

MORRINSVILLE COLLEGE

PROSPECTUS 2020-2021



NAU MAI, HAERE MAI



Morrinsville College prides itself in being one of the best co-educational public schools in New Zealand. We achieve very high levels of success in preparing the young men and women of this community for their future, whatever their social background may be.

The Staff and Board of Morrinsville College strive very hard to ensure that every student who chooses to come to our school is nurtured and well-educated in a safe and happy learning environment. Every student matters at this school and that is why we invest so heavily in our pastoral care system, which includes learning coaches, kaitiaki, deans, guidance counsellors and teachers and a senior leadership team who care.

Our school is proud that academically we compare very favourably with any school of our type and mixed clientele. We offer multiple pathways to our students so that they are able to enter universities, polytechnics, wananga, apprenticeships or go straight into the workforce from school, depending on the career direction that they choose.

The Board is proud to have redeveloped our assembly hall into a modern performing arts centre, so that we can showcase the strong cultural and artistic dimension of our school, which, for instance, includes around a third of our students being involved in performance or classroom music and usually several drama, musical and kapa haka performances in any one year.

In the sporting arena, our school currently offers 27 different sports and we usually compete very strongly with schools which are bigger than ours, with several of our outstanding sportspeople gaining honours at regional and national levels each year.

We are proud to remain the secondary school of choice for the great majority of parents and whanau in our Morrinsville community, as indicated by our rapidly-growing school roll.

John M Inger
Principal
M.Ed.Admin(Hons). BA.,Dip. Tchg



NZ CURRICULUM

Morrinsville College believes that all students should have a broad general education and our courses of learning are designed to ensure that this occurs. We are committed to the full implementation of the New Zealand Curriculum and the National Certificate of Educational Achievement [NCEA] which is an internationally recognised qualification. We believe that the NCEA provides rigorous and valid information about student achievement. The philosophies that underpin NCEA include a focus on high achievement which, supported with excellent teaching practice, ensures that students achieve to their highest academic potential.

The College also offers a Gifted and Talented Education (GATE) programme. Our most able students are catered for through extension and enrichment programmes and accelerated study. All learning areas offer a range of options to meet the needs of individual students. A dedicated Learning Support Department caters for those students who need extra assistance to reach their potential. Each student has an individualised programme of support to ensure that their needs are met.



Useful Links:

- www.education.govt.nz
- <http://www.education.govt.nz/quick-links/international-students/>
- www.studyinnewzealand.govt.nz
- www.careers.govt.nz
- www.nzqa.govt



LEARNING HUBS

At our school every student is placed in a Learning Hub which is facilitated each day by each student's Learning Coach. Each Hub has around 17 students from all year levels of the school, so that opportunities are provided for senior students in particular to develop their tuakana leadership skills. We also work hard to develop leaders in the junior school in preparation for their senior years.

Learning Hubs focus on building relationships and a sense of belonging, developing tolerance, care and respect, having pride and developing leadership skills, and having dreams and a vision for the future without limitations. They also promote our Contribute, Listen, Engage, Achieve and Respect (CLEAR) ideals for all students. There is good evidence that Learning Hubs make a positive difference to the tracking and mentoring of students' learning progress, earlier intervention where there are pastoral/discipline or attendance issues and earlier and more frequent contact with parents/whanau. For our Year 9 students, their Hubs also help them to better transition into our Morrinsville College school culture and to understand our expectations of good learning and discipline habits.

Each of our Learning Hubs is aligned with one of our four Houses: Alexandra, Campbell, Lincoln and Studholme. These Houses regularly compete in a House competition in a variety of sports and cultural activities to further develop school spirit. Each House has a Kaitiaki and Manukura Senior Leader attached to it. A key role of the Kaitiaki is to nurture students within their House and to work alongside their Manukura to deal with pastoral issues in order to change behaviours and restore relationships when this is needed. Another key role of the Kaitiaki is to work with their 10 Learning Coaches to celebrate students' successes and to encourage strong participation in House events. There are strong indications that this extensive pastoral team, supported by our Deans at each level and our two Guidance Counsellors, has a positive impact on the tone of the school and the likelihood that students' learning outcomes will also be further improved.



SCHOOL SUBJECT OPTIONS

LANGUAGES

English
Developing English Literacy
Japanese
Te Ao Maori
Te Reo Maori
Maori Performing Arts

MATHEMATICS

Mathematics
Mathematics with Calculus
Mathematics with Statistics

THE ARTS

Drama
Music
Visual Arts
Design
Photography

SCIENCES

Agricultural Science
Biology
Chemistry
General Science
Physics

SOCIAL SCIENCES

Accounting
Agri-Business
Classical Studies
Economics
Geography
History
Social Studies
Tourism Studies

HEALTH & PHYSICAL EDUCATION

Health Education
Physical Education
Sport & Fitness
Sports Studies

TECHNOLOGY

Digital Technology Business
Digital Technology Computer Science
Food Technology/Home Economics
Design Technology Metal
Design Technology Wood
Electronics

ADDITIONAL COURSES

Gateway
General Studies
Waikato Trades Academy
Star Courses
School Services Academy
Transition Studies



JUNIOR CURRICULUM

YEAR 9 COURSE OF STUDY

The Year 9 programme has been designed to make sure that students:

- ▶ meet the requirements of the NZ Curriculum
- ▶ experience a wide range of options to help future choices.

CORE SUBJECTS

English
Mathematics
Science
Social Studies
Physical Education & Health Education
Digital Technologies

SUBJECT OPTIONS

Students choose six options from the list below, each of which is studied for half a year. [Students will, however, do five options if they choose Japanese or Te Reo Maori, as these are year-long courses]. We want to enable students to experience a wide range of subjects in order to help them decide which options appeal to them in order to continue the study of these in later years.

- ▶ Agricultural Science
- ▶ Design
- ▶ Drama
- ▶ Economic Studies
- ▶ Japanese
- ▶ Music
- ▶ Te Ao Maori/Te Reo Maori
- ▶ Electronics
- ▶ Food Technology
- ▶ Design Technology Metal
- ▶ Design Technology Wood
- ▶ Visual Arts

YEAR 10 COURSE OF STUDY

The Year 10 programme extends and builds on choices from the previous year. We aim to:

- ▶ meet the requirements of the NZ Curriculum
- ▶ experience a wide range of options to help future choices.

CORE SUBJECTS

English
Mathematics
Science
Social Studies
Physical Education & Health Education

SUBJECT OPTIONS

Students choose three options from the list below. These options run for the course of their entire Year 10 year. Generally students should choose from options that they have already studied in their Year 9 year. We suggest that students consider what subjects they may want to select in Year 11 for NCEA.

- ▶ Agricultural Science
- ▶ Design
- ▶ Digital Technology Science
- ▶ Digital Technology Business
- ▶ Drama
- ▶ Economic Studies
- ▶ Japanese
- ▶ Music
- ▶ Te Ao Maori/Te Reo Maori
- ▶ Electronics
- ▶ Food Technology
- ▶ Design Technology Metal
- ▶ Design Technology Wood
- ▶ Visual Arts
- ▶ School Services Academy



SENIOR CURRICULUM

YEAR 11 COURSE OF STUDY

In Years 11, 12 and 13 students enter for the National Certificate of Educational Achievement [NCEA] from Level 1 to Level 3.

In Year 11 all students study a course of English, Mathematics, Science and Physical Education as well as three option subjects.

CORE SUBJECTS

English
Mathematics
Science
Physical Education

SUBJECT OPTIONS

Students choose three subject options from the list below:

- ▶ Accounting
- ▶ Agricultural Science
- ▶ Design
- ▶ Digital Technology Computer Science
- ▶ Digital Technology Business
- ▶ Drama
- ▶ Design Technology Metal
- ▶ Design Technology Wood
- ▶ Economics
- ▶ Electronics
- ▶ Food Technology/Home Economics
- ▶ Geography
- ▶ History
- ▶ Japanese
- ▶ Maori Performing Arts
- ▶ Music
- ▶ School Services Academy
- ▶ Sports and Fitness
- ▶ Te Reo Maori
- ▶ Te Ao Maori
- ▶ Visual Arts
- ▶ Waikato Trades Academy

YEAR 12 COURSE OF STUDY

In Years 11, 12 and 13 students enter for the National Certificate of Educational Achievement [NCEA] from Level 1 to Level 3.

In Year 12 all students should study English or English Literacy. Students choose five other subject options to extend their knowledge.

CORE SUBJECTS

English

SUBJECT OPTIONS

Students choose five subject options from the list below:

- ▶ Accounting
- ▶ Agri-Business
- ▶ Agricultural Science
- ▶ Biology
- ▶ Business Studies
- ▶ Chemistry
- ▶ Digital Technology Computer Science
- ▶ Digital Technology Business
- ▶ Design Technology Metal
- ▶ Design Technology Wood
- ▶ Drama
- ▶ Electronics
- ▶ Economics
- ▶ Food Technology/Home Economics
- ▶ Gateway
- ▶ Geography
- ▶ History
- ▶ Japanese
- ▶ Maori Performing Arts
- ▶ Mathematics
- ▶ Music
- ▶ Physics
- ▶ Physical Education
- ▶ School Services Academy
- ▶ Te Reo Maori
- ▶ Te Ao Maori
- ▶ Tourism Studies
- ▶ Transition Studies
- ▶ Visual Arts
- ▶ Waikato Trades Academy

YEAR 13 COURSE OF STUDY

In Years 11, 12 and 13 students enter for the National Certificate of Educational Achievement [NCEA] from Level 1 to Level 3.

In Year 13 all students have the choice to select the subjects that they wish to pursue. Students are expected to choose five option subjects.

SUBJECT OPTIONS

Students choose five subject options from below:

- ▶ Accounting
- ▶ Agri-Business
- ▶ Agricultural Science
- ▶ Biology
- ▶ Chemistry
- ▶ Classical Studies
- ▶ Digital Technology Computer Science
- ▶ Digital Technology Business
- ▶ Design Technology Metal
- ▶ Design Technology Wood
- ▶ Drama
- ▶ Economics
- ▶ Electronics
- ▶ English
- ▶ Food Technology/ Home Economics
- ▶ Gateway
- ▶ Geography
- ▶ History
- ▶ Japanese
- ▶ Maori Performing Arts
- ▶ Mathematics with Calculus
- ▶ Mathematics with Statistics
- ▶ Music
- ▶ Photography
- ▶ Physics
- ▶ Physical Education
- ▶ Sports and Health Studies
- ▶ Te Reo Maori
- ▶ Te Ao Maori
- ▶ Tourism Studies
- ▶ Transition Studies
- ▶ School Services Academy
- ▶ Visual Arts



NCEA QUALIFICATIONS

WHAT IS NCEA?

The National Certificate of Educational Achievement [NCEA] is awarded at three levels [One, Two, and Three]. To gain the certificate you must achieve the required number of credits at each level. Generally Year 11 students are working towards Level 1, Year 12 students are working towards Level 2, and Year 13 students are working towards Level 3. One of the benefits of NCEA is that a student does not have to follow this pattern, and can study at a range of levels across and within subjects.

HOW ARE NCEA RESULTS RECOGNISED OVERSEAS?

New Zealand's education system is world-leading as recognised by the OECD [Organisation for Economic Co-operation and Development]. A number of international agreements ensure NCEA results are understood and accepted overseas. NZQA is part of the National Academic Recognition Information Centres [NARIC] network. NCEA results are used to calculate the International Tertiary Admission Ranking System [ITARS]. This ensures a unified approach when New Zealand school leavers apply for entry to foreign universities.

CREDIT REQUIREMENTS

NCEA Level 1: 80 credits total at Level 1 or above, including 10 Literacy credits and 10 Numeracy credits.

NCEA Level 2: 80 credits total including 60 credits at Level 2 or above plus 20 credits at any level, including Level 1 Literacy and Numeracy.

NCEA Level 3: 80 credits total including 60 credits at Level 3 plus 20 credits at Level 2, including Level 1 Literacy and Numeracy.

REQUIREMENTS FOR UNIVERSITY ENTRANCE

Students must meet all of the following five criteria:

- ▶ Need to have attained NCEA Level 3 qualification (60 credits or more at Level 3).
- ▶ At least 14 credits in each of 3 approved subjects.
- ▶ Numeracy - 10 Numeracy credits at Level 1 or higher.
- ▶ Literacy - 10 credits in Level 2 or above, with 5 credits for 'Reading' and 5 credits for 'Writing'.

These Literacy and Numeracy credits can come from a range of subjects.

NZ SCHOLARSHIP

NZ Scholarship examinations are for more academically able senior students. They are assessed by NZQA examinations at the end of the year. There are considerable financial rewards for those students who do well. Scholarship examinations are challenging and those students who are interested should discuss this with their teachers.

OTHER IMPORTANT LINKS

<http://www.nzqa.govt.nz/ncea/>

<https://www.careers.govt.nz/courses/still-at-school/how-to-understand-ncea/>

SCHOOL SERVICES

Learning Coaches & Kaitiaki

If there is a day-to-day or minor problem, it is likely to be dealt with by your son's/daughter's Learning Coach. In most cases, this teacher will be their Learning Coach during their entire time at Morrinsville College. The House Kaitiaki, whose main role is pastoral care (nurturing and attendance matters), is available to the student every day and is able to assist with information, advice and goal-setting.

Academic Deans

All students can access a year-level Dean who will help them to choose their courses of study, place students in the appropriate classes and who is the person to approach if there are any academic concerns. Parents should usually contact the appropriate Dean if they have queries regarding their child.

Guidance Network & Guidance Counsellors

Our College has two Guidance Counsellors on the Staff who are able to offer confidential assistance to students with any matter of personal concern. Parents can contact a Counsellor to arrange an interview for their child. Students may also make their own appointments during school hours. Parents are always welcome at school, so if you feel that you want to discuss anything at all about your son/daughter, you should telephone the school Office to make an appointment at lunchtime or after school to talk to the appropriate person or people.

Careers Adviser

Our College has a Careers Adviser who will help students with career and study information and subject choices.

Library Services

We have a very well-stocked Library which is available to students until 4.30pm every day. It also has a pod of computers which students can use.

Learning Support

There is extra assistance available from specialist staff for students who have learning delays. Students are identified for this assistance by the SENCO and Deans, in consultation with teachers, but parents can also contact the school to alert us to special needs.

Discipline Policy

All students are made aware of the CLEAR expectations and the Discipline Policy at the start of the school year while our discipline system is largely restorative rather than punitive. Lunchtime detentions are held twice each week. Students who fail to attend detentions may eventually face withdrawal from class, isolation and possibly stand-down from school for continual disobedience and defiance.

Internet Access and Personal Learning Devices

Morrinsville College is a blended learning school so all students are encouraged to bring a laptop to school every day. There is significant evidence that using a device better engages students, improves their learning and prepares them for their digital future.

SCHOOL INFORMATION

Board of Trustees [BoT]

The Board of Trustees is keen to receive feedback from parents and students about the way the school is running and what changes parents would like to see made. A list of Board members can be found on our school website.

Parent Teacher Association [PTA]

Morrinsville College has an active PTA which meets on average about twice each term. This group's prime function is to provide feedback to the school and gain answers to questions from the Principal and staff. It also undertakes two major fundraising activities each year, including the annual Fun Run/Walk in Term 3, the provision of supervision and supper at the school Ball and some other school functions.

Newsletters

Newsletters are e-mailed home approximately every two to three weeks. Hard copies can be posted home in special circumstances or collected from the school office. Sports and cultural newsletters are also published during the year and emailed home. These are also available from the school Office or our school website.

Absences

Parents are required to phone or email the school office on the morning of the day a student is absent or before if possible. On their return to school the student should bring a signed note stating the date and reason for their absence to be sighted by their Learning Coach. Doctors' and dentists' appointments. Driving lessons should be arranged for lunchtimes or after school.

Lateness

It is important that all students are at school on time. Late students must report to the school Office on arrival and should bring a note explaining why they are late. Students who are late without a valid reason will need to see a Deputy Principal or Kaitiaki to excuse themselves. In cases where students are late for no reasonable reason, an imposition, school service or a detention may be given.

Leave from School

Students are not allowed to leave the school grounds unless they have permission to do so. If students have appointments out of school, they are expected to bring a signed note from a parent or guardian outlining the reason for leave. This should be taken to our Student Centre at the school Office before school starts so that a leave pass can be organised. This should be collected by the student at interval or lunchtime, depending on the time of the appointment and before the student leaves the school premises. When students return to school, they must sign back in at the school Office.

The House System

Regular sporting and cultural competitions are organised for Houses, which compete for the House of the Term and House of the Year Trophies. All beginning students are placed in one of four Houses:

Alexandra [Red]

Campbell [Yellow]

Lincoln [Green]

Studholme [Blue]

SCHOOL INFORMATION

Bus Transport

Free bus transport is available for all students who live more than 4.8kms from school. A conveyance allowance may be payable to students who live more than 2.4kms from the nearest bus stop, or who need to travel by public passenger buses to attend school. This travel on school buses is dependent on good behaviour. This includes following instructions given by the bus driver and bus monitor. Only students listed on the bus roll may travel on that bus, unless prior approval is obtained from the College Bus Controller.

Telephone Messages

Telephone messages cannot be taken for students except in an emergency. Most students now bring cell-phones to school however teachers may collect these at the start of the period and return them at the end of a lesson.

If students become ill at school, they report to the school Office and are cared for until they can be collected by parents. If our Office staff [who are trained in first aid] feel that medical attention is urgently required, an ambulance will be called for. We also aim to contact parents/caregivers as soon as possible. The school should be aware of any health concerns or allergies that students have. Any special concerns should be discussed with one of the Senior Leaders and arrangements made to handle the matter. If a student is suffering from an infectious disease, or in any way runs the risk of conveying infection, the parent or caregiver must contact the school Office staff to advise us of this, or the Principal in a sensitive case.

Property and Money

It is essential that all items of clothing and property are clearly named. If clothing is lost students should check several times at the Office to see if it has been handed in. It is the responsibility of students to look after personal items such as laptops, tablets and mobile phones. Jewellery should not be brought or worn to school. Money and valuables which have to be brought to school should be handed in at the school Office for safe keeping during the day.

Enrolments

All enrolments for Year 9 students should reach Morrinsville College by the date advertised. Other enrolments should make an appointment with one of the Senior Leaders by calling the school Office on (07) 889 8308. Enrolment forms and dates are also on our school website: www.morrcoll.school.nz



REGULATION UNIFORM

PERSONAL PRESENTATION

Morrinsville College students are ambassadors of the school. As such the expectation is that all students will observe a high standard of presentation, cleanliness and neatness at all times. Uniforms should be well maintained, cleaned regularly and mended when necessary. Frayed or torn clothing is not acceptable. There should be no graffiti on any item of clothing. The wearing of alternative coloured clothing with uniform is not permitted.

- ▶ The monogrammed school cap may be worn. Alternatively, a plain navy blue or black cap with no other markings may be worn. NO other caps are allowed.
- ▶ Beanies with the monogrammed school logo may be worn in Terms 2 and 3. Alternatively, a plain navy blue or black beanie with no other markings may be worn. No other beanies are allowed.
- ▶ No sports or cultural jackets and hoodies are allowed to be worn at school in place of school uniform. These are reserved for representation for sports and cultural activities as appropriate.
- ▶ Boys must be clean shaven.
- ▶ Jewellery – Students may wear three plain stud earrings or sleepers in each ear.
- ▶ Students may wear a single nose piercing providing that the stud is less than 3mm in size. No hoops are permitted. No other visible body or facial piercings or spacers are allowed.
- ▶ Necklaces may be worn but must not be visible.
- ▶ No other jewellery is permitted apart from wristwatches.

HAIR

Hair must be kept neat and tidy in a simple style. If necessary, hair should be tied back. A simple style means a single natural colour with limited tinting and in a style appropriate for school. There should be no large colour streaks or patches, mohawk styles or shaved designs.

FORMAL OCCASIONS

Some sports teams are required to wear formal clothing for special occasions. Boys are required to wear formal black dress trousers and girls will wear formal navy blue skirts. All students will wear a light blue dress shirt with a school tie.

MUFTI

A neat and tidy standard of dress is required, as would be expected if attending work. Beach wear is not permitted. Students are not allowed to wear beach shorts, skimpy singlets or jandals. Low-cut and revealing clothing is not permitted. There should be no bare midriffs or cut-away clothing that reveals underwear. Clothing with advertisements of drugs or alcohol, offensive language or offensive graphics [such as skulls, gestures, etc.] are not allowed to be worn to school on mufti days.

REGULATION PE UNIFORM

- ▶ Sports Shorts – Navy monogrammed [Compulsory]
- ▶ Sports Polo – Navy/Gold monogrammed [Compulsory]
- ▶ Monogrammed Sports Hoodie – for all Sports Codes & Cultural Activities
- ▶ Swimming – Boys: Swim shorts or togs
- ▶ Swimming – Girls: appropriate one or two piece swimwear
- ▶ Rash tops may be worn
- ▶ NO other t-shirts or clothing are acceptable for swimming

REGULATION UNIFORM

UNIFORM YEARS 9 – 12 GIRLS

Skirt Blue/Grey tartan
Polo Shirt-Monogrammed Navy/Yellow trim
Jacket-Navy Soft Shell
Jersey Optional monogrammed Navy Wool

Footwear

Summer: Black Roman Sandals [NO Socks]
Winter: [June, July and August]:
Plain Black Leather/Synthetic Leather closed shoes
NO boots, canvas or hi-top shoes allowed

Accessories

Plain Black knee-high socks or black opaque tights
Unisex monogrammed school cap & beanie

UNIFORM YEAR 13 GIRLS

Skirt Regulation Navy blue
Shirt Monogrammed Blue check
Jacket Navy
Soft Shell
Tie Optional

UNIFORM YEARS 9 – 12 BOYS

Shorts Regulation Navy blue
Polo Shirt Monogrammed Navy/Yellow trim
Jacket - Navy Soft Shell
Jersey Optional monogrammed Navy Wool

Footwear

Summer: Black Roman Sandals [NO Socks]
Winter: [June, July and August]]:
Plain Black Leather/Synthetic Leather closed shoes
NO boots, canvas or hi-top shoes allowed

Accessories

Plain Black knee-high socks
Unisex monogrammed school cap & beanie

UNIFORM YEAR 13 BOYS

Shorts Regulation Navy blue
Trousers Black Regulation [Optional]
Shirt Monogrammed Blue check
Jacket Navy Soft Shell
Tie Optional



REGULATION UNIFORM



EDUCATION OUTSIDE THE CLASSROOM

Education outside the classroom [EOTC] is an essential part of school life at Morrinsville College. We aim to extend our students' learning experiences beyond the classroom and take advantage of the opportunities offered by the wider community and the environment. Apart from numerous trips that are organised by subject teachers, each year our school organises an extensive Year 10 Camp and Year 13 Leadership Camp that are highlights of our students' experiences at school.

Students learn in a variety of contexts and they gain the knowledge, skills, attitudes and values required to enjoy a healthy lifestyle. They are given opportunities to take responsibility for their own safety, form positive and respectful relationships with their peers, their teachers and the environment and participate in the creation of safer and healthier communities. Our staff are knowledgeable about what our students should learn and give consideration to how EOTC can best support the teaching and learning priorities of the national curriculum.

SCHOOL SPORTS

- ▶ Adventure Racing
- ▶ Athletics
- ▶ Badminton
- ▶ Basketball
- ▶ Bowls
- ▶ Cricket
- ▶ Cross-Country
- ▶ Croquet
- ▶ Equestrian
- ▶ Football
- ▶ Futsal
- ▶ Gym Sports
- ▶ Hockey
- ▶ Lacrosse
- ▶ Motocross
- ▶ Mountain Biking
- ▶ Netball
- ▶ Rugby
- ▶ Ultimate Frisbee
- ▶ Softball
- ▶ Squash
- ▶ Swimming
- ▶ Table tennis
- ▶ Tennis
- ▶ Touch Rugby
- ▶ Turbo Touch
- ▶ Volleyball

Participation rates in sport are very high. House competitions ensure involvement of students across the school in various codes of sport. Teams are entered in mainly Waikato and sometimes Thames Valley competitions. Approximately 55% of our students play in school sports teams and we field good numbers of teams in many codes of sport.



CO-CURRICULAR ACTIVITIES

Jazz Band

Choir

String Ensemble

Rock Bands

Drama Groups

Otago Maths Competition

Kapa Haka

Debating

Speech-making

Poetry Writing

Art & Print-making

Book Club

International Kiwi Club

World Vision 40-Hour Famine

Amnesty International

Regional Science Fair

Students Against Dangerous Driving

WaiMaths Competition

He Tai Ohinga Maro Cultural Festival

Paterson-Burn Art Excellence in Art Competition

Race-Unity Speech Competition

Ormiston Sports Exchange

SmokeFreeRockQuest

High School Literature Quiz

Duke of Edinburgh Awards

Shave for a Cure

Spirit of New Zealand

Piako Festival

Matamata-Morrinsville Cultural Exchange





Kia ū ki
mōemōe
ū ki tōmahi
DAVID P
ANDREAS W

"Be so good they can't ignore you" - Steve Jobs

LEARNING INTENTIONS
ACCESS CRITERIA

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