

# Yr 10 Option Guide 2024



# YEAR 10 OPTIONS GUIDE 2024

---

<b>The Transition from Year 9 to Year 10 at Dio</b>	<b>3</b>
<b>The New Zealand Curriculum</b>	<b>4</b>
• Vision	
• Values	
• Key Competencies	
• Learning Areas	
• NZC and NCEA	
• Teaching and Learning with the New Zealand Curriculum	
<b>Planning for Year 10</b>	<b>6</b>
• Process for Selecting Year 10 Options	
<b>Curriculum Pathways Years 10 – 13</b>	<b>7</b>
<b>Year 10 Option Choices:</b>	
<b>ARTS:</b>	<b>8</b>
<b>Art</b>	<b>8</b>
<b>Dance</b>	<b>8</b>
<b>Drama</b>	<b>9</b>
<b>Music</b>	<b>9</b>
<b>TECHNOLOGY:</b>	<b>10</b>
<b>Design &amp; Visual Communication</b>	<b>11</b>
<b>STEAM Studio</b>	<b>11</b>
<b>Textiles &amp; Design</b>	<b>12</b>
<b>Food Technology</b>	<b>12</b>
<b>LANGUAGES:</b>	<b>13</b>
<b>French</b>	<b>13</b>
<b>Te Reo Māori</b>	<b>13</b>
<b>OTHER:</b>	<b>14</b>
<b>Financial Literacy</b>	<b>14</b>
<b>Extra-Curricular Activities</b>	<b>15</b>

**NOTE:** The information in this booklet is accurate at the time of production but may change without notice.

---

# THE TRANSITION FROM YEAR 9 TO YEAR 10 AT DI

---

Dear Student

In many ways, this is a very important year in your education. The skills you gain, opportunities you seek and experiences you enjoy will lay a foundation for academic, physical, cultural, creative and spiritual success through the rest of your schooling. Year 10 is a step up here at Dio, and there are both rights and responsibilities that come with this. In this booklet you will find important information about your academic courses and about being a Year 10 student. Please read it carefully, discuss it with your family and come prepared to make the most of 2024.

Ms Gina Fitchett (gfitchett@wdsg.school.nz)  
Deputy Principal – Teaching and Learning

## **Our Mission for Junior Academic Programmes:**

To provide a programme in which each student is given a broad and sound foundation in order to develop their personal and interpersonal skills, and to assist them in building meaningful relationships with God, with self, with others, with society and with the environment. The Junior Programme of Learning will also provide each student with an appropriate level of challenge and support, so that they can develop the necessary skills and learning strategies to equip them for the academic rigour of the senior school.

## **In Year 10 at Dio, students will:**

- Continue their spiritual journey in keeping with the Anglican character of the school.
- Develop a global conscience through participating in school-sponsored service programmes and through interacting with a range of faiths and cultures.
- Make subject choices that provide some specialisation and preparation for NCEA.
- Take a broad range of subjects that keep options wide and open.
- Build on essential knowledge and understanding in the different learning areas.
- Consolidate effective learning and study habits.
- Experience assessment designed to demonstrate achievement and inform further learning needs, with emphasis on self-evaluation and goal setting.
- Set goals and think about the future, based on their talents, interests and passions.
- Have individual learning needs met, within the short or the long term.
- Extend themselves in particular areas of talent or interest across the curriculum and beyond the classroom.
- Have a special focus on thinking ethically and responsibly about technology, society and personal health.
- Take responsibility for oneself in all areas of school life.
- Challenge their personal and physical strength.
- Get involved in school life through House events; chapel and assembly; sports, arts and cultural groups, and other activities; and take opportunities to participate and lead.
- Have a voice in school governance through the Student Council and links with student leaders and teachers.
- Develop skills enabling them to make healthy life choices.

# THE NEW ZEALAND CURRICULUM

---

## **A Guide for Parents/Caregivers**

In the New Zealand Curriculum (2007) (“NZC”), there are some important messages about how learning will look and what learning will take place, as we prepare our young people for their futures.

## **Vision**

The NZC provides a vision for New Zealand’s students, and as a state integrated school, we are part of the process of helping our country realise this vision of developing young people who will be confident, connected, actively involved, lifelong learners. This vision puts students at the centre of our purpose, and is very much in keeping with the vision of Waikato Diocesan School for Girls: Preparing confident, resourceful and resilient young women to make a positive difference in their world. In achieving this vision, the WDSG community will promote its values of Courage, Empathy, Integrity, Tolerance, Respect and Diligence, underpinned by the Christian faith.

## **Values**

The NZC identifies common values to be encouraged, modelled and explored. The values are excellence; innovation, inquiry and curiosity; diversity; equity; community and participation; ecological sustainability; integrity; and respect.

## **Key Competencies**

The NZC identifies competencies that all young people will need in order to live, learn, work and contribute as active members of their communities. They are thinking; using language, symbols and texts; managing self; relating to others; and participating and contributing. Our teachers incorporate explicit opportunities for these competencies to be taught, practised and evaluated in their learning programmes. Parents can expect to see the language of the competencies reflected in feedback on their daughters’ progress.

## **Learning Areas**

The NZC specifies eight learning areas that are intended to give New Zealand students a broad general education with a foundation for specialisation. It is compulsory for schools to provide learning in English, the Arts, Health & Physical Education, Learning Languages, Mathematics & Statistics, Science, Social Sciences and Technology until the end of Year 10. Thereafter, schools provide the learning contexts that best meet the needs and aspirations of their own communities. Each learning area specifies its achievement objectives. Teachers at Dio are continuously reviewing and refining their units of work from Years 9 to 13 to reflect the objectives of their learning area under the NZC.

## NZC and NCEA

The curriculum-based NCEA standards are fully aligned with the NZC. For Dio, the alignment of the curriculum and the assessment means that we can **assess less** in some instances, and focus more on learning and experiencing than on assessment.

## Teaching and Learning with the New Zealand Curriculum

The NZC provides schools and teachers with the opportunity to explore different ways of engaging with learning material. Some initiatives that you can expect to see, and that may be different from the education you received, include:

- **Future-focused themes:** the curriculum identifies issues that today's young people may need to grapple with in their futures, and that can be a context for learning in order to prepare them to think critically and solve problems in the future. These future-focused themes include sustainability, citizenship, enterprise and globalisation.
- **Inter-curricular studies:** in several instances, including in the junior curriculum, teachers are collaborating in their planning to teach common topics or themes across subjects. This gives students an understanding of different ways in which knowledge and ideas can be applied, and gives them a thorough insight into an issue.
- **Teachers as facilitators:** the NZC recommends that teachers work in a way that is different from the traditional lecturing style of teaching. Teachers are encouraged to create a supportive learning environment; encourage reflective thought and action; enhance the relevance of new learning; facilitate shared learning; make connections to prior learning and experience; provide sufficient opportunities to learn; and use an inquiry model for teaching. In practice, at our school, this means a lot less lecturing and a lot more group work, student research (inquiry), individual learning programmes, engagement with experts from beyond the classroom, and many different resources and topics.
- **Real learning experiences:** we are fortunate to have the expertise and location to provide our girls with many learning experiences that see their new knowledge applied in real life contexts. Examples of real learning contexts that we currently provide are the Young Enterprise programme, Science Fair, an inter-curricular sustainability study, student leadership initiatives, field trips, Culinary Fare, and service trips such as the Habitat for Humanity programme, to name a few.
- **Learning with technology:** e-learning (learning supported or facilitated by ICT) is an important element of the education provided in New Zealand schools. In keeping with the NZC, e-learning enables students to learn in applied contexts, with more personalised programmes, and with access to global connections. Dio went wireless and became a "Bring Your Own Devices" (BYOD) school in 2012, in order to maximise opportunities for using ICT in our programmes. Effectively integrating online learning tools and technological tools into the classroom is an ongoing professional learning focus for our teaching staff. Our programmes support students in increasing their awareness of what it means to be a good digital citizen in an ever-changing landscape.

**To find out more:** To access a copy of the NZC, go to: <http://nzcurriculum.tki.org.nz/>

To discuss the NZC and how it is evident at Dio, please contact Gina Fitchett, Deputy Principal: [gfitcnett@wdsg.school.nz](mailto:gfitcnett@wdsg.school.nz)

---

# PLANNING FOR YEAR 10

---

The National Curriculum currently prescribes that you study subjects from the eight Essential Learning Areas: **English, The Arts, Health & Physical Education, Learning Languages, Mathematics & Statistics, Science, Social Sciences, and Technology**. As a school of **Special Character**, all students also study a course of **Religious Education**.

**The Compulsory Curriculum** - At Waikato Diocesan School, all Year 10 students study the following subjects:

- |                                      |  |
|--------------------------------------|--|
| <input type="checkbox"/> English     | <input type="checkbox"/> Social Studies              |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Physical Education & Health |
| <input type="checkbox"/> Science     | <input type="checkbox"/> Religious Education         |

**Year 10 Options** - You will choose **two** options from the following list:

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>● Art</li><li>● Dance</li><li>● Drama</li><li>● Music</li><li>● Design &amp; Visual Communication (DVC)</li><li>● STEAM Studio</li></ul> | <ul style="list-style-type: none"><li>● Textiles &amp; Design</li><li>● Food Technology</li><li>● French</li><li>● Te Reo Māori</li><li>● Financial Literacy</li></ul> |
|--|--|

## **Making your choice:**

- Read the information in this booklet carefully.
- Study the Curriculum Pathways Planner to see where each option can take you.
- Consider your current strengths and weaknesses, likes and dislikes.
- Check out websites for careers information such as [www.careers.govt.nz](http://www.careers.govt.nz) or look up possible university courses on their own websites.

## **Talk to:**

- Your family
- The subject teachers or Heads of Departments
- Your Dean
- The Careers Advisor (Ms Wylie - [swylie@wdsg.school.nz](mailto:swylie@wdsg.school.nz))
- Senior students currently taking the subjects that you are interested in taking.

## **Process for Selecting Year 10 Options**

---

Emails will be sent to Year 9 students' school email addresses with link to an online course selection form on **Wednesday 6th September (Week 8, Term 3)**. Please ensure that option selections have been completed online no later than **Monday 18th September (Week 10, Term 3)**.

As a guide the curriculum pathways is shown below to demonstrate the pathways you can take into the senior school

Year 10	Year 11	Year 12	Year 13
<b>Religious Studies</b>	Religious Studies	Religious Studies	Religious Studies
	PLUS	PLUS	PLUS
	Health	Health	Health
	PLUS	PLUS	PLUS
	<b>Note: A combination of Levels from the lists below may be selected under certain circumstances</b>		
	<b>Level 1 NCEA</b>	<b>Level 2 NCEA</b>	<b>Level 3 NCEA</b>
<b>One from each of the following learning area:</b>			<b>Five of the following</b>
<b>English</b>	<b>Learning Area: English</b> English English for Academic Purposes	<b>Learning Area: English</b> English: Literature English: Written & Visual	<b>Learning Area: English</b> English: Literature English: Written & Visual English for Academic Purposes Media Studies
		<b>Four or five of the following:</b>	
		English for Academic Purposes Media Studies	
<b>Mathematics</b>	<b>Learning Area: Mathematics &amp; Statistics</b> Advanced Mathematics Mathematics	<b>Learning Area: Mathematics &amp; Statistics</b> Advanced Mathematics Mathematics	<b>Learning Area: Mathematics &amp; Statistics</b> Calculus Advanced Statistics Statistics
<b>Science</b>	<b>Learning Area: Science</b> General Science Advanced Physichem	<b>Learning Area: Science</b> Biology Chemistry Physics	<b>Learning Area: Science</b> Biology Chemistry Physics
<b>Social Studies</b>	<b>Learning Area: Social Sciences</b> Accounting (Commerce) Economics (Commerce) Geography History	<b>Learning Area: Social Sciences</b> Accounting Economics Geography History Classical Studies	<b>Learning Area: Social Sciences</b> Accounting Business Studies Economics Geography History Classical Studies
<b>Physical Education &amp; Health</b>	<b>Learning Area: Health &amp; Physical Education</b> Sport & Exercise Science	<b>Learning Area: Health &amp; Physical Education</b> Sport & Exercise Science	<b>Learning Area: Health &amp; Physical Education</b> Sport & Exercise Science
<b>Two of the following</b>	<b>Two or Three of the following:</b>	<b>Learning Area: The Arts</b> Dance Drama Music Visual Art Design Photography	<b>Learning Area: The Arts</b> Dance Drama Music Visual Art Design Photography
<b>Learning Area: The Arts</b> Dance Drama Music Art	<b>Learning Area: The Arts</b> Dance Drama Music Visual Art		
<b>Learning Area: Technology</b> Design & Visual Communication Textiles & Design Food Technology STEAM Studio	<b>Learning Area: Technology</b> Design & Visual Communication Textiles & Design Food Technology STEAM Studio	<b>Learning Area: Technology</b> Design & Visual Communication Textiles & Design Food Technology STEAM Studio	<b>Learning Area: Technology</b> Design & Visual Communication Textiles & Design Food Technology STEAM Studio
<b>Learning Area: Languages</b> French Te Reo Māori	<b>Learning Area: Languages</b> French Te Reo Māori	<b>Learning Area: Languages</b> French Te Reo Māori	<b>Learning Area: Languages</b> French Te Reo Māori
<b>Literacy &amp; Learning Support</b>			
<b>The HUB</b>			

# YEAR 10 OPTION CHOICES

---

Please choose **two** of the following subjects:

## ART

---

**Head of Department:** Mrs Paula West ([pwest@wdsq.school.nz](mailto:pwest@wdsq.school.nz))

### **Course description:**

The Year 10 Visual Art programme covers a variety of art-making processes and artistic fields. Students are involved in the planning of the course and deciding what techniques and processes they are taught. Students collectively decide, with the teacher, what they want to learn and assessments are based around their interests.

This is a whole year course where you will look at established artists' work for inspiration and ideas, while also developing your own individual creativity. You will experience and develop skills using a range of wet and dry media, and you are encouraged to experiment. You will extend your ideas, with the process of creating an artwork being as important as the final result.

### **Course of study:**

- Build practical skills using wet and dry media.
- Study established artists to apply techniques and ideas into your own work.
- Experiment with a variety of art fields. This could include painting, printmaking, design, sculpture and photography.

### **Costs:**

Art pack of equipment/materials – approx. \$60

### **Future pathway:**

Visual Art, Design and Photography courses

## DANCE

---

**Teacher in Charge:** Mrs Tanya Gould ([tgould@wdsq.school.nz](mailto:tgould@wdsq.school.nz))

### **Course description:**

You will explore the dance elements through performance and choreography.

- Dance Elements: You will be looking at the dance elements of body, movement, space, time, energy and relationships by choreographing dances based on various shapes and sculptures.
- Hamilton Garden Performance: You will create a dance that is site specific and perform it at the Hamilton Gardens.
- Dance Studies: You will learn about different dance styles and techniques through practising and performing well-known dance routines.
- Choreography: You will choreograph a dance based on a particular social issue to highlight an issue you are passionate about through dance.

### **Future pathway:**

It is advisable to study Dance at Year 10 if you are considering studying NCEA Level 1 Dance.



# DRAMA

---

**Head of Department:** Ms Lee Armitage ([larmitage@wdsq.school.nz](mailto:larmitage@wdsq.school.nz))

## **Course description:**

Year 10 Drama involves:

- Hamilton Gardens Performance: You will be devising a short drama piece in groups and performing it at the Hamilton Gardens during a full day trip to the gardens.
- You will learn about the theatre form of Physical Theatre, and demonstrate your knowledge in performance.
- You will create your own custom mask to fit your face and learn the key features of mask performance.
- Performance onstage: You will take part as an actor in a full production that will be seen by your friends and family.

The Year 10 Drama programme features a diverse range of opportunities. You will learn to create theatre as well as perform it. There is an equal emphasis put on both enjoyment and hard work. You will be challenged by some of the experiences but you will also find your confidence improved, your creativity released and your understanding of theatre enhanced.

## **Future pathway:**

It is advisable to study Drama in Year 10 if you are considering studying Drama in Year 11.

# MUSIC

---

**Head of Department:** Mrs Bridget Greenslade ([bgreenslade@wdsq.school.nz](mailto:bgreenslade@wdsq.school.nz))

## **Course description:**

It is a fantastic time to be part of the Year 10 Music class! This course is run as an option and is a year-long course. The topics covered are:

- Performance: Show your musical flair in solo and group performances. Your instrumental extravaganza will be videotaped.
- Composition/Digital Music: Let your creative talents shine. You get to learn about composition techniques, compose your own music and record your piece in our recording studio.
- Aural: Expand your musical horizons by learning about chords, rhythm, melody and much more by listening.
- Score Reading: In this area you learn how to follow performance directions and analyse different styles of music.
- Musical Knowledge: You will learn about features and elements relating to two exciting major topics, one of which is musical theatre. You also get to do a seminar on your favourite piece of music.
- Music Studies: You will look at instruments of the orchestra, make your own Māori instruments and explore world music.

Music is definitely the subject of the future – it enhances learning in most other subject areas and teaches you to use both sides of the brain – the analytical and the creative.

You do need to be able to confidently play a musical instrument. Although it is not a requirement to be having private lessons on this instrument. However, it would be an advantage. Voice counts as an instrument, so singers are welcome. Some advanced musicians may qualify to participate in advanced performance opportunities, this is at the discretion of the HoD.

**Future pathway:** The Year 10 Music course leads straight into Year 11 Music.

# YEAR 10 TECHNOLOGY

---

**Head of Department:** Mr Alistair Hutcheson ([ahutcheson@wdsq.school.nz](mailto:ahutcheson@wdsq.school.nz))

*Want to create dynamic designs and innovative solutions?  
Become a design thinker and maker!*

In Year 10 Technology, students learn about designing and developing technological outcomes across a variety of contexts. Students will be involved in a variety of activities with given scenarios to 'problem solve' and develop a conceptual outcome and/or prototype.

*There is a focus on the STEAM curriculum components and how technologies are used to enhance the outcomes in the different Technology learning areas.*

Students will:

- Describe design ideas or potential outcomes through drawing, verbal discussion or the modelling of products.
- Undertake functional modelling to develop design ideas.
- Test the key performance properties of materials/components to select those appropriate for use in the production of a feasible outcome.
- Produce and trial a prototype of the outcome.
- Identify the key stages of the design process using the correct terminology.
- Research and investigate existing products and processes to inform design ideas.
- Consult their stakeholders and consider their feedback.
- Evaluate own outcome with respect to specifications and fitness for purpose, and discuss any implications of success and failures.

# DESIGN & VISUAL COMMUNICATION (DVC)

---

**Teacher in Charge:** Mr Alistair Hutcheson ([ahutcheson@wdsq.school.nz](mailto:ahutcheson@wdsq.school.nz))

## **Course description:**

Students of DVC will learn how to convey an idea through many visual mediums and transform their design thinking. Students will learn the design process through the introduction of modelling and sketching skills, and develop innovative solutions that improve, transform or challenge people's experience of the world.

## **Focus areas of study:**

- Develop freehand sketching and rendering techniques to communicate design ideas and visual literacy
- Product design
- Spatial design
- Design by inspiration
- Project-based learning collaborations across all Technology learning areas.

**Cost:** \$35 per term for consumables.

## **Future pathway:**

Year 11 Design & Visual Communication.

**Note:** This course is not a pre-requisite for Level 1 NCEA Design & Visual Communication but it is highly recommended if you are considering future study in these fields.

# STEAM Studio

---

**Teacher in Charge:** Mr Alistair HUTcheson [ahutcheson@wdsq.school.nz](mailto:ahutcheson@wdsq.school.nz)

The Integrated STEAM Education course is designed to provide high school students with a comprehensive and interdisciplinary learning experience that combines science, technology, engineering, arts, and mathematics. By merging these disciplines, students develop critical thinking, problem-solving, and collaboration skills necessary for success in the 21st-century workforce.

Throughout this course, students will engage in hands-on projects and activities that encourage creativity, innovation, and the application of theoretical concepts to real-world scenarios. The course content will be organized around the following core areas:

**Science:** Students will explore scientific principles and concepts through inquiry-based investigations, laboratory experiments, and research projects. They will learn how to apply scientific methods, collect and analyze data, and draw evidence-based conclusions.

**Technology:** Students will investigate various technologies and their impact on society. They will explore topics such as coding, robotics, digital media, and programming, acquiring practical skills to navigate the digital landscape and leverage technology as a tool for problem-solving.

**Engineering:** Through hands-on engineering challenges, students will learn the engineering design process and apply it to solve real-world problems. They will explore topics such as structural design, renewable energy, and automation, fostering creativity and innovation while developing their engineering skills.

**Arts:** The arts component of this course will focus on fostering creativity and encouraging students to think outside the box. Students will engage in activities that integrate arts with other STEAM disciplines, such as

designing interactive installations, creating digital media projects, and exploring the aesthetics of scientific phenomena.

**Mathematics:** Students will develop a strong foundation in mathematical concepts and problem-solving techniques that are applicable to STEAM disciplines. They will explore mathematical modelling, data analysis, geometry, and algebraic thinking, enabling them to make connections between mathematics and the other STEAM fields.

By the end of this course, students will have gained a deeper understanding of the interconnectedness of the STEAM disciplines and the ability to approach complex problems from a multidisciplinary perspective. They will have developed the skills to think critically, collaborate effectively, and apply their knowledge and creativity to tackle real-world challenges. The Integrated STEAM Education course equips students with the essential skills and knowledge necessary for success in higher education and a wide range of STEAM-related careers.

**Note:** This course has no prerequisites, it is highly recommended if you are considering future study in STEAM related fields..

**Future Pathways:** Year 11 STEAM Program

## **TEXTILES & DESIGN**

---

**Teacher in Charge:** Mrs Siobhan Boughton ([sboughton@wdsq.school.nz](mailto:sboughton@wdsq.school.nz))

Follow #diodesigners

### **Course description:**

The Textiles & Design course provides students with the opportunity to express themselves imaginatively and creatively through a range of exciting project briefs that will nurture an understanding of the technological design process. Students' studio-based practice explores design, decorative techniques, textile media processes, and construction skills.

### **Focus areas of study:**

- Garment construction
- Applying print and surface decoration
- Textile media/E-textiles
- Sustainability and working with reclaimed textiles
- Being creative and developing innovative and original products
- Consultation with a wide range of stakeholders and technologists including collaborating with a community organisation
- Project-based learning collaborations across all Technology learning areas

**Costs:** Material consumables will be approximately \$35 per term.

### **Future pathway:**

Year 11 Textiles and Design

**Note:** This course is not a pre-requisite for Textiles & Design but it is highly recommended if you are considering future study in these fields.

## FOOD TECHNOLOGY

---

**Head of Department:** Ms Michelle Knott ([mknott@wdsg.school.nz](mailto:mknott@wdsg.school.nz))

### **Course description:**

Students will have the opportunity to explore a range of recipes and creative projects to practise skill development, practical techniques, product development and stakeholder consultation. Students will learn time management in the kitchen and develop group work and problem-solving skills.

### **Focus areas of study:**

- Food hygiene
- Material evaluation and development
- Use of planning tools for technological practice
- Brief development
- Practical and creative cooking skills
- Project-based learning collaborations across all Technology learning areas

**Costs:** Food consumables will be approximately \$50 per term.

### **Future pathway:**

Year 11 Food Technology

**Note:** This course is not a pre-requisite for Level 1 NCEA Food Technology but it is highly recommended if you are considering future study in these fields.

## LANGUAGES

---

**Head of Department:** Ms Isobel Davies ([idavies@wdsg.school.nz](mailto:idavies@wdsg.school.nz))

Learning a language here at Dio is a great way to improve communication skills, as well as learn about a new culture through its vocabulary and history. We continue to offer two languages at Year 10: French and Te Reo Māori.

## FRENCH

---

**Teacher in Charge:** Ms Isobel Davies ([idavies@wdsg.school.nz](mailto:idavies@wdsg.school.nz))

### **Course description:**

In Year 10 French, you have the opportunity to build upon and increase the vocabulary and conversational skills you learned in Year 9. By the end of the year, you can expect to be able to converse and write in French about a range of everyday topics.

Topics covered include:

- Schools in France (subjects and timetables)
- In town (shops) and directions
- House and home
- Food and meals (at a café / restaurant / school canteen)
- Leisure activities and hobbies
- Time, weather and seasons

- Holiday activities.

**Future pathway:**

Level 1 NCEA French

## TE REO MĀORI

---

**Teacher in Charge:** Ms Faith Tautuhi ([ftautuhi@wdsg.school.nz](mailto:ftautuhi@wdsg.school.nz))

**Course description:**

As a member of this class, you are encouraged to join the Kapa Haka group.

Topics of learning:

- Ko ahau tēnei (All about me)
- Te Kura (School)
- Te Tāone (Town)
- Te Mārae

By the end of the year, you should be able to converse, listen, read and write in Te Reo Māori at a basic level. You will also have the opportunity to complete up to three NCEA Level 1 Achievement Standards in speaking, listening and writing.

**Future pathway:**

Level 1 NCEA Te Reo Māori

## FINANCIAL LITERACY

---

**Teacher in Charge:** Mrs Pushpa Reddy ([preddy@wdsg.school.nz](mailto:preddy@wdsg.school.nz))

**Course description:**

This course aims to develop financial capability of ākonga to empower them for life beyond school. Students will have an opportunity to learn the tools they need to manage their financial affairs and be informed about the financial world around them.

**Topics of study will include:**

- Budgeting
- Credit card management
- Banking and managing cash
- Retirement saving
- Investing decisions
- Google sheet - skills
- Consumer laws.

Nearly all vocations require employees to be computer literate. This course will incorporate the use of application software from the Microsoft Office suite as well as online tools relevant for businesses.

**Future pathway:**

Level 1 Commerce subjects. These skills are useful in a number of different learning areas and for life in general. **Note:** This course is not a pre-requisite for the Commerce courses in future years.

## EXTRA-CURRICULAR & CO-CURRICULAR ACTIVITIES

---

Dio offers a wide range of activities that enable students to develop their skills and interests. The following list shows a selection of activities that have been available in recent years:

- Art Exhibitions
- Arts Mentoring Programme
- Athletics
- Australasian Academic Comps
- Badminton
- Barbershop
- Basketball
- Camps
- Career Events
- Chamber Music Competitions
- Chamber Music Ensembles
- Chapel Team
- Charity Fundraising
- Cheerleading
- Chess
- Choirs (Chapel & Competition)
- Community Service (including Performances)
- Composition Competitions
- Cricket
- Cross Country
- Cue Sports
- Cultural Exchanges
- Culinary Fare
- Cycling
- Dance
- Debating
- Design Competitions
- DioFit Club
- Drama Workshops
- Duathlon
- Duke of Edinburgh
- Easter Baskets project
- Environment Council
- Equestrian
- E-Velocity
- Exam Excellence Workshop
- First Aid
- Flute Ensemble
- Football
- Forty Hour Famine
- Futsal
- Get-to-go Challenge
- Grandparents' Day
- Guitar Ensemble (Pixie Kickers)
- Gymsports
- High Achievers Concert
- Hockey
- House Singing
- Inline Hockey
- Inter-House Sport
- Instrumental Competitions
- Instrumental Lessons/ Examinations
- International Week
- Interschool Cooking Comp.
- IT Girls
- Jazz Band
- Kapa Haka
- Lacrosse
- Leadership opportunities
- Librarians
- Mana Wahine Council
- Marae Visits
- Media/Publishing opportunities
- Ministry of Youth Affairs Representative
- Model United Nations
- Mooting
- Music Tours
- Musical Concerts
- National & International Quiz Teams
- Netball
- Orchestra
- Overseas Exchange Programmes \*
- Overseas Music Tours \*
- Overseas Sports Tours \*
- Overseas School Visits \*
- Peer Mediation
- Peer Support
- Peer Tutoring
- Performing Arts
- Philosophy & Ethics Club
- Photography/Videography
- Public Speaking
- Robotics
- Rowing
- Rugby 7s
- SADD
- School Band
- School Magazine
- School Production
- Science Fair
- Science Summer Schools
- Shakespeare Festival
- Singing Groups
- Singing Lessons
- Snow Sports
- Socials
- Speech Competitions
- Speech & Drama lessons
- Spirit of New Zealand
- Sports Council
- Sports Exchanges
- Squash
- STAR 'Taster' Courses
- Strength & Conditioning Training
- String Ensemble
- Student Coaching & Umpiring
- Student Council
- Swimming
- Technology Challenge
- Techy Angels
- Tennis
- Theatre Sports
- Theatre Visits
- Touch Rugby
- Triathlon
- University Courses
- Video Competitions
- Visiting Performance Groups
- Visiting Schools
- Volleyball
- Waimaths
- Waterpolo
- Wearable Arts
- Worship Band
- Writing Competitions
- Young Enterprise Scheme
- Young Leaders' Foundation Course
- Young New Zealanders Challenge