



PROSPECTUS 2026



KI TUA I TŌU KAHA – BEYOND PERSONAL BEST

— MESSAGE FROM THE PRINCIPAL —

*E kore, e kore
E pō, e pō
E ao, e ao
Tākiri mai te ata
Kōrihi te manu
Tino awatea
Ka ao, ka ao, ka awatea
Tihei mauri ora*



Tēnei te hā o mihi ka rere ki a koutou katoa.

It is with great pleasure that I welcome you to Manawatū College. Thank you for taking the time to consider the learning opportunities we have to offer you and your whānau at our school.

It is an exciting time for Manawatū College as we now take a refreshed direction moving forward into the future. We are looking forward to building on our strengths and exploring new opportunities in 2026 that will enable our students to get the best education possible, so that they can achieve, 'Beyond Personal Best'.

There are a number of property projects that will take place over the next three years, with various classroom upgrades to help improve the physical environment and bring this into the 21st century. While these improvements are significant, we believe that the strength of Manawatū College is the people who contribute to the educational success of our students. We have a highly skilled group of staff who are committed to this school; who genuinely care for each student and will go above and beyond to ensure their experience here is positive and meaningful.


Students succeed together because Manawatū College works in partnership with whānau and the community to provide students with the opportunity to develop knowledge, skills, self esteem and attitudes needed to adapt to an increasingly changing world. We view learning as being enjoyable, challenging and meaningful so that our students are inspired to achieve goals and realise their potential during their time here at this school.

I am excited for our future here at Manawatū College and extremely proud of what we have to offer prospective students in 2026.

Ngā mihi maioha, nā,

A stylized, handwritten signature in black ink, representing Matt Fraser.


Matt Fraser
Tumuaki | Principal



Manaakitanga
Respect

Ki tua i tōu kaha
Beyond Personal Best


We put the needs
of others before
our own



Kotahitanga
Unity

Ki tua i tōu kaha
Beyond Personal Best

We accept each
other as part of the
same team



Manawaroa
Resilience

Ki tua i tōu kaha
Beyond Personal Best

We can overcome
any challenge with a
growth mindset



Kaihautūtanga
Leadership

Ki tua i tōu kaha
Beyond Personal Best

We are all leaders
who have a positive
impact on others

YEAR 9 HOMEROOM & CORE SUBJECTS

It is important that all Year 9 students are well supported when they move from primary school to secondary education. Our point of difference from many other secondary schools is our Year 9 homeroom structure in which Year 9 students have the same teacher for Maths, English and Social Studies, with a strong focus on reading, writing and mathematics. Having a homeroom teacher creates a sense of routine, as they build relationships with peers, other teachers, and become more confident in a secondary school environment that is very different from primary school. The total learning time in a homeroom is nine hours, alongside three hours of Science, and three hours of Physical Education and Health per week.

YEAR 9 OPTIONS

Coming to college can be an exciting and overwhelming experience at the same time. We believe at Year 9 students should be able to experience a variety of different subject options so they have a range of learning experiences before making any decisions on which subjects they would like to take further as they move through college. In 2026, all Year 9 students work through nine ‘taster courses’ in Term 1. Then in Terms 2, 3 and 4, they are able to select three options each term, that are 10 weeks in length. The total learning time across options is 9 hours per week.

| YEAR 9 SAMPLE COURSE SELECTION 2026 | | | | |
|--|--|---------------------------------|--------------------------|------------------------------------|
| | TERM 1 TASTER COURSES | TERM 2 | TERM 3 | TERM 4 |
| 3 hours | Tasters: DIGI TECH, MUSIC, WOOD | Option 2a: SPANISH | Option Line 3a: ART | Option Line 4a: WOOD |
| 3 hours | Tasters: MĀORI, ART, FOOD | Option 2b: FOOD TECH | Option Line 3b: MUSIC | Option Line 4b: PERFORMING ARTS |
| 3 hours | Tasters: SPANISH, DANCE, OUTDOOR EDUCATION | Option 2c: OUTDOOR EDUCATION | Option Line 3c: MĀORI | Option Line 4c: NGĀ TOI |
| Homeroom: MATHS (3), ENGLISH (3), SOCIAL STUDIES (3) = 9 hours Core Subjects: SCIENCE (3), PHYSICAL EDUCATION (3) = 6 hours | | | | |



“Manawatū College provides a wide range of leadership opportunities for everyone. Different students from across all year groups work together to create awesome opportunities and activities for the rest of the school and wider community. Our college has a positive learning environment where the bond between students and teachers makes it easier to learn as it’s like another friend pushing you to succeed. We are supported and encouraged to reach our full potential and achieve our personal best.”

JORDAN COX



“I have really enjoyed my time as a student at Manawatū College, which has provided me with a range of sporting, cultural and academic opportunities. Manawatū College helps develop students as leaders, for example being a senior leader, a house captain or serving on the student council. There is a great learning environment where all of the teachers and other students are friendly and helpful. I like how everyone supports and encourages one another to do their very best and achieve their goals.”

LOGAN KAUIKA



“Manawatū College is a great school. There are a lot of opportunities education and sports wise. My favourite sport is netball, as it helps me get out and about. My favourite subject is Drama as it helps me learn to be myself. I have also found the teachers to be amazing.”

AALIYAH MISCHESKI



“I like that there are lots of extra curricular activities like sports, as well as interesting subjects like Visual Arts, Music, and Spanish. In class, if you meet the PB4L expectations you can earn tohu mihi which you can use to buy rewards.”

THEO DODGE



“I like Manawatū College because I get to go to different classes all day and only have an hour for every class. We also get to go to option subjects like Spanish, Outdoor Education and Food Technology.”

NIAMH EASTON

— LEARNING IN THE JUNIOR SCHOOL —

YEAR 10 CORE SUBJECTS

Mathematics, Science, English, Physical Education & Health, Social Studies. Each of these are full year courses that run for three hours per week, with a total learning time of 15 hours.

YEAR 10 OPTIONS

In Year 10, students are able to build on their learning from Year 9 and select a range of option subjects that enables deeper learning. At this point, the programme shifts and allows students to choose three options in Semester 1, and a further three in Semester 2. Each semester runs for two school terms. The expectation is that students select options they enjoy, and that also link to possible pathways they may wish to follow in the senior school. All course selections can shape possible future pathways into subjects on offer in the senior school in Year 11, and for this reason students are supported by their Kaihāpai Ako and Year Level Dean who will help to guide their thinking and decision making in this area. The total learning time across options subjects is nine hours per week.

| YEAR 10 SAMPLE COURSE SELECTION 2026 | | | | |
|---|---------------------------------|--------|----------------------------------|--------|
| | JUNIOR SEMESTER 1 | | JUNIOR SEMESTER 2 | |
| | TERM 1 | TERM 2 | TERM 3 | TERM 4 |
| 3 hours | Option 1: MĀORI | | Option 4: NGĀ TOI | |
| 3 hours | Option 2: DIGITAL TECHNOLOGY | | Option 5: ADVENTURE EDUCATION | |
| 3 hours | Option 3: ENGINEERING | | Option 6: FOOD TECHNOLOGY | |
| Core Subjects: MATHS (3), SCIENCE (3), ENGLISH (3), SOCIAL STUDIES (3), PHYSICAL EDUCATION (3) = 15 hours | | | | |



— LEARNING IN THE SENIOR SCHOOL —

It is our intention to improve the educational outcomes for all of our students at Manawātū College through the effective and engaging delivery of the New Zealand Curriculum. It is our desire to create an open, flexible, student-centred environment in which teachers and students are able to collaborate on a shared learning journey.

Teachers at Manawātū College are, at all times, committed to maintaining the highest standards of professional practice to ensure that the academic, emotional, physical, spiritual and cultural needs of their students are met. We also acknowledge the rights of students, as learners, ensuring these are upheld in all aspects of our teaching and learning programmes. Through the teaching as inquiry model, data and evidence will be gathered to formulate the basis of an inquiry which requires teachers to consider the impact that their pedagogy is having on the achievement of the students they teach.

COURSES AND QUALIFICATIONS

Students are able to choose courses that are drawn from each of the learning domains within the New Zealand curriculum. Students are provided with the opportunity to access learning that is personalised to their strengths, interests and aspirations for future pathways beyond Manawātū College. Each course offers learning experiences and credits that contribute to an NCEA qualification, at Levels 1, 2, 3, including University Entrance.

SEMESTER TIMELINE

All courses in the senior school are semesterised, and these run for a total of 17 weeks, with an end point in Week 7 of Term 2 for Semester 1, and again in Week 4 of Term 4 for Semester 2. The purpose of semester courses is to give students the flexibility to complete a programme of learning that is based on their individual learning needs. Having the year divided into two semesters means that by default, students will have completed at least half of their study towards their qualification by the middle of Term 2; this allows for better monitoring of student achievement and progress, enabling early intervention should additional support be required.

| YEAR 11, 12, 13 SEMESTER TIMELINE 2026 | | | | |
|--|-----------|-------------------|------------|-----------|
| SENIOR SEMESTER 1 | | SENIOR SEMESTER 2 | | |
| TERM 1 | TERM 2 | | TERM 3 | TERM 4 |
| Weeks 1–10 | Weeks 1–7 | Weeks 8–10 | Weeks 1–10 | Weeks 1–4 |

LEARNING PROGRAMMES

Depending on vocational or academic pathways, students may select courses from the following learning areas:

| | | | | |
|--|--|--|--|--|
| Arts Visual Arts Dance Drama Music | Māori Studies Māori Performing Arts Te reo Māori Mana Taiohi Ngā Toi Whakairo | Physical Education & Health Physical Education & Health Mana Tane Mana Wahine Adventure Education CrossFit | Social Science Humanities History Business Studies Civics Geography | Vocational Pathways Gateway Early Childcare Education PITA UCOL Tourism and Travel |
| English/Literacy and Language English Functional Literacy Study Media Studies | Mathematics/Numeracy Mathematics Functional Numeracy | Science Science Biology Chemistry Physics | Technology Building Food & Catering Café Skills Digital Technology Engineering Automotive Engineering | |



— LEARNING IN THE SENIOR SCHOOL —

| YEAR 11 SAMPLE COURSE SELECTION 2026 | | | | |
|--------------------------------------|------------------------------|-------------------|---------------------------------|---|
| SENIOR SEMESTER 1 | | SENIOR SEMESTER 2 | | |
| 4 hours | Compulsory 1: ENGLISH | 4 hours | Option 1: CAFÉ SKILLS | STUDY LEAVE & ASSESSMENT SUPPORT |
| 4 hours | Compulsory 2: MATHEMATICS | 4 hours | Option 2: PHYSICAL EDUCATION | |
| 4 hours | Compulsory 3: SCIENCE | 4 hours | Option 3: MANA TANGATA | |
| 4 hours | Option 1: HUMANITIES | 4 hours | Option 4: NGĀ TOI | |
| 4 hours | Option 2: ART | 4 hours | Option 5: ENGLISH | |
| 4 hours | Option 3: BUILDING | 4 hours | Option 6: MATHEMATICS | |

| YEAR 12/13 SENIOR SAMPLE COURSE SELECTION 2026 | | | | |
|--|--|-------------------|---|---|
| SENIOR SEMESTER 1 | | SENIOR SEMESTER 2 | | |
| 4 hours | Option 1: SENIOR BUILDING | 4 hours | Option 7: SENIOR MANA TAIOHI | STUDY LEAVE & ASSESSMENT SUPPORT |
| 4 hours | Option 2: SENIOR FOOD & CATERING | 4 hours | Option 8: SENIOR PHYSICAL EDUCATION | |
| 4 hours | Option 3: SENIOR HUMANITIES | 4 hours | Option 9: SENIOR ADVENTURE EDUCATION | |
| 4 hours | Option 4: SENIOR ENGINEERNG | 4 hours | Option 10: SENIOR GEOGRAPHY | |
| 4 hours | Option 5: SENIOR ENGLISH | 4 hours | Option 11: SENIOR SCIENCE | |
| 4 hours | Option 6: SENIOR CROSSFIT | 4 hours | Option 12: SENIOR MATHS | |



ACADEMIC PATHWAYS

We believe that all students are capable of achieving academic excellence, and it is important that for those who wish to pursue this type of pathway are able to do so across all of the subjects on offer.

An academic pathway will be personalised to each individual student, and will include access to courses that allow for Course Endorsements and Qualification Endorsements (at Merit and Excellence) across NCEA Levels 1, 2 and 3, right through to meeting the requirements for University Entrance. Additional opportunities for academic extension may also include access to undergraduate university courses completed either online or in person.

GATEWAY

Gateway is an exciting subject that is designed to strengthen the pathway for senior students to transition from school to the workplace or tertiary study. It provides students with structured workplace learning, across a range of industries and businesses, while they continue to study at school.

Students are given the opportunity to 'test drive' their career choices while gaining valuable real experience learning. They complete a minimum of 20 credits in class and spend one day per week learning and gaining practical skills at a local business on a work placement.

Students also complete a First Aid Course, a Health & Safety Course and their relevant driver's licence. By taking part in this programme, students are often able to clarify career pathways and may be offered permanent employment opportunities such as apprenticeships or jobs at the completion of their placement.

P.I.T.A.

Primary Industries Trades Academy is a practical subject that provides senior students who have an interest in farming with an opportunity to gain 'hands-on' experience working in the agriculture sector. This course is run by external provider Primary Industry Trades Academy (PITA) and the focus is to gain work experience on local farms. Students complete a unit standards programme in Agriculture to complement their practical knowledge. Attendance is a compulsory requirement.

UCOL

UCOL offers many in-school study opportunities for Year 11 to 13 students who want to explore tertiary study while still at school. These courses are one or two days a week. Students will be able to find their passion and have UCOL's support to help them succeed while gaining NCEA credits, and industry knowledge and experience. Courses include (and are not limited to) cookery, design, animal care, nursing, health studies, construction, automotive, ICT, sports and health, physical education, beauty therapy, salon skills, plumbing, gaming development, textiles, mechanical engineering, agriculture, police, cafe skills, tourism, police studies, early childhood education and more!



STUDENT SUPPORT

In order to support students with their personal development into well-rounded young adults, we have a number of different services available, including:

Classroom Teachers support student learning across a range of curriculum areas and encourage good work habits.

Kaihāpai Ako provide academic mentoring and guidance throughout the year. They also support with daily administration, such as notices, following up any absences, and general learning guidance.

Year Level Deans provide pastoral guidance, and support students with behaviour and developing positive relationships with peers and staff.

Guidance Counsellors are available for any students who require support related to school, or personal issues.

Our **Social Worker** and **School Nurse** provide students with access to free health care, support and advice from trained professionals.

WEEKLY EFFORT REPORTS

Students receive a weekly report with a grade of 1–5 for overall 'effort' at school across the week, which is based on participation, organisation, attitude and behaviour in each of their classes. This grade is not based on academic performance. These weekly effort reports help to improve communication between home and school, so if things are going well – parents are able reinforce and acknowledge that at home. Likewise if there are concerns with effort in a particular class, contact can be made with the classroom teacher so that a conversation can be had sooner rather than later, and we can look at early intervention and support. Also attached to this report is a summary of weekly attendance statistics.

SCHOOL HOUSES

The House competition fosters team-work, a sense of belonging, celebrating successes, leadership, pride and fun! A comprehensive competition has evolved for the House Cup, which is accepted by the Captains of the winning House at the college's annual Prizegiving.

The whole school events that currently generate House Points are:

- Swimming and athletic sports
- Cross-country
- Summer and winter sports competitions
- Waiata and haka competitions
- Academic awards
- Tug-of-war



— STUDENT LEADERSHIP —



There are also many other leadership opportunities for senior students, which include the following positions that are available each year:

- House Leaders & Captains
- Student Council
- Wellbeing Captain
- Arts Captain
- Academic Captain
- Sports Captain
- Head Students
- Kaihautū Māori

Ki Tua i Tōu Kaha | Beyond Personal Best



Our Graduate Profile describes the skills, knowledge and attributes that students will have when they graduate from Manawātū College. It outlines what success looks like, in line with our school values.

| Manaakitanga Respect | Kotahitanga Unity | Manawaroa Resilience | Kaihautūtanga Leadership |
|--|--|--|---|
| Putting others before yourself without expectation of something in return <ul style="list-style-type: none"> — Knows their self-worth as an individual — Shows genuine empathy towards others — Is confident in their own culture, heritage, language and identity — Takes pride in their achievements. | Forming connections where the strength of relationship is built on the acceptance of diversity <ul style="list-style-type: none"> — Takes care of other people — Has well-developed interpersonal skills and communicates effectively — Celebrates and accepts differences in others — Has a sense of belonging within the wider community. | Embracing challenges head on, where mistakes are seen as an opportunity to learn and grow <ul style="list-style-type: none"> — Can navigate challenging situations with confidence — Is comfortable making mistakes and learning from these — Has the knowledge, skills and qualifications to be successful in their chosen future pathway — Uses strategies to support and enhance individual wellbeing. | Positively impacting others in a mana enhancing way <ul style="list-style-type: none"> — Makes decisions that impact life with purpose and intent — Has self-determined what success in life is for them — Is open to life-long learning — Has the cultural confidence to actively participate in the unique bicultural context of Aotearoa. |

*Unuhia, unuhia
Unuhia ki te uru tapu nui
Kia wātea, kia māmā
Te ngākau, te tīnana, te wairua
I te ara tangata
Koia rā e Rongo, whakairia ake ki runga
Tūturu whakamaua kia tina
Hui e, tāiki e.*



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