



WELLINGTON
GIRLS' COLLEGE



PROSPECTUS

2022

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

CONTENTS

Our History	2
Our Guiding Principles	4
Our Expectations	5
Our Facilities	6
Our Curriculum	8
Our Learning Initiatives	9
Curriculum Overview	10
Our Uniform	11
Our Co-curricular Activities	12
Our Leadership Programme	14
Our Support System	15
Our Communication Systems	16
Our Wider School Community	18
Our Enrolment Procedures	19
Our Enrolment Zone	20
Our Senior Staff	22

PROSPECTUS 2022



Dear parents, caregivers and students

Our 2017-2021 Strategic Plan contains our vision:

Mā te kahukura ka rere te manu, ka rere runga rawa
Adorn the bird with feathers and let it fly, let it soar

And that is how we see the role of our school – equipping your child with the feathers that will enable them to soar in whatever direction **they** want to head by the time they leave here.

We have a focus on diversity, creativity, student agency and wellbeing and we test all new initiatives in the school against these concepts.

ERO visited us in February 2018 and we received our third consecutive 4-5 year review. They commented that 'Curriculum review, design and enactment is innovative and responsive to students' diverse experiences, aspirations and abilities.' They also noted that 'the school has a focus on wellness, parent engagement and future-focussed curriculum.'

Last year's lockdown forced us to review the way we approach our enrolment cycle. In retrospect it was a good thing – we are now facing several years without a Hall as part of our massive, but as yet un-scoped building project, so this is the first year of our new process.

That means we are using a mix of online and in person activities. I will be visiting all of our in zone schools from mid May to mid June to meet with Yr 8 students and parents. I will also be hosting two online Zoom sessions if you missed out on an in person meeting – these are a chance to have questions answered as well as hearing a little bit about the school. Please contact WGC's Enrolments officer for the link to these events.

And you are clearly already in our website if you are reading this, so have a look at the videos if you want some unedited comments about us.

Instead of an Open day, we're hosting six smaller events in the week of 14 – 18 June. You need to register for these through the website. These events will give you a chance to visit the school and see it in action – warts and all. Being on site during a normal school day gives you the opportunity to go into classes and meet current students who can answer your questions as you walk around.

I think this is a wonderful school, but I am also completely biased and the school has to be the right fit for your child. I look forward to meeting with you in person or online in the coming weeks to help you make a decision that is right for your family.

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 138 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, Annabel Langbein, Winnie Laban, Dame Margaret Shields, Anna Paquin, Rebecca Gibney, Jenny Patrick, Elizabeth McRae, Bridget Williams, Melissa Moon 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:

- Over 90% pass rate at all levels of NCEA for the last ten years and often over 95%
- Top scholars in NZ in German (2020), French (2017 & 2018) and Design & Visual Communication (2017) Scholarship exams
- Recipients of over \$800,000 worth of scholarships to tertiary institutions at annual Prizegivings
- Spirit of Adventure Schools' Challenge teams 2012-19; winning team 2014, 2017, 2019
- Winner of study awards to Germany and France 2003, 2005-12, 2014 – 2018, 2020 (cancelled due to Covid)
- Winners of places to the Colgate University (New York) 2016 on a full Basketball scholarship; University of Texas (Austin) 2008 & 2013, Old Dominion University (Virginia) 2011 and San Diego University 2014, 2015 & 2017 on four year rowing scholarships; Calumet College (Illinois) 2015 on a football scholarship and Allegheny College (Pennsylvania) 2013 on an academic scholarship
- Winner of the regional interschool Debating competition 2015, 2018; runners up 2016-17, 2019 - 2020
- Two members of the NZ Secondary Students' Choir in 2007/8; four in 2009/10; three in 2011/12 (including co-leader of the choir and lead soprano) three in 2013/14 two in 2017/18 and 2019/20 and one currently
- Teal Voices choir awarded Silver award at national Big Sing finale in 2015 & 2016 and Bronze Award 2010-12, 2019
- Four members of the NZ Secondary schools orchestra 2017-21 and two members of the national youth orchestra 2019 - 21
- Winners of national Cross Country 2020; Runners up to national Futsal title 2016 and Basketball title 2014-15
- Winners of Wellington regional Cross country 2020; Futsal 2019 - 20; Football 2017-20; Hockey 2018 – 20; Rowing 2016, 2020; Netball & Basketball 2015
- National representatives in netball, soccer, handball, basketball, touch rugby, underwater hockey, cross country, kendo, cycling, hockey, swimming, athletics, diving, rowing, aerobics, waka ama and equestrian
- Numerous recipients of the Hillary Challenge of the Duke of Edinburgh's Gold Award



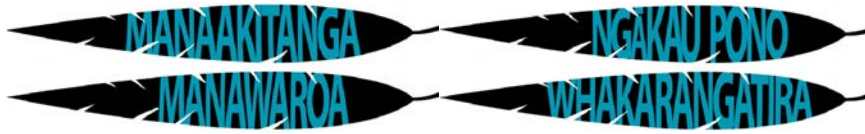
OUR GUIDING PRINCIPLES

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 EXPECTATIONS

OUR SCHOOL VALUES



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 their potential.

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

OUR SCHOOL CULTURE

- Students show respect for others and behave in the classroom in a manner that allows others to learn
- Students act responsibly at all times
- Respect is shown for the property of others and that of the school
- Uniform is worn with pride and respect at all times
- Wellington Girls' College is a smoke, vape and drug free zone
- Students come prepared for learning and are not under the influence of alcohol or any other substance while at school or at any school function
- Appropriate and respectful language is expected
- Punctuality to class is expected
- Students are expected to be on site and in class unless an alternative arrangement has been made
- Appropriate behaviour on all forms of public transport is expected



OUR FACILITIES

We are very short of space, but on 28 February 2019, the Minister of Education announced that the school will receive \$25 million to create the equivalent of 16 more classrooms and more space for staff and resource areas. This is a 5 year project. It will focus on creating new spaces for all of the Arts and Technology.

We also heard in early 2020 that we will be replacing the Tower block and in 2021 we were told the Hall is also going to be demolished. This will eventually result in new facilities for Science, Social sciences, Learning Services, our Wellbeing team, Careers and the senior staff. In the meantime, a temporary village has been built on the field to replace the rooms that are being demolished.

The College is close to many of Wellington city's wonderful resources - Te Papa, National Library, Wellington City Library, Parliament, Victoria and Massey Universities, City & Sea Museum, the harbour, local businesses, art galleries, Pipitea Marae and the Westpac Stadium and we take advantage of our proximity to these resources.



OUR CURRENT FACILITIES INCLUDE:

Two gymnasias; a cricket field and cricket nets; netball/tennis courts; artificial multi-sport turf; tiered seating and relaxation courtyards; library; three computer suites, computer pods, computers in classrooms and a ubiquitous wireless network giving students access to ICT throughout the buildings and grounds; data-shows in all classrooms; specialist art block; sports pavilion; hall; drama and music rooms; media, design and photography classrooms; science laboratories; learning services centre; International house; Careers and Transition centre; and Pipitea block which has six large double sized teaching spaces spread over three floors and the front entrance to the school, along with an Atrium used continually by the girls as a social space in non-class times and a quiet study zone during class.



OUR CURRICULUM

We offer a diverse, innovative and rich curriculum within the context of mixed ability classes. The expectation of our community is that we uphold excellence in all aspects of learning. The College has a culture of motivated students and teachers 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 identified 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 the 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. Classes are not streamed.

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. They also take Te Reo Maori and Aotearoa histories. Course booklets, outlining option subjects, will be provided to students prior to their enrolment interview so that they can make an informed choice. Students choose two whole year and three half year subjects as well as the core.

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. We operate a wireless environment and students need to bring their own digital device to school.

Wellington Girls' College students are encouraged to enter NCEA examinations and many choose to enter Scholarship exams as well. Our performance sits consistently alongside that of the highest performing schools in New Zealand and ranks well above national standards for Decile 8-10 girls' schools. Our pass rates at all levels have been well over 90% for the last 9 years and our Excellence and Merit results far exceed comparable schools locally and nationally.



OUR LEARNING INITIATIVES

Delivery of curriculum should cater for individual learning needs and abilities. The College has an experienced and creative Learning Services Department. The staff of this department work in partnership with the teaching staff to co-ordinate specialist Learning Support classes, in-class tutoring, lunch-time tutorials, mentoring, 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 2018 ERO report noted 'Teachers are actively involved in building their capability and knowledge to support improvement in learner-centred programmes. Professional learning initiatives and opportunities are responsive and well aligned to meeting the school's vision.'



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 → English Language ¹ → <i>Learning Studies</i>	English → English Language ¹ → <i>Learning Studies</i>	English → <i>English Language</i> → <i>English Language Literacy</i>	English → Project based English → English Language → English Language Literacy	English Project based English English Language Academic English
LANGUAGES	Te Reo Māori → <i>Chinese</i> → <i>French</i> → <i>German</i> → <i>Latin</i> → <i>NZ Sign Language</i>	Te Reo Māori → <i>Chinese</i> → <i>French</i> → <i>German</i> → <i>Latin</i> →	Te Reo Māori → <i>Chinese</i> → <i>French</i> → <i>German</i> → <i>Latin</i> →	Te Reo Māori → <i>Chinese</i> → <i>French</i> → <i>German</i> → <i>Latin</i> →	Te Reo Māori <i>Chinese</i> <i>French</i> <i>German</i> <i>Latin</i>
MATHEMATICS	Mathematics →	Mathematics →	Mathematics & Statistics OR Mathematics & Statistics Internal Mathematics for Numeracy →	Mathematics & Statistics OR Mathematics & Statistics Internal →	Calculus OR Calculus & Statistics OR Mathematics & Statistics OR Mathematics & Statistics Internal
SCIENCE	Science →	Science →	Science Internal OR General Science → <i>Science Extra</i>	<i>Science</i> → <i>Biology</i> → <i>Chemistry</i> → <i>Physics</i> →	<i>Science</i> <i>Biology</i> <i>Chemistry</i> <i>Physics</i>
SOCIAL SCIENCES	Social Studies → <i>Geography</i> → <i>History</i> → <i>Managing Money</i> → <i>Media Studies</i> →	Social Studies → <i>Geography</i> → <i>History</i> → <i>Economics & Enterprise</i> → <i>Media Studies</i> →	<i>Geography</i> → <i>History</i> → <i>Humanities</i> → <i>Accounting</i> → <i>Economics</i> → <i>Media Studies</i> →	<i>Sociology</i> → <i>Geography</i> → <i>History</i> → <i>Humanities</i> → <i>Classical Studies</i> → <i>Accounting</i> → <i>Economics</i> → <i>Media Studies</i> →	<i>Sociology</i> <i>Geography</i> <i>History</i> <i>Classical Studies</i> <i>Tourism</i> <i>Accounting</i> <i>Economics</i> <i>Media Studies</i>
HEALTH AND PHYSICAL EDUCATION	Physical Education /Health → <i>Extension PE</i>	Physical Education /Health →	<i>Sports Science</i> →	<i>Sports Science</i> → <i>Sports Leadership</i> →	<i>Sports Science</i> <i>Sports Leadership</i>
TECHNOLOGY	<i>Fashion & Textiles</i> → <i>New Imaging</i> → <i>Interior Design</i> → <i>Jewellery Design</i> → <i>Animation & Programming</i> → <i>Digital Technologies</i> → <i>Biotechnology</i> →	<i>Fashion & Textiles</i> → <i>Product & Spatial Design Technology</i> → <i>Digital Technologies</i> →	<i>Fashion & Textiles</i> → <i>Product & Spatial Design</i> → <i>Digital Technologies</i> →	<i>Fashion & Textiles</i> → <i>Product & Spatial Design</i> → <i>Digital Technologies</i> → <i>Digital Technologies internal</i> →	<i>Fashion & Textiles</i> <i>Product & Spatial Design</i> <i>Digital Technologies</i> <i>Digital Design Technologies</i>
ARTS	<i>Visual Art</i> → <i>Dance</i> → <i>Drama</i> → <i>Choral Singing</i> → <i>Creative Extn. Music</i> → <i>Instrumental Playing</i> → <i>Music for Beginners</i> →	<i>Visual Art</i> → <i>Drama</i> → <i>Music</i> →	<i>Visual Art</i> → <i>Commercial Design & Print</i> → <i>Dance</i> → <i>Drama</i> → <i>Music</i> →	<i>Visual Art</i> → <i>Photography</i> → <i>History of Art</i> → <i>Dance</i> → <i>Drama</i> → <i>Music</i> →	<i>Art Design</i> <i>Painting</i> <i>Photography</i> <i>History of Art</i> <i>Dance</i> <i>Drama</i> <i>Music</i>
ADDITIONAL SUBJECTS	 <i>Critical & Creative Thinking</i>	 <i>Critical & Creative Thinking</i>	 <i>Transition & Pathways</i> →	 <i>Transition & Pathways</i> → <i>General Studies</i> →	 Gateway <i>General Studies</i>

¹ Year 9 & 10 students taking English Language also take English

* Subjects in **BOLD** are compulsory * Subjects in *ITALICS* have no prerequisite

OUR UNIFORM

The uniform is a capsule style wardrobe with no summer/winter options. Instead students wear the garments that best keep them comfortable throughout the year. The choices are a skirt, a pinafore, culottes or trousers; long and short sleeves blouses and t-shirts; a cardigan, a vest, a jersey, a blazer and a rain jacket. No item is compulsory apart from the PE uniform for Yrs 9 & 10.

The uniform is sold at the NZ Uniforms shop on Thorndon Quay.

Yr 13 students do not wear uniform unless they are representing the school at an official function.

PHYSICAL EDUCATION UNIFORM (compulsory for all Yr 9 & 10 students and students playing sport for the school)

- Regulation black shorts or active wear 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.
- Some teams organise their own hoodies. These can be worn when competing with the team but they can't be worn to school as part of the school uniform.

PLEASE NOTE

- Articles of school uniform must be marked clearly with the owner's name
- Shoes need to be plain black, leather or vegan leather, lace ups or Mary-Janes. Sandals need to be plain, black leather or vegan leather and have a supportive heel strap. A selection of styles will be shown to parents at interview.
- Students wear plain white socks or black stockings with shoes. Socks may not be worn with sandals or with stockings.
- No undergarments or T shirts are to be visible at the neckline, but girls may wear white polyprops or similar under their uniform if they need added warmth
- Jewellery is limited to small studs in each ear, a small nose stud and a wristwatch. Taonga or a necklace may be worn. No other visible jewellery is permitted. Jewellery needs to comply with the Health & Safety requirements of any activity being undertaken
- Makeup is not to be worn with the uniform but clear nail polish can be worn.
- 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. Most sports codes and cultural groups hold trials or auditions and in some areas, places are limited. In some sports this is purely a safety system to ensure girls play in the correct grade.



SPORTING LIFE

Participation in sport at WGC is outstanding and we are proud of both the participation rates – over 60% 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
- Badminton
- Basketball
- Cricket
- Cross-country
- Dragon Boat racing
- Equestrian
- Football
- Futsal
- Handball
- Hockey
- Lacrosse
- Lawn bowls
- Netball
- Rowing
- Swimming
- Tennis
- Triathlon
- Underwater Hockey
- Volleyball
- Waka Ama
- Waterpolo

The availability of all codes is dependent on the support of our parent and wider community. We try really hard to place everyone in teams but that is dependent on numbers and sometimes the ability of students to play in a range of positions.



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:

- Barbershop
- Choirs
- Concert band
- Debating
- Drama clubs & productions
- GIFT (Christian group)
- Kapa Haka
- Orchestra
- Poly Club
- Rock Bands
- Show Quest



CLUBS AND GROUPS

The student leaders of the school run many clubs which are open to any student.

Some of the Clubs and Groups available are:

- Amnesty International
- Breakfast Club
- Environmental Club
- International Club
- SADD
- Spectrum
- Supporters Club
- TealTV
- Tech Angels
- Writers Club

A Clubs booklet is produced annually and is available on the 4Students section of the website.



OUR LEADERSHIP PROGRAMME

Students are encouraged to take a leadership and service role within the College.

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, whether it be in dance, debating, staff vs students Dodgeball or inter-House baking or paper plane making!

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

EXECUTIVE COUNCIL

The Executive Council (Exec) is currently made up of 14 elected Executive Prefects, including the Head Girls and the Board of Trustees Representative (if they are a Yr 13 student). 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 currently eleven Year 13 Leadership Committees: Arts, Community, Heritage, Houses, Kiwa, Sport & Recreation, Student Communications, Student Council, Student Learning, Tuakana and Wellbeing. Their role is to oversee and coordinate activities in the school and to give feedback on changes being promulgated.

PREFECTS

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

STUDENT COUNCIL

The Council is made up of Yr 9-12 elected representatives from each wānanga class. It meets once a week with the Student 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 120 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

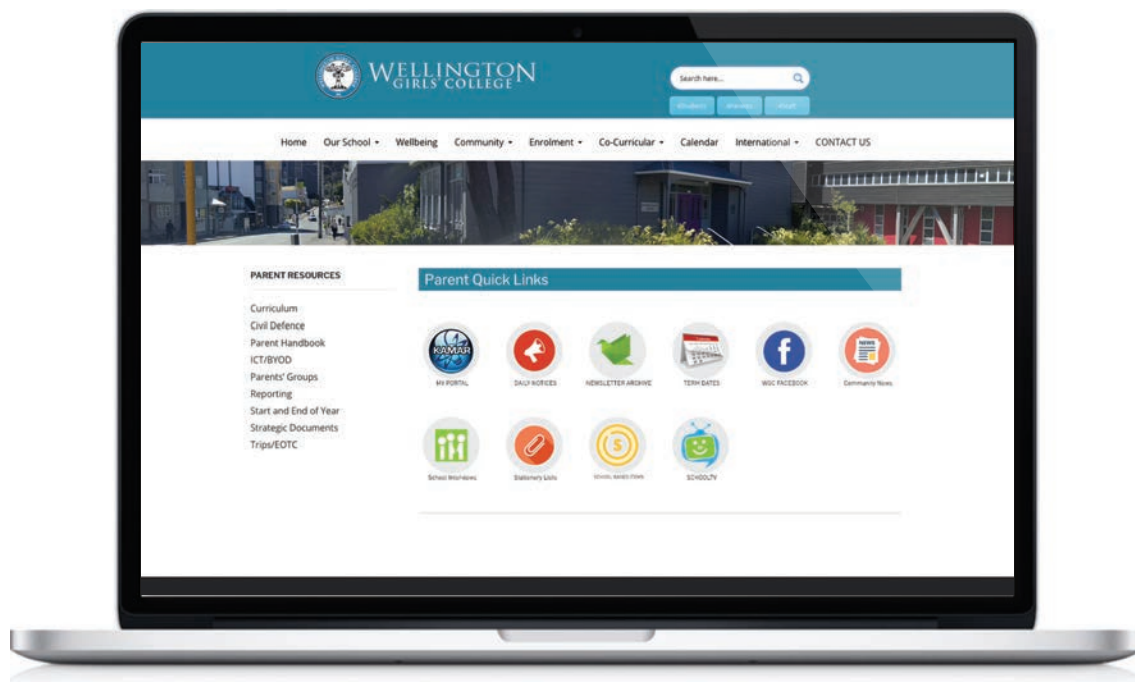
Students are guided in their school life by a team of specialist staff who work in a collegial way to support and monitor student learning and well-being. This team helps students to realise their potential by providing a safe, healthy and supportive environment. Each girl is known and appreciated as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

The support team consists of:

- Counsellors
- School Nurse
- Year Level Deans who move through with the students, supported by a Senior Management team member
- Wānanga teachers
- Careers and Transition staff
- Learning Services staff
- Classroom teachers
- Maori Dean
- Pasifika Dean
- Gifted & Talented Coordinator
- Learning & Support mentor (Yrs 11-13)



OUR COMMUNICATION SYSTEMS



Parents and caregivers may contact the Wānanga Teacher or Dean at any time about their daughter's progress – email is usually the most direct form of contact. Please be aware that:

- The school website is the main point of information for parents, students and staff.
- Through the parent portal (you will be sent your user name and password at the start of your daughter's first year) you can access the daily notices, attendance, progress updates, progress reports and results
- Students are expected to access the next day's notices and download resources for use with homework tasks on line – they will be taught how to do this
- Reporting is ongoing through the parent portal; progress reports are available here twice a year and parent/teacher/student interviews are also held twice a year. Parents book on line for these
- A Yr 8 parent function is held in November and a Yr 9 Welcome Evening is held in February for parents to meet wānanga teachers and key staff
- Family breakfasts are offered each year. They are organised by year level.
- The Principal holds year level forums for randomly selected parents in the first half of the year to discuss the college. The reports from these events will be shared on the website
- Irregular surveys are emailed to find out specific information from parents or girls – in recent years these have asked about wellbeing, uniform, jewellery, communications and sport. This information helps inform debate at a whole school level
- The school's annual reports are available on the website
- Weekly assemblies are held where the College community celebrates student successes and enjoys speakers, presentations and performances
- The annual Prizegiving is held in late October or early November. All students are expected to attend and families are warmly invited. Prizegiving is held in the Michael Fowler Centre.



OUR WIDER SCHOOL COMMUNITY

We receive a high level of support from our parent community.

BOARD

A new Board was elected in May 2019. The Board meets twice a term, usually on the last Thursday of the month at 5.30pm. Dates are on the school calendar on the website.

PARENTS' ASSOCIATION

The College has a small but active Parents' Association. It aims to foster parent-college links and to assist wherever possible. They run the Second hand uniform sales which are always very well attended. The Social Committee organises events such as the student dances and senior balls.

Profits from all of these activities are returned to the school to upgrade facilities or resources that benefit the students, such as helping set up the Nurses' clinic, providing new drinking fountains and providing new furniture in the Atrium.

WHĀNAU

This group supports the teachers of Te Reo Māori, students learning Te Reo Māori, Māori students, the Kapa Haka group, speech competitions and waka ama. They also give valuable information to the school about how we can support them and their tamariki at school and beyond.

FONO

Our Pasific families meet once a term to spend time together and learn more about the school and the opportunities available to their daughters. They also support the students preparing for the annual Tu Tagata festival and celebrate Pacific cultures at our Fiafia night.

COACHES AND MANAGERS

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

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

We maintain a database of our alumnae. We distribute newsletters that link the school and its former students. These are sent by email each year and are also on the website. Alumnae often call at the school and some class groups hold reunions here from time to time.



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. All students in zone who apply are accepted regardless of the roll size. In recent years the intake has ranged from 275 - 306. As a result of this no out of zone students (other than a small number of siblings and daughters of alumnae) have been accepted for eleven years. If we are able to take any out of zone students, the priority order is listed below.

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, or fifth 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 or third priority status may be required to give proof of the relationship.



OUR ENROLMENT ZONE

The Wellington Girls' College zone includes all addresses in the City side of Brooklyn (not Kingston) [this is a tricky zone with some streets in and others out, see written description below], Kelburn, Northland, Wilton, Wadestown, Chartwell, Crofton Downs, Ngaio, Karori, Khandallah (not Broadmeadows). In the city itself are the areas of Aro Valley and Thorndon and streets west of Willis Street.

North Boundary

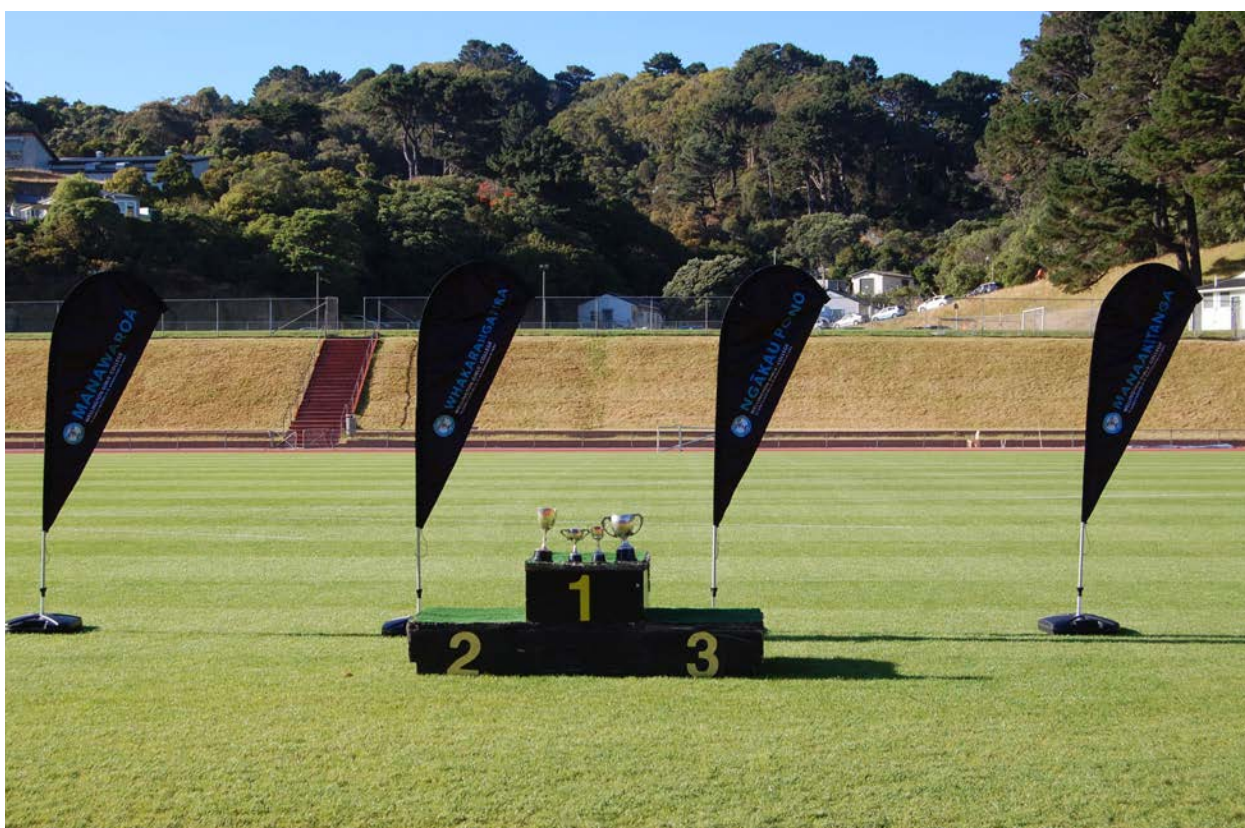
The boundary of the zone shall be a line extending from the Ngauranga Railway Station north west to the junction of Fraser Avenue and Burma Road, then south along Burma Road (including house numbers 75 – 103) to Kim Street, then north west between the ends of Baroda Street and Orissa Crescent (all addresses in Orissa Crescent and Bharat Terrace are out of zone) to Mount Kaukau. (All housing in Kim Street and Kimberly Way is included in the zone). From here directly north west to Smiths' Bay.

East Boundary

The boundary of the zone shall be a line extending from the junction of Customhouse Quay and Jervois Quay south along both sides of Willis Street. All even number housing on Brooklyn Road is included to the junction of Bidwill Street (after this junction all house numbers on Brooklyn Road are in zone). Then along Bidwill Street (all houses excluding number 2 Bidwill Street), Wallace Street (all even numbered houses from number 14 to number 132) and Hutchinson Road to Dransfield Street (numbers 2, 6 & 8), along Short Street to the junction of McColl and Krull Street (all houses from number 4 to 16 and 22 to 30 are in zone).

To the junction of Krull and Mana Streets (including bisecting at that point Mills Road to Veronica Street, then into the lower end of Mornington Road (up to 78 Mornington Road), including all houses in Clarence Streets excluding numbers 55 and 62, proceeding along Borlase Street to its junction with Ohiro Road.

From here south along the western side on Ohiro Road (even number housing) and Happy Valley Road (odd number housing) 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. The Board will investigate any student who moves from an in-zone address within 24 months of starting at the college.

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 parents or caregivers are invited to an interview. The purpose of this is to help ensure each student selects an appropriate course and to facilitate a smooth transition to college.

Key dates in 2021 for students who start school in 2022 are:

Year 9

- On line meetings with Principal from early May (your primary school will share this information with you)
- Digital prospectus and enrolment forms available online from mid May
- Enrolments close Monday 26 July at 4.00 pm
- Out of zone ballot held Friday 6 August
- Notification of Out of zone ballot results (by email) by Wednesday 11 August with interviews to follow
- Acceptance of places offered through Out of zone ballot must be received by 26 August
- In zone enrolment interviews will start on 23 August

Year 10, 11, 12 & 13

- Enrolments close Thursday 15 October
- Ballot held Friday 29 October
- Notification of ballot results (by email) by Wednesday 3 November
- Acceptance of places offered through Out of zone ballot must be received by 17 November

OUR SENIOR STAFF

Senior Management Team

Principal	Julia Davidson	BA Dip Tchg
Deputy Principals	Penny Greenwood	BHS Dip Tchg
	Deb King	MEd BEd BA Dip Tchg
	Anna Simonsen	BA(Hons) Grad Cert Sci &Tech Dip Tchg
	Anna Wilson	MSSL BA Dip Tchg



Wellbeing Team

Counsellors	Hayley Familton	MCouns BED DipTchg
	Sally Kendall	BA Dip Tchg PGC Dip ThCoun Cert ThCoun
	Sarah Richardson	MEd Psych PGDip EPP BA (Hons) PGCE
	Adri van Lith	BTchgLng Couns Dip
Nurse	Kim Fraser	BNurs NZRN PGCNursPrac DipTeReo
2021 Deans	Year 13 Holly Hueston	BA BTchg
	Year 12 Jolene Herrick	BSc Dip Tchg
	Year 11 Maria Moran	BPRTM Dip GradPE Dip Tchg
	Year 10 Aynsley Dalton	BDes Dip Tchg
	Year 9 Cameron Stewart	BA BMusArts DipTchg

Heads of Department

David Adams	MA (Hons) Dip Tchg	HOD Latin & Classical Studies
Sally Beccard	BA DipTchLn	HOD Social Sciences
Pam Breek	BSc Dip Tchg	HOD Mathematics
Helen Breeze	BA Dip Film TV Dip Tchg	HOD Media Studies
Abby Craig	BPE Dip Tchg	HOD Physical Education & Health
Julie Clement	MDes BTchLn	HOD Technology
Melanie Eade	BA Dip Tchg	HOD English
Yoji Glass	BMedSci Dip Tchg	HOD Science
Katie Howes	BEd Dip Tchg	HOD Dance & Drama
Kaye Johnson	BEd DipTchg	HOD Careers & Transition
Jayne Labrum	DFA Dip Tchg	HOD Visual Art
Vhairi Miles	BA Dip Lib Inf	Library Manager
Jayesh Morar	BCA Dip Tchg	HOD Commerce
Sarah Richardson	MEd Psych PGDip EPP BA (Hons) PGCE	HOD Counselling Services
Annabelle Sinclair	BA (Hons) BA Dip Tchg	HOD Languages
Sandra Smith	BA Dip Tchg CELTA Dip Screen Media	HOD English Language
Nicola Sutherland	BMus(Hons) FTCL LRSM	HOD Music
Jane Willingale	MPH BA BComm Dip Tchg	HOD Learning Services



Photographs by Dionne Ward & Kirsty J Design





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GIRLS' COLLEGE

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