b>	-	-
	<b>CRACK v.3</b>	Would you build on a crack? How stable is the land that we live on? Explore how changes to land-form create our different responses across the globe.	SSC SCI	AS91410 (I) US791432 (I)	<b>7</b>	<b>4</b>	-
	<b>CHEESY</b>	Want to have a gouda time? Brie through this learning on how to manipulate cheese. You will make, test and trial products destined for your stakeholder. You will develop key laboratory and food technology skills alongside theory understanding.	TEC SCI	AS91387 (I) AS91611 (I)	<b>10</b>	-	-


# TE REO MĀORI

# TRM

LEVEL 2	CODE	DESCRIPTION	LITERACY (Co-Req)	NCEA SUBJECT	STANDARDS	TOTAL CREDITS	UE R	UE W	2 OR 3 BLOCKS
	L2TRM	L2 Te Reo Māori is for tauira (students) who've completed level 1. The content is based on dreams and aspirations, and pūrākau (myths and legends). Tauira will do 4 x internal, 2 x waihanga tuhinga (written) and 2 x oral presentations.	Y 10	TE REO MĀORI	AS91288 (I) AS91285 (I)	12	-	6	3



# JAPANESE

# JPN

LEVEL 2	CODE	DESCRIPTION	NCEA SUBJECT	STANDARDS	TOTAL CREDITS	UE R	UE W	2 OR 3 BLOCKS
	L2JPN	Level 2 and 3 Japanese are taught together and follow on from Level One. Course content could include Leisure, School Life and Technology as well as relevant communication functions, vocab and kanji. The two assessments listed here are Level 2 equivalents to the speaking and writing internal assessments from Level 1. Students with a real passion for the language could enter external exams if they wish as preparation for Level 3.	JAPANESE	AS91135 (I) AS91137 (I)	9	-	-	2






# ENGLISH

# ENG

LEVEL 2	CODE	DESCRIPTION	LITERACY (Co-Req)	NCEA SUBJECT	STANDARDS	TOTAL CREDITS	UE R	UE W	2 OR 3 BLOCKS
	L2ENG	Craft writing skills, share personal responses to texts, and weave connections between diverse literary works. Develop and understand human voices like never before. * in the 3 block class only.	Y 10	ENGLISH	AS91101 (I) AS91104 (I) AS91106*(I)	10-14	4*	6	BOTH
	L2MED	Jump into the exciting world of media! Get hands-on creating cool media projects and exploring how the media represents ideas – all while having a blast. * in the 3 block class only.		MEDIA STUDIES	AS91253 (I) AS91250 (I) AS91252*(I)	9-13	-	-	BOTH




# SOCIAL SCIENCES

## SSC

LEVEL 2	CODE	DESCRIPTION	NCEA SUBJECT	STANDARDS	TOTAL CREDITS	UE R	UE W	2 OR 3 BLOCKS
	L2GEO	Geography is the study of the relationship between people and their environments. This course will get you out of the classroom to explore New Zealand's physical environment and the issues facing it. * Optional.	GEOGRAPHY	AS91244 (I) AS91245 (I) AS91243 *(E)	8	-	-	BOTH
	L2SLS	This course is a combination of two NCEA subjects, Senior Social Studies and Legal Studies. This course will explore the different ways crimes are brought to justice, modern social issues and the actions taken to address them.* Optional.	SENIOR SOCIAL STUDIES & LEGAL STUDIES	AS91283 (I) US27839 OR US27840 (I) AS91279 *(E)	8	4	-	BOTH
	L2PSY	Explore all different types of Psychology including forensics, media, love, education and much more. Furthermore, we will delve into the psychological effects of 'mental institutions' and prisons.	PSYCHOLOGY	AS91847 (I) US8994 (I)	10	5	-	BOTH
	L2HICL	This course is a combination of two NCEA subjects, History and Classical Studies. Together, we could explore a range of themes and contexts including power, empire, citizenship or political/cultural conflict.	HISTORY & CLASSICAL STUDIES	AS91230 (I) AS91203 (E)	11	5	6	BOTH
	L2COM	This course is a combination of two NCEA subjects, Economics and Business Studies. We will explore statistical data in an economic context whilst understanding how businesses implement effective motivation practices.	ECONOMICS & BUSINESS STUDIES	AS90847 (I) AS91226 (I) AS91225 (I)	10	4	-	BOTH


# HEALTH & PHYSICAL EDUCATION

## HPE

LEVEL 2	CODE	DESCRIPTION	NCEA SUBJECT	STANDARDS	TOTAL CREDITS	UE R	UE W	2 OR 3 BLOCKS
	L2OED	Enjoy learning in an outdoor environment? Here you will be challenged by experiencing a range of outdoor activities such as rock climbing, mountain biking, SUPing and survival skills.	OUTDOOR EDUCATION	AS91330 (I) AS91334 (I)	7	-	-	BOTH
	L2PE	Do you want to perform at a higher level? Be able to analyse yours or others' techniques? Improve fitness levels? Understand why Physical Activity is important for young NZers - then this course is for you.	PHYSICAL EDUCATION	US291327 (I) AS91328 (I) AS91330 (I)	12	-	-	BOTH
	L2HEA	Discover health and well-being's key issues, emphasising life balance's profound impact. Gain insights for a healthier, happier life.	HEALTH	AS91236 (I) AS91239 (I)	10	-	-	BOTH

# ELL





## ELL

	CODE	DESCRIPTION	NCEA SUBJECT	STANDARDS	TOTAL CREDITS	UE R	UE W	2 OR 3 BLOCKS
	FLUENT	If your first language is NOT English. This course offers the opportunity to practise and improve English fluency across the four key areas of reading, writing, listening and speaking.	ELL	US31002 (I) US30985 (I) US27999 (I) US31014 (I)	20	-	-	3



# PERFORMING ARTS

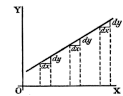
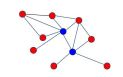
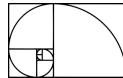
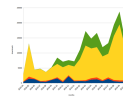
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LEVEL 2	CODE	DESCRIPTION	NCEA SUBJECT	STANDARDS	TOTAL CREDITS	UE R	UE W	2 OR 3 BLOCKS	
	L2MUS GENERAL	If you have an interest and basic foundation in music - You will be focused on performance and creative skills supported by developing relevant knowledge: including looking at sound design and operation of sound equipment.	MUSIC	AS91270 (I) US27703 (I)	10	-	-	2	
	L2MUS THEORY/ PERF.	You'll learn, rehearse and play music as a solo musician. There will also be opportunity for you to perform in a band/group, and/or compose your very own songs or instrumental music! To make the most of this class, students should already have a degree of musical fluency.		AS91270 (I) AS91271 (I) AS91272 (I)	10	-	-	3	
	L2DAN	Explore dance elements, craft captivating group/solo choreography. Perform for peers, learn cultural/social dances, and opt for an optional year-end exam. Boost creativity, confidence, and teamwork in a safe, supportive space.		DANCE	AS91205 (I) OR AS91206 (I) AS91208 (I) AS91207 (I)	12	-	-	BOTH
	L2DRA	Emphasising the importance of working both individually and collaboratively as part of an ensemble, this course results in the development of both theatre (scripted and devised) and life skills; through the building of confidence, creativity and working collaboratively.		DRAMA	AS 91213 (I) OR AS91214 (I) AS91218 (I)	10	5-9	-	3

**Note:** If a student is interested, but concerned about live performance in these courses, please come and speak to the Poutiaki of Performing Arts: Renate O'Sullivan  
**Music:** It would be highly recommended that all students take an instrumental/vocal lesson alongside this course.


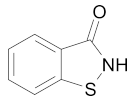
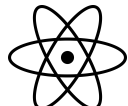



# MATHEMATICS

# MAT

LEVEL 2	CODE	DESCRIPTION	NUMERACY (Co-Req)	NCEA SUBJECT	STANDARDS	TOTAL CREDITS	UE R	UE W	2 OR 3 BLOCKS
	L2ALGC	Build the fundamental algebraic skills and capabilities needed to solve complex problems. This course will be of a particular interest for those keen on pathways such as Engineering or Sciences.	Y 10	MATHEMATICS	AS91269 (I) AS91261 (E) AS91262 (E)	11	-	-	BOTH
	L2MAT	Expand your learning in the field of Mathematics. This course covers both Statistical and Mathematical ideas which relate to solving problems in the real world such as critiquing statistics presented to the public and using mathematics for project management. <b>NB: This specialist will cover one L3 internal which is accessible to all learners and naturally builds on the learning done in this course.</b>	Y 8		MATHEMATICS	AS91260 (I) AS91266 (I) AS91268 (I) AS91576 (I)  + CAA	8	2	-
	L2NUM	Focus on developing your functional numeracy and mathematical skills in the real world for everyday life. <b>This course is aimed at the NCEA Numeracy requirement.</b>	Y 10	MATHEMATICS	AS91944 (I) AS91945 (I)	10	-	-	BOTH
	L2STA	Get set to conquer cool stats skills! If you're into unravelling data stories, this is your thing. You'll make simulations for real-life stuff, explore probability for predictions, and become a pro at spotting true stats in reports.	Y 8	MATHEMATICS	AS91266 (I) AS91267 (E) AS91268 (I)	8	2	-	BOTH

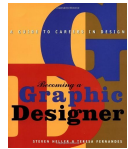




# SCIENCE

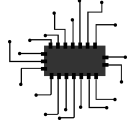







# SCI

LEVEL 2	CODE	DESCRIPTION	NCEA SUBJECT	STANDARDS	TOTAL CREDITS	UE R	UE W	2 OR 3 BLOCKS
	L2BIO	Through a mixture of practical investigation and individual/group research you will learn about adaptations that organisms have evolved to allow them to survive and reproduce.	BIOLOGY	AS91153 (I) AS91158 (I) AS91159 (E)	10	-	-	BOTH
	L2CHE	Learn about matter, its properties, and how it separates and recombines to form new substances, including applications in making pottery and polymers. Explore this through both theoretical and practical means. Extension learning opportunities will be available.	CHEMISTRY	AS91167 (I) AS91164 (E) AS91165 (E)	12	-	-	BOTH
	L2PHX	Explore physics principles that surround us in our everyday life. Learn about objects in motion and develop an understanding of the applications of electricity, magnetism and waves. Through a mixture of hands-on practicals, simulations and activities the world of Physics pneumonia will open up to you.	PHYSICS	AS91171 (E) AS91172 (I) AS91173 (E)*	9	-	-	BOTH
	L2ESS	Extreme earth events have shaped our world and we have looked to the stars with wonder and an eye to our future. Examine earthquakes, volcanoes, stars and planet exploration. Specialise in these growth areas of science that can take you places.	EARTH AND SPACE SCIENCE	AS91189 (I) AS91190 (I) AS91192 (E)	12	-	-	3
	L2SCI	Open your mind with a mixture of science experiences. Learning will be supported with hands-on practicals, experiments, simulations and activities that apply to real world situations.	SCIENCE	AS91190 (I) AS91160 (I) AS91168 (I)	11	-	-	2
	L2PHCH	Thinking about a future in science? New to physics and chemistry? Here we provide you with the foundation skills and knowledge before specialising in chemistry and physics.	PHYSICS CHEMISTRY	AS91166 (E) AS91169 (I) AS91168 (I)	11	-	-	3

# VISUAL ARTS

# VART

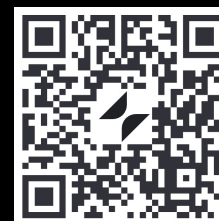
LEVEL 2	CODE	DESCRIPTION	NCEA SUBJECT	STANDARDS	TOTAL CREDITS	UE R	UE W	2 OR 3 BLOCKS
	L2DES	You will explore graphic design techniques through both traditional and digital tools/software. We will create branding and promotional materials to advertise products and convey ideas, nurturing creativity and design thinking.	DESIGN ART	AS91320 (E) OR AS91310 (I) AS91315 (I)	8 OR 12	-	-	3
	L2PTG	Delve into painting techniques, incorporating both traditional and contemporary methods. We will express our ideas through self-selected themes, fostering creativity and professionalism.	PAINTING	AS91321 (E) OR AS91311 (I) AS91316 (I)	8 OR 12	-	-	3
	L2PHT	You will learn digital camera use, photography skills, and techniques. We will express concepts through self-chosen themes, fostering creativity and professional thinking.	PHOTOGRAPHY	AS91322 (E) OR AS91312 (I) AS91317 (I)	8 OR 12	-	-	BOTH
	L2PRT	Delve into printmaking techniques, incorporating both traditional and contemporary methods of digital printing. We will express our ideas through self-selected themes, fostering creativity and professionalism.	PRINTMAKING	AS91323 (E) OR AS91313 (I) AS91318 (I)	8 OR 12	-	-	3
	L2SCU	You will learn the art of making sculptures using various traditional and contemporary materials. We will express concepts through self-chosen themes, fostering creativity and professional thinking.	SCULPTURE	AS91319 (E) OR AS91324 (I) AS91314 (I)	8 OR 12	-	-	3










LEVEL 2	CODE	DESCRIPTION	NCEA SUBJECT	STANDARDS	TOTAL CREDITS	UE R	UE W	2 OR 3 BLOCKS
	L2DTE	Digital technologies is an industry that is continuing to grow with many job opportunities. As part of a two year course, this year we will be learning about project management techniques while developing our skills in electronics	DIGITAL TECHNOLOGY	AS91894 (I) AS91897 (I)	<b>10</b>	-	-	<b>3</b>
	L2TXT	Do you like being on trend? Here you will develop skills in both designing, and constructing a textile based product. We will work through the design process as we look at fashion illustration, sewing skills, prototyping, pattern making, all guided by creative and critical thinking.	TECHNOLOGY	AS91356 (I) AS91357 (I)	<b>12</b>	-	-	<b>3</b>
	L2DVC	You will focus on Spatial Design this year with a human centred brief, following the design process to produce an outcome, and then construct a presentation model to showcase your design. You will develop your skills in creative and critical thinking, a range of visual communication techniques, and use functional modelling to problem solve.	DVC	AS91341 (I) AS91343 (I)	<b>10</b>	-	-	<b>2</b>
	L2HOS	Through this course, students will build industry based skills and qualifications, preparing them for a career and pathway in the hospitality industry. This course has a greater focus on health and safety and practical skills used within a Kitchen.	HOSPITALITY	US13276 (I) US13271 (I) US13273 (I) US22234 (I) US13275 (I)	<b>10</b>	-	-	<b>3</b>
	L2FTE	Develop your creative ability when working with food. Design and experiment with recipes and develop food products according to stakeholders needs and opportunities within an authentic context.	FOOD TECHNOLOGY	AS91354 (I) AS91357 (I)	<b>10</b>	-	-	<b>2</b>
	L2HTFN	Encourage auahatanga and create purposeful outcomes through working with wood. Learn foundation furniture making skills, and use recycled materials in traditional and contemporary ways to create functional outcomes. *Cannot be taken in conjunction with HTDN	MATERIALS TECHNOLOGY (WOOD)	US12932 (I) US24350 (I)	<b>14</b>	-	-	<b>3</b>
	L2HTDN	Do you enjoy designing and developing your own projects? Unleash your creativity in this course. Design and craft unique outcomes exploring a range of materials, learning a variety of machines to create innovative and fit for purpose products. *Cannot be taken in conjunction with HTFN	MATERIALS TECHNOLOGY	AS91354 (I) AS91357 (I)	<b>10</b>	-	-	<b>2</b>
	L2HTEN	Gain practical experience using a range of different machinery to design and develop fit-for-purpose outcomes through manaakitanga. These outcomes will fit real world applications in an engineering (Metal) context.	MATERIALS TECHNOLOGY (METAL)	US32053 (I) AS91357 (I)	<b>13</b>	-	-	<b>3</b>

**NOTE:** If you studied a technology class in 2023, you can pick the same class for 2024





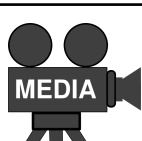






# PUNA WĀNANGA OPTIONS

PW
















PUNA WĀNANGA					
	COURSE	HOW MIGHT WE ...	POTENTIAL ACTIONS	POTENTIAL COMMUNITY PARTNERSHIPS	HASHTAG
	NATIVE	How might we alleviate some of the burden on our native environment in order to increase numbers of our native species?	<ul style="list-style-type: none"> <li>- Invasive species pest control</li> <li>- Ocean Health</li> <li>- Regeneration of forests / vegetation</li> </ul>	<ul style="list-style-type: none"> <li>- Waikato District Council</li> <li>- Hamilton City Council</li> <li>- University of Auckland</li> <li>- Sanctuary Mountain Maungatautari</li> <li>- University of Waikato</li> <li>- Forest and Bird</li> <li>- Department of conservation</li> <li>- Nature in the City</li> </ul>	<ul style="list-style-type: none"> <li>#GreenRevive</li> <li>#NativeVibes</li> <li>#Environment</li> </ul>
	GREEN	How might we create and sustain community gardens in order to provide accessible, nutritious, and affordable food options for residents?	<ul style="list-style-type: none"> <li>- Community/school garden</li> <li>- Volunteering at Hamilton Garden</li> <li>- Building containers/boxes</li> <li>- Growing seedlings to sell</li> <li>- Learning gardening skill</li> <li>- Growing veggies, growing flowers</li> </ul>	<ul style="list-style-type: none"> <li>- Hamilton gardens</li> <li>- Garden centres</li> <li>- Community gardens</li> <li>- Gardening groups</li> <li>- Family connections</li> </ul>	<ul style="list-style-type: none"> <li>#Gardenlife</li> <li>#Green</li> <li>#Environment</li> </ul>
	OUTDOOR	How can we make spending time outdoors more fun and fulfilling while also helping the environment and giving you cool ways to connect with nature?	<ul style="list-style-type: none"> <li>- Volunteering at Hamilton City projects</li> <li>- Pukemokmoke Working "B's"</li> <li>- Pest control at native reserves</li> <li>- Lead outdoor activities</li> <li>- Invasive species pest control</li> </ul>	<ul style="list-style-type: none"> <li>- Hamilton City Doc</li> <li>- Te wānanga a Aotearoa</li> <li>- Critterkill</li> <li>- Police</li> </ul>	<ul style="list-style-type: none"> <li>#Outdoors</li> <li>#Nature</li> <li>#Harmonious</li> <li>#Green</li> <li>#Sustainability</li> </ul>
	ACTIVE	How might we promote physical activity in the outdoors in order to improve the wellbeing of members of the wider Rototuna community?	<ul style="list-style-type: none"> <li>- Construct a playground feature such as a bouldering wall in the community</li> <li>- Take people for outdoor walks</li> <li>- Take groups camping</li> <li>- Outdoor team-building adventure courses</li> </ul>	<ul style="list-style-type: none"> <li>- Extreme Edge</li> <li>- Castle Rock</li> <li>- RJHS</li> <li>- City Council</li> </ul>	<ul style="list-style-type: none"> <li>#Fitness</li> <li>#Climb</li> <li>#Health</li> <li>#Active</li> </ul>
	STORY	How might we create supportive writing communities to create safe havens for students and writers to create a real sense of belonging?	<ul style="list-style-type: none"> <li>- Working with other schools to run writing competitions for local schools</li> <li>- Writing their own books or collection of short stories</li> <li>- Creating a website to teach others how to write</li> <li>- Create an online community</li> </ul>	<ul style="list-style-type: none"> <li>- Other schools and local authors</li> <li>- Camp Nanowrimo</li> </ul>	<ul style="list-style-type: none"> <li>#Writing</li> <li>#WriteTogether</li> <li>#ShareYourStories</li> </ul>
	UNITE	How can we boost school pride and create a super cool culture that brings us all together and makes us feel like one big family?	<ul style="list-style-type: none"> <li>- Warriors who want to build on our school spirit</li> <li>- Whanau time events</li> <li>- Breaktime activities</li> <li>- Iwi pride</li> <li>- Club creation</li> <li>- School council support</li> <li>- Rototuna community pride as a whole</li> </ul>	<ul style="list-style-type: none"> <li>- Hukanui Marae</li> <li>- Local iwi</li> <li>- BOT</li> <li>- Manukura</li> <li>- Student Councils across schools</li> <li>- Kaikokori</li> <li>- Whaanau</li> </ul>	<ul style="list-style-type: none"> <li>#Collective</li> <li>#Identity</li> <li>#Belonging</li> </ul>
	BIKES	How might we enhance and promote cycling infrastructure and initiatives within our community to encourage greater participation, safety, and accessibility for cyclists of all ages and abilities?	<ul style="list-style-type: none"> <li>- Student lead advocacy group</li> <li>- Bike handling skills</li> <li>- Bike maintenance group</li> <li>- Road safety for bikes</li> <li>- Bikes in schools- track design</li> <li>- Shirt design</li> <li>- Bike kitchen</li> <li>- Bike donation</li> </ul>	<ul style="list-style-type: none"> <li>- Transport Education Team</li> <li>- Hamilton City Council</li> <li>- Kaieke (what is the rider trying to achieve)</li> <li>- Electrify NZ, River Riders, Torpedo 7</li> <li>- Evo Cycles, Bike Waikato</li> <li>- Cycling Action Network</li> <li>- Rototuna Rotary</li> <li>- Go Eco</li> <li>- Waka Kotahi</li> <li>- Ministry of Education</li> </ul>	<ul style="list-style-type: none"> <li>#Bike</li> <li>#Transport</li> <li>#Safety</li> <li>#Fitness</li> <li>#Teach</li> <li>#Donate</li> </ul>
	HEALTH	How can we effectively advocate for mental health among young people in Aotearoa ensuring they are encouraged and empowered to seek support?	<ul style="list-style-type: none"> <li>- Fundraisers</li> <li>- Running wellbeing sessions to kindergarten/ primary schools</li> <li>- Holiday program in schools</li> <li>- Building resources</li> <li>- Building website/resources for parents to enjoy with their young children at home</li> </ul>	<ul style="list-style-type: none"> <li>- lamhope, Youthline, Brave NZ</li> <li>- Action for Happiness</li> <li>- School counsellors</li> <li>- Nearby kindergarten/primary schools</li> <li>- Community education support centres that runs during the holidays</li> <li>- Local libraries/community centres that runs programs for young children</li> </ul>	<ul style="list-style-type: none"> <li>#MentalHealth</li> <li>#Advocate</li> <li>#Fundraise</li> <li>#Wellbeing</li> <li>#BrightFuture</li> <li>#Happiness #Hauora</li> <li>#HappyKids</li> </ul>
	SOLART	How might we transform the core of our school into a vibrant hub of culture and excitement for us to connect and feel like we all truly belong?	<ul style="list-style-type: none"> <li>- Ongoing legacy project: Turn the RHS whareniui into a contemporary art space using various materials like, wood, metal, leather, perspex, wool, spray paint ...</li> <li>- Working with Waikato artists</li> <li>- Create a space within RHS, acknowledging our unique diversity</li> <li>- Carving (whakairo), pattern design (kōwhaiwhai), weaving(raranga)</li> <li>- Explore tattoo(tā moko)</li> </ul>	<ul style="list-style-type: none"> <li>- RHS whareniui/RHS board</li> <li>- Waikato museum</li> <li>- The Red Shed</li> <li>- Visiting local marae</li> <li>- The Sleepout project</li> <li>- Exhibiting alongside other artists</li> <li>- Waikato established artists</li> <li>- Te Papa</li> <li>- BOON</li> <li>- Creative Waikato</li> </ul>	<ul style="list-style-type: none"> <li>#Creativity</li> <li>#Community</li> <li>#Art</li> <li>#Connections</li> <li>#Contemporary</li> <li>#Legacy</li> </ul>



	<b>FASHION</b>	How might we disrupt the world of fashion/design for young people in order to raise awareness of the way we consume fashion?	<ul style="list-style-type: none"> <li>- Ongoing legacy project: Creating fashion and jewellery for our online shop to raise funds for charities we care about</li> <li>- Run fashion events to showcase our creations</li> <li>- Teach workshops to show how to re-fashion existing clothing items</li> <li>- Make upcycled jewellery</li> <li>- Wearable Arts</li> </ul>	<ul style="list-style-type: none"> <li>- NZ Fashion Week</li> <li>- Jewellery designers that work with upcycled materials</li> <li>- Clothing designers that work with upcycled materials</li> <li>- Toi Wearable Arts competition (Show Quest)</li> </ul>	<ul style="list-style-type: none"> <li>#Fashion</li> <li>#Design</li> <li>#Creative</li> <li>#Environment</li> <li>#Recycle</li> <li>#ChooseSlowFashion</li> <li>#WearableArt</li> </ul>
	<b>TEXTILE</b>	How might we make more people in our community aware of the problem of waste and get them excited about using leftover materials from factories to make cool and eco-friendly textile products?	<ul style="list-style-type: none"> <li>- Develop sustainable practices eg. mass manufacturing products from source materials</li> <li>- Create products eg. jewellery &amp; accessories from old materials</li> <li>- Opportunity to sell products and raise funds for charities that need support</li> </ul>	<ul style="list-style-type: none"> <li>- Truck company cover/surgery kits from hospital SCG Media</li> <li>- Printing company for raw materials, to make bags etc.</li> </ul>	<ul style="list-style-type: none"> <li>#UpcycleDesign</li> <li>#TextileProducts</li> <li>#Sustainability</li> <li>#Recycle</li> </ul>
	<b>3DIGI</b>	How can we effectively raise awareness of community issues to improve community well-being utilising 3D modes?	<ul style="list-style-type: none"> <li>- Team project of creating a 3D animated film using industrial software</li> <li>- Stop motion, claymotion, motion graphics, character animation, 3D modelling</li> <li>- Promoting community events such as Matariki, Sporting Events, Market Days</li> <li>- Create a 3D animated YouTube series on community social issues eg. poverty, racism, bullying, environment</li> <li>- Promoting modern issues eg. road safety, mental health, climate change, nutrition</li> </ul>	<ul style="list-style-type: none"> <li>- Digital design school</li> <li>- Weta Workshops</li> <li>- Local businesses</li> <li>- Primary schools</li> <li>- Retirement villages</li> <li>- Sports Clubs</li> <li>- Local council</li> </ul>	<ul style="list-style-type: none"> <li>#Film</li> <li>#Animation</li> <li>#3D</li> <li>#Cartoon</li> <li>#SocialIssues</li> <li>#Digital</li> </ul>
	<b>VARTS</b>	How might we use creativity to construct art that can enhance our urban cityscape to make them even more amazing?	<ul style="list-style-type: none"> <li>- Painted pathways, council bike trails, skateparks, playgrounds</li> <li>- Murals, sculptures</li> <li>- Digital moving images</li> <li>- Exhibitions</li> <li>- Interactive art spaces</li> <li>- Art education to other youth/tamariki/mokos</li> <li>- Props for shows, mini art stations/letterboxes</li> </ul>	<ul style="list-style-type: none"> <li>- BOON</li> <li>- The Sculpture Park</li> <li>- District and City Councils</li> <li>- Creative Waikato</li> <li>- Waikato artists</li> </ul>	<ul style="list-style-type: none"> <li>#Creative</li> <li>#EmptySpace</li> <li>#Community</li> <li>#Art</li> <li>#CityScape</li> </ul>
	<b>MEDIA</b>	How might we utilise and develop our media marketing skills to promote positive messages and experiences to and in our community?	<ul style="list-style-type: none"> <li>- Promoting and running school social media platforms</li> <li>- Collaboration with School Councils</li> <li>- Film-making/videography</li> <li>- Marketing/media skills and techniques</li> <li>- Marketing campaigns, bigger campaigns to the wider community</li> <li>- Collab with other Puna groups</li> <li>- Podcasting, magazines, videos, social media posts, film-making</li> <li>- Website development &amp; creation</li> <li>- Vocational pathway: Marketing, Communications, PR, Journalism</li> </ul>	<ul style="list-style-type: none"> <li>- Hamilton Central Business Association</li> <li>- The Social Circle (Social Media Marketing)</li> <li>- New Zealand Film Festival (Hamilton in September)</li> <li>- Kane (Precision Podcasting)</li> <li>- Shift72 (Coding/Graphic design)</li> <li>- F45 and Fitstop Rototuna (How do they market wellness)</li> <li>- University of Waikato &amp; Wintec</li> <li>- BCD Group</li> <li>- Red Bull marketing team (Hamilton based)</li> </ul>	<ul style="list-style-type: none"> <li>#FilmMaking</li> <li>#Videography</li> <li>#Marketing</li> <li>#SocialMedia</li> <li>#Collaboration</li> </ul>
	<b>REMAKE</b>	How might we dismantle and remake old technology in order to support the lives of young people?	<ul style="list-style-type: none"> <li>- Recycling old technology to create me "zombie" tech for use in education</li> <li>- Making toys for kids who can't afford it</li> <li>- Recycling and rebranding new technology</li> </ul>	<ul style="list-style-type: none"> <li>- Tela</li> <li>- Fonterra (example of large companies who probably have heaps of old laptops that they might throw away)</li> <li>- Local primary schools</li> <li>- RSHS</li> </ul>	<ul style="list-style-type: none"> <li>#ZombieTech</li> <li>#Technology</li> <li>#Creation</li> </ul>
	<b>WASTE</b>	How might we combine recycling and digital technologies to repurpose or reuse waste?	<ul style="list-style-type: none"> <li>- Machines</li> <li>- Gadgets</li> <li>- Electronics</li> <li>- Robots</li> </ul>	<ul style="list-style-type: none"> <li>- Tech companies</li> <li>- Environmental groups</li> </ul>	<ul style="list-style-type: none"> <li>#Technology</li> <li>#Environment</li> <li>#Future</li> </ul>
	<b>CREATE</b>	How might we as a group of creatives give back to our community through making, creating and sharing our skills?	<ul style="list-style-type: none"> <li>- Creative workshops</li> <li>- Woodwork, art, pottery, craft, sewing</li> <li>- Producing sustainable products</li> <li>- Creating product to sell</li> <li>- Koha proceeds back to a creative space in the community</li> </ul>	<ul style="list-style-type: none"> <li>- Rototuna Library</li> <li>- Creative Waikato</li> <li>- Primary schools</li> </ul>	<ul style="list-style-type: none"> <li>#Crafting</li> <li>#Creatives</li> <li>#GiveBack</li> </ul>
	<b>INVENT</b>	How might we invent and construct things that give our community cool chances to connect with each other, so they can grow a stronger social network and share their skills?	<ul style="list-style-type: none"> <li>- Encouraging inventive ways for the community to come together and socialise face to face</li> <li>- Picnic tables</li> <li>- Chairs, benches</li> <li>- Garden games</li> <li>- Outdoor obstacle course/park</li> </ul>	<ul style="list-style-type: none"> <li>- Hamilton City Council</li> <li>- Local schools</li> <li>- Pathways</li> </ul>	<ul style="list-style-type: none"> <li>#Tinker</li> <li>#Connect</li> <li>#Create</li> <li>#Friendship</li> <li>#Invent</li> <li>#Design</li> </ul>
	<b>WISH</b>	How might we create joyful and memorable celebration cakes for children in less fortunate circumstances, ensuring that every child can experience the delight of a special cake on their important day? @birthdaywish21	<ul style="list-style-type: none"> <li>- Ongoing Legacy project</li> <li>- Give back to whānau/children who don't have the means to celebrate birthdays with their very own birthday cake</li> <li>- Create joyful memories for those in need</li> <li>- Grow your baking, packaging and marketing skills</li> <li>- Everyone deserves a cake on their special day!</li> </ul>	<ul style="list-style-type: none"> <li>- Salvation Army</li> <li>- The Cake Detective</li> <li>- New World</li> <li>- Gilmours</li> <li>- BidFood</li> </ul>	<ul style="list-style-type: none"> <li>#Baking</li> <li>#CelebrationCakes</li> <li>#Joyful</li> <li>#Memorable</li> <li>#BirthdayWish</li> </ul>
	<b>HAAKARI (a symbol of aroha)</b>	How might we bring people together to ensure they are nourished through partaking in the practice of giving food to support the wellbeing of others?	<ul style="list-style-type: none"> <li>- Engage with local communities</li> <li>- Provide kai to those in need</li> <li>- Upskill in your cooking expertise</li> <li>- Build positive relationships with those who need support</li> </ul>	<ul style="list-style-type: none"> <li>- Kura Kai</li> <li>- Pukete neighbourhood community house</li> <li>- Women's refuge</li> <li>- Night shelter</li> <li>- Kaivolution</li> </ul>	<ul style="list-style-type: none"> <li>#Kai</li> <li>#FoodForThought</li> <li>#Community</li> </ul>



	<b>MUSIC</b>	How might we effectively share our musical talents and performances with the community in a way that fosters connection and appreciation?	<ul style="list-style-type: none"> <li>- Smokefree Rock Quest</li> <li>- Battle of the Bands</li> <li>- Lunchtime music performances at cafes</li> <li>- White Noise Wednesday</li> </ul>	<ul style="list-style-type: none"> <li>- Other schools (inter-school battle of the bands)</li> <li>- Music stores</li> <li>- Venues</li> <li>- Wintec</li> <li>- Musicians mentoring</li> </ul>	<ul style="list-style-type: none"> <li>#RockMusic</li> <li>#SongWriting</li> <li>#SmokeFreeRockQuest</li> <li>#Music</li> </ul>
	<b>PERFORM</b>	How might we collaboratively create an outstanding and captivating performance that leaves a lasting impact on our audience?	<ul style="list-style-type: none"> <li>- Technical training (Sound and lighting: backstage crew etc.)</li> <li>- Hair, make-up, costume and set design workshops</li> <li>- Support on shows/events</li> <li>- Community support: volunteering at costume shops, local theatres, schools</li> </ul>	<ul style="list-style-type: none"> <li>- Hamilton Operatic</li> <li>- Wintec</li> <li>- Weta</li> <li>- Internationally known designers/creators/directors: John and Leslie Harding, Bill Bowers (Mime artist - Zazu on Broadway!), David Sidwell... and more!!!</li> </ul>	<ul style="list-style-type: none"> <li>#DesignForTheStage</li> <li>#ThePowerOfTechs</li> <li>#PlanningToStage</li> <li>#LiveEvents #Perform</li> </ul>
	<b>EQUATE</b>	How can we develop cool tools and support networks that empower New Zealand students to use maths skills in real-life situations, making maths more awesome and practical for others?	<ul style="list-style-type: none"> <li>- Teaching resource developing (Numeracy skills in each subject)</li> <li>- Developing CAA Study tool</li> <li>- Tuakana-Teina (RJHS community)</li> <li>- Maths Week</li> <li>- Pi Day</li> </ul>	<ul style="list-style-type: none"> <li>- NZAMT</li> <li>- Waikato Uni (Teaching College)</li> <li>- Auckland Maths Association</li> <li>- Local Ministry office</li> <li>- Academic Councils in RSHS</li> </ul>	<ul style="list-style-type: none"> <li>#Numeracy4RealLife</li> <li>#NumeracyEMPOWER</li> <li>#MathisCool</li> </ul>
	<b>NATIONS</b>	How might we enhance the Model United Nations experience for high school students, fostering leadership and impactful engagement within communities?	<ul style="list-style-type: none"> <li>- Exchange programs, experience other cultures, and perspectives</li> <li>- Create friendships, networks, and mutual understanding across borders</li> <li>- Continue to develop UN Youth ambassadors</li> <li>- Competitions and events that challenge you to solve real-world problems or showcase their talents with other schools</li> </ul>	<ul style="list-style-type: none"> <li>- UN Youth</li> <li>- Waikato UNA</li> <li>- High schools in Waikato</li> <li>- High schools in China or other countries</li> </ul>	<ul style="list-style-type: none"> <li>#Global</li> <li>#UN</li> <li>#CriticalThinking</li> <li>#Friendship</li> <li>#Connection</li> <li>#ModelUN</li> </ul>
	<b>FLIGHT</b>	How might we enhance the learning in RJHS Flight times while also upskilling our leadership capabilities? (Year 12 & 13 only)	<ul style="list-style-type: none"> <li>- Building projects with the junior high students</li> <li>- Strengthening particular skills</li> <li>- Teaching new knowledge</li> <li>- Expanding leadership</li> </ul>	<ul style="list-style-type: none"> <li>- RJHS</li> </ul>	<ul style="list-style-type: none"> <li>#FlightTime</li> <li>#Teach</li> <li>#Mentor</li> <li>#Leadership</li> </ul>
	<b>ISSUES</b>	How can we ignite and sustain interest in science among individuals, fostering curiosity and a passion for exploring the wonders of the natural world in order to improve the lives of others and the environment?	<ul style="list-style-type: none"> <li>- Develop programmes to share with schools</li> <li>- Tuakana teina/leadership opportunities</li> <li>- Teaching resources</li> <li>- Practical science activities</li> <li>- Run science week and challenges</li> </ul>	<ul style="list-style-type: none"> <li>- Local primary schools</li> <li>- Local early childcare centres</li> <li>- contact Summerset retirement for any retired primary school teachers</li> <li>- Waikato university teachers college</li> <li>- Science subject associations</li> </ul>	<ul style="list-style-type: none"> <li>#Science</li> <li>#Issues</li> <li>#Mentor</li> </ul>
	<b>CHANGE</b>	How might we advocate for change in order to build community and improve the lives of people living in Kirikiriroa Hamilton?	<ul style="list-style-type: none"> <li>- Build relationships (whanaungatanga) with local community members</li> <li>- Engage in radical community building</li> <li>- Organise events to foster a sense of community</li> <li>- Petition HCC or Waikato Regional Council</li> <li>- Develop resources, give verbal submissions on issues</li> <li>- Create/collaborate on a campaign</li> <li>- Interview local government workers and officials</li> <li>- Organise as a collective</li> </ul>	<ul style="list-style-type: none"> <li>- Summerset Retirement Homes</li> <li>- Hamilton City Council</li> <li>- Waikato regional Council</li> <li>- Go Eco</li> <li>- Seed</li> <li>- Rangatahi Voices</li> </ul>	<ul style="list-style-type: none"> <li>#RadicalCommunity</li> <li>#Change</li> <li>#Local</li> <li>#Government</li> <li>#Change4Kirikiriroa</li> <li>#CollectiveAction</li> </ul>
	<b>SHOPIFY</b>	How might we launch a school recycling shop that promotes recycling awareness through creative reuse, while donating profits to people in various communities that are in need?	<ul style="list-style-type: none"> <li>- Building a recycling shop at school</li> <li>- Selling products made by other Puna groups/in Wananga Ako learning</li> <li>- Promote recycling at our school</li> <li>- Marketing and promoting our shop</li> <li>- Website, Instagram, poster promotion</li> <li>- Waste management</li> <li>- Collaboration and problem solving</li> <li>- Getting involved in local markets</li> <li>- Fundraising events</li> <li>- Educational campaigns around reuse and recycling</li> </ul>	<ul style="list-style-type: none"> <li>- Other Puna groups</li> <li>- Art, Technology departments</li> <li>- Rototuna Library perhaps</li> <li>- Claudelands market</li> <li>- Charity groups</li> <li>- Business experts</li> </ul>	<ul style="list-style-type: none"> <li>#Business</li> <li>#Recycle</li> <li>#Shop</li> <li>#Reuse</li> <li>#ThriftShop</li> </ul>
	<b>ADULT</b>	How might we engage in learning valuable life skills to become a work ready, confident central role in contributing to our communities?	<ul style="list-style-type: none"> <li>Year 12 and 13 only</li> <li>- Financial literacy, basic home repair, car maintenance</li> <li>- Public speaking, stress management</li> <li>- Youth employment rights</li> <li>- Work-Ready rotational programme including workshops to develop soft-skills and employability</li> <li>- 6 week work-placement in key industries: Trades, Retail, Animals / Primary</li> </ul>	<ul style="list-style-type: none"> <li>- Industry Training Solutions</li> <li>- Young Workers Resource Centre</li> <li>- Partnering with speakers &amp; experts</li> <li>- Health professionals, counsellor (Philip)</li> <li>- Financial advisors (Leanne - RHS Business Manager)</li> <li>- Media partners</li> <li>- Hamilton Council</li> <li>- School Staff</li> </ul>	<ul style="list-style-type: none"> <li>#Adulthood</li> <li>#Life-Skills</li> <li>#Workexperince</li> </ul>
	<b>INTERN</b>	How might we develop our employability skills in an industry / career pathway?	<ul style="list-style-type: none"> <li>Year 13 only and Y12 leavers</li> <li>- Source your own Internships that connects with your future intentions and passions</li> <li>- Build your own connections for future opportunities</li> </ul>	<ul style="list-style-type: none"> <li>- Local employers</li> <li>- Pathways</li> </ul>	<ul style="list-style-type: none"> <li>#Careers</li> <li>#Internships</li> <li>#Jobs</li> <li>#Future</li> </ul>
	<b>ECE</b>	Early Childhood Education - Students will get experience in a Tertiary environment - Complete a work placement in an ECE centre	<ul style="list-style-type: none"> <li>Year 12 and 13 students only</li> <li>- Max 20 students (students will be interviewed)</li> <li>- NZMA Campus Term One</li> <li>- Vision College Term Two</li> <li>- ECE Placements Term Three</li> <li>- Unit Standards in ECE level 2 and 3</li> </ul>	<ul style="list-style-type: none"> <li>- NZMA</li> <li>- Vision College</li> <li>- ECE Centres (BestStart and Learning Links)</li> <li>- Advertising, photos, and create a school ECE centre for RSHS staff and stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>#EarlyChildhoodEducation</li> <li>#ECE</li> <li>#ChildCare</li> </ul>

	<b>MOTORS</b>	Fairview Motors - Students considering entering the motor industry - Hands-on at Fairview Motors with a mixture of theory for Automotive Certificates - Counting towards automotive apprenticeships and vocational pathway qualifications	Year 12 and 13 students only - Max 15 students - (students will be interviewed) - Weekly hands-on automotive workshop - NCEA counting towards automotive apprenticeships and Vocational Pathways qualifications. - Offsite at Fairview Motors mechanical workshop, Te Rapa 8:30am - 3:15pm for 6 weeks a Term (runs for 3 Terms)	- Fairview Motors	#FairviewMotors #Automotive
	<b>SERVICE</b>	Service Academy - Military twist - physical training, drills - Leadership, creating opportunities to learn new skills - Self-confidence, improve personal fitness levels, goal setting, leadership skills - Creating a fun, active and challenging environment	Year 12 and 13 students only - Max of 20 students. - Potential trip to Army/Air Force/Naval bases in Auckland - Military based teaching and learning - Personal training, morning drills - Leadership workshops - Military drills, physical training and team-work	- Police - NZDF - Fire and Emergency - St John Ambulance - Military Ex-servicemen / RSA: developing and designing a support with the RSA community	#Services #ServiceAcademy #PersonalTraining #MilitaryDrill

FOR MORE INFORMATION GO TO THE PUNA WĀNANGA GLIDE APP: <https://puna-wananga-options-csoz.glide.page>

