

Sabbatical Report
by Lance Christiansen
Principal
Rangitikei College, Marton

PROJECT

Creative Curriculum in Smaller Secondary Schools

My brief was to investigate what creative curriculums are being developed in small secondary schools like Rangitikei College (333 students) and how smaller Colleges (less than 600 students) are able to give students good educational outcomes with their current resources.

I developed a survey (**Appendix A**) which was sent out to 50 schools throughout New Zealand. I was delighted to receive 41 responses from schools across the North and South Islands. This data was collated and the responses recorded below.

I appreciated the responses and the time taken by busy Principals to complete the survey and also their offer to host me on visits which I was to undertake as part of the sabbatical. During my sabbatical I was also able to gather information relating to areas of good practice and exciting initiatives which is such a strong feature of small secondary schools in New Zealand. Thank you to those schools and Principals who gave their time so freely during my visits. (**Appendix C**)

A special thank you to Amanda Win my PA who worked very hard on my behalf to ensure the systems were in place and saved me so much time when undertaking this sabbatical. And also thank you to my BOT and SMT for being so supportive and encouraging of my sabbatical project during Term Two 2011.

The first part of my report is based on the preliminary data collected from schools who replied to my initial survey (**Appendix B**). This data was gathered to give an overview of what different types of schools I was surveying and how they were managing under the current funding regime to offer their current curriculums.

As the responses are recorded in more detail, I have also added my observations from school visits undertaken during my sabbatical.

Type, Size and Decile Rating of Responding Schools

School Size	Number of Schools
100 – 200	3
200 – 300	13
300 – 400	9
400 >	16
Total Surveyed	41

Size and Decile Rating

	Decile 1	Decile 2	Decile 3	Decile 4	Decile 5	Decile 6	Decile 7	Decile 8
Size of School	1	2	3	4	5	6	7	8
100 - 200	0	0	0	0	2	0	1	0
200 - 300	0	2	3	2	2	0	3	0
300 - 400	1	2	1	3	1	1	0	1
400 >	1	3	2	4	0	5	0	1

Type of School

Type of School	Number
Y1 - Y13	3
Y7 – Y13	17
Y9 - Y13	21

Timetable Structure

Timetable Structure	Numbers
5 Day	27
6 Day	7
10 Day	7

Vicinity of Other Secondary Schools

The vicinity to other secondary providers often influences what is offered at schools as well as how they spend their money. Schools were asked to identify if they had other secondary schools within close vicinity ie 20km of them, or within a wider range up to 70km away.

Closeness of Nearest Secondary School	Yes	No
<20 Km	21	20
20 – 70Km	40	1

Do You Employ More Staff Than GMFS (Guaranteed Minimum Funded Staffing) Provides?

Yes – 51% or 21 Schools

No – 49% or 20 Schools

YES – We do you employ more teaching staff than GMFS provides:

- Maintaining the curriculum breadth for senior school. We have a top-heavy senior school placing additional strain on staffing.
- My predecessor did – that is why we were in financial trouble when I started. We do use excellent Learning Assistants, creatively using LAT's.
- Learning Support – Gifted and Talented and SENCO referral programme.
- To ensure smaller classes at Year 9 and 10.
- Externally funded.
- To ensure that we can offer subjects eg Level 3 NCEA despite small class numbers.
- Increase options.
- Trialing a new Year 9 and 10 mode of delivery.
- To keep class sizes down and provide extra non-contact time to staff.
- To maintain reasonable class sizes and to run programmes which would not otherwise be economic to do so.
- We can offer a broader curriculum – funded by fee-paying students.
- We do so in increments ie .1 or .2 over our GMFS – we are never exactly to our GMFS because we have to be inventive to cover the additional staging required to look after literacy, Ae units, Special Needs, Te Kotahitanga, PRT's – although they come with their

own funding, it is never enough to cover the teacher/person involved. Often funding reduces, though the workload does not. I have staff wearing several hats.

- Money from Gateway is used as I was expecting a bigger role.
- To deliver the necessary range of subjects.
- The need to offer options in the senior school, but also a gamble in that our March 1st return would be greater than our GMFS (it is).
- To provide additional programmes.
- To cover our International Student Programme.
- Keep junior option choices, keep class sizes small.
- To be able to offer classes at Level, eg History, Calc, Chem, Stats etc. We have 8 Level 3 classes which currently have student numbers below 8.
- To provide the following; greater curriculum choice ie senior Physics/Chemistry, smaller junior classes we also have international students.

Over half of the schools surveyed employed more teaching staff than their GMFS says they are entitled to. This is generally seen as a necessity for most schools as it means that they are able to offer a broader curriculum to their students, which is highly commendable. The concern is based around how they are able to fund this and for how long. As can be seen from the responses above, schools find money to pay for this from different sources and from discussions with Principals they will continue to do so to offer the best deal for their students.

MOE Initiatives

Schools were asked to identify which MOE initiatives they were involved in and also if they had other initiatives which they were using.

All schools were involved in using STAR and Gateway. The Youth Apprenticeship Scheme was a part of 4 schools and Trade Academies were found in 5 schools.

Other MOE initiatives undertaken by schools included He Kakano, Te Kotahitanga, Positive Behaviour for Learning (PB4L) and three had attached Alternative Education Programmes.

Schools involved in various MOE initiatives all appreciated their involvement in programmes as it helped them give better service to all their students. The schools I spoke to were all very much aware of the need to support their less academic students and programmes such as STAR and Gateway were well used and successful.

The Principals spoken to were concerned that after the initial support some of the initiatives were difficult to sustain due to increased costs on finances once any MOE support is removed. Sustainability is generally an expected outcome from MOE initiatives but the lack of ongoing funding has created some issues. Schools often endeavour to use additional funding from sponsorship/Community Grants or international students to continue successful programmes that are no longer funded by the MOE.

School Academies

Several schools also have their own Academies and in general these are, not surprisingly, based around their environments and/or major industries. Some use New Zealand's wonderful adventure back yard such as the mountains and the coast and have formed Outdoor Education Academies. More rural areas have established Academies in Forestry, Horticulture, Farming, Primary Industry and Services. Sport Academies are another popular choice for schools and students. Interestingly a few schools have Military Academies.

From my school visits it was clear that local environments were used well by schools to give their students experiences and opportunities unique to their area. These were split into two main areas, one for local industries and one for Outdoor Education opportunities.

Several schools contacted and visited e.g. Cromwell HS and Kaikoura HS, had developed close links with local businesses and /or industries, making use of areas such as horticulture, agriculture and local tourism to provide specialised learning opportunities for their students. Some schools, such as South Otago High School through Telford, and Cromwell High School through links to Central Otago Polytech, were able to tap into the expertise of tertiary institutions in their small towns to enhance programmes offered within their schools.

Outdoor Education opportunities were used by a number of schools where they had a unique local environment. Again some schools linked into local expertise available in their particular environments such as skiing, rowing, sailing and general outdoor activities. Several of the schools used these opportunities to attract students from outside their local area to their schools. This included students from within New Zealand and from overseas.

For some of the schools visited this was also important in attracting more senior students and hence being able to offer more senior subjects within their school, as the increased numbers made subjects more viable. Schools also tended to operate a slightly different timetable for some Academies. The most common means of getting the most from their Academies was to use weekends for some activities. This enabled students to maintain as much of a 'normal' school programme as possible so their ongoing learning does not suffer.

From discussions with schools that offer Academies it seems they fulfill a number of roles within schools. The most important is that they meet the needs of students in their future aspirations. They also serve as a means of retaining and gaining senior students within their schools, with the associated benefits to staffing and funding. Academies often run double periods or full day options, which allows greater flexibility and opportunities for learning.

Use of Video Conferencing and Correspondence School

	Video Conferencing	Correspondence School
Yes	33	35
No	8	6

Most the schools I contacted used Video Conferencing as part of their normal programmes in schools. In general this was seen as a way of making their curriculum wider and offering their students more specialised programmes which are often not offered due to limitations on staffing. Sometimes it was used due to timetable clashes but this was not the prime purpose of Video Conferencing. It was certainly seen as a preference to Correspondence work as the students were in more direct contact with their teachers which is more a difficulty with correspondence work. It is also easier for staff to check where students are at and also other means of contact with VC teacher and schools means it is more closely monitored.

A point to note was that a number of schools use Correspondence reluctantly. This is not because they see the work provided or teaching as sub-standard, it is more a problem of not having direct control over the work that is offered. Students often sit alone in rooms where other classes are taught and learn with little or no input from the teacher. This problem is not so prevalent where students have teachers assigned to help or supervise them. For most small secondary schools, it is a matter of getting the balance right and giving as many students the courses they require with the staffing limitations.

An issue of concern for several schools is the poor internet speed which is putting restrictions onto how well they can use VC and other internet courses. Developments in ultrafast broadband are much needed and eagerly anticipated by schools and Principals.

An area of strength with schools in some areas is how well they combine resources in ICT, to support not only teaching students but for Professional Development of staff. It has to be noted that schools use their current funding and resources to allow this to happen. Southland Interactive Learning Community and Wairarapa E-learning Community are two such groups which involve a coordinated approach to resourcing and learning. ICT is an important component for smaller schools and allows them to have access to learning which some Principals feel is superior to what is offered in many larger schools and classrooms.

Outside Providers

Most schools used a wide range of providers and these were closely linked with STAR and Gateway programmes. This highlights an important role of schools which is to provide courses that can lead onto employment and possibly other Tertiary study. These are often alternative non-academic courses rather than the academic courses which lead onto University study. While it is seen as essential for schools to provide alternative courses to meet the needs of their students, a number of Principals noted a sad irony. Although they provide such courses and students leave school and move into employment, the school is now punished financially as a result. This is because of the recent introduction of quarterly audits to determine grants to schools based on roll numbers as the year progresses.

Schools used a range of ITO's for their various trade courses. Polytechnics were also used by a number of schools, links are most strongly developed when providers of these programmes are situated close to their schools. More specific providers were used to highlight the particular location of some schools, as in Ruapehu College who use the Ruapehu Ski School. Other providers such as Land Based Training, Telford and Agribusiness are also used by rural schools. A number of schools used various Travel and Tourism providers in another growing area of employment.

Combined Classes

Without exception, all the schools surveyed use combined classes at the senior level. The reasons for this are not a surprise, as it enables schools to offer the full curriculum to their students. It is also not a surprise to note that Principals are extremely grateful that teachers are willing and able to undertake this workload and that all wished they did not have to offer their courses in such a way.

Teachers who were involved in providing such courses were in general relaxed about what they had to do and understood that they needed to do this to meet the needs of their students in smaller schools. Most teachers however would have preferred to offer courses at one level, but they understood that a course may not run if they were not prepared to teach several levels at one time.

How these courses are offered did differ in some schools. Schools combine either Level 1 and 2, or Level 2 and 3 courses in the main. A few offer three levels in one class, generally in subjects where there is a more practical skills base. A few schools offered combined classes which were two-year courses at either Level 1 and 2, or 2 and 3. In these cases the teacher finds teaching easier to plan, rather than teaching at two different levels. Some schools teach two or three levels in one class, but combine this with Correspondence to assist in easing the workload.

While combined classes are never desirable, they are essential for smaller schools as they enable curriculum to be maintained. This is particularly important for the academic capacity of schools and means most schools will run particular subjects even if numbers are small to ensure they maintain senior students.

Government Resourcing of Schools

Most schools struggle to provide everything they can for their students with the resources provided. It is clear from those surveyed that there was a recognition that all schools have to make do with what they are given and that money from other areas eg International Students/Community Grants are often used to subsidise other initiatives.

The addition of the new quarterly funding regime referred to earlier makes planning and budgeting extremely difficult, if not impossible. Principals feel it is unreasonable to have funding removed for doing a good job and developing students who leave school to go to work. Principals frequently commented that the schools fixed costs did not alter if students left. They still needed classes warmed, cleaned, maintained and otherwise resourced and the fact that some students left did not alter these costs. One Principal put it like this “The only cost you save when a student leaves is on toilet paper”. Maybe this says something about how Principals feel about the quarterly funding decision.

Whether or not the Bulk Grants are sufficient all Principals concur that they nevertheless have to deal with it as best they can. Their thoughts on their ability to work within the current funding structure follow.

- Low class numbers mean staffing is tight, however to be competitive with a large school less than 30km away, we need to offer a wide variety of subjects. We are always working on an uneasy tension between balancing the books and meeting the student needs.
- It is not ideal to have to run combined level classes or combinations of subjects within one teaching slot eg Textiles/Hospitality/Home Economics. While video conferencing is good it does not occur daily or even 4/5 days. So having face-to-face teaching more frequently would be preferable. I think the goodwill of staff to run multi-level or multi-disciplinary classes is wonderful, but it is not ideal having to rely on that goodwill.
- Staffing the College has become more difficult with the STCA having non-funded expectations built into it through the endeavour clause.
- Whilst there is nothing we cannot offer through the strategies (above) and we will staff low numbers if GMFS allows, it is very difficult in some subjects to multi level ‘as a matter of course’
- We are scratching to make it all fit. We need to run senior classes to keep students here but they are small (5 – 10 often). This is costly. We have great support from our community businesses for funding. We also want to provide extension and effective support programmes but these become extras rather than the norm.
- After a recent CAPNA we lost staff, then numbers increased so some staff returned. Fabric of the school is crumbling so learning environment is poor which impacts on the students.
- Dependant upon income from International Students and locally raised funds, mainly fundraising, to provide the option range we do and to support small senior classes.
- To try and offer everything is impossible. Students are left with little choice with a block timetable. We have non ‘core’ subjects Year 10 and above.

- Adequate yes, ideal no.
- Total GMFS is inadequate. If you compared the funds allocated directly to departments/faculties for curriculum in every secondary school to what is paid to cleaners annually, this would illustrate this point clearly.
- Always have students who leave because of options.
- We are totally reliant on locally raised funds and International Students to provide the innovative but modest curriculum that we have.
- The GMFS provides staffing based on numbers only – it does not take into account the degree of needs our students require. Being only 12km from a big city and with two Whare Kura on either side of us we are subject to many students leaving the community to attend schools in town. The result being that we attract a proportion of students who must attend our school and who also present with a number of challenges eg high learning and behavioural needs. The staffing entitlement does not take into account these aspects. Groups of students are treated as homogeneous lots, when they are absolutely not. We struggle to provide specialist support in these cases.
- It is never enough but I think we do OK compared to other schools.
- No music currently as I cannot afford the staffing.
- Slightly more GMFS would allow me to run some senior classes which are marginal and therefore cut.
- Within the MOE funding we cannot offer the courses the way we wish to offer them.
- Senior Outdoor classes have a charge of \$800 a year for students, when the actual costs to the College are \$1400 - \$1600 per year. It is a course special to our area.
- We just have to be realistic about what we can offer.
- As a smaller school staffing is an issue. We need to offer a broad curriculum so we do this with extra staffing/composite classes. ORRS funding does not cover what is expected with the school.
- We struggle to staff small classes in the senior school and this affects what we can deliver face-to-face.
- Four times roll count will have a significant impact on funding. Low intake often low decile school means cut backs in curriculum in the future.
- We get a very small percentage of student fees collected. Our International Students cover a significant potential deficit.
- We have an increasing number of learning and behavioural needs students who are not catered for under ORRS funding; as a proportion of our school population they are growing.

- Quarterly funding means we are being punished for doing our job. Getting kids into the work force now is a double edged sword, great for the student, bad for the schools finances.

As 60% of the schools surveyed were decile 4 or less it is not likely that additional funding will be available from within the community to make up for any shortfalls in funding. The survey results would suggest that this may impact on curriculum depth in the future.

The perception of most Principals was that as higher decile larger schools continue to grow in student numbers, it will become even more difficult to maintain their current curriculum. What is also clear, is that Principals and schools try to ensure they offer as much as possible within the bounds of their individual financial constraints.

What Is Creative Curriculum?

Following my investigations and visits to schools it seems the most creative part of a schools curriculum is based around how well schools manage their staff entitlements and use their limited resources within their particular school environment. With the limitations of staffing and finance most schools try a similar range of ideas to give their students the best education they can within these restrictions.

A key to any creativity is the use of computers and the Virtual Learning Network (VLN). Most schools I surveyed use the VLN network to various degrees to enable them to expand their curriculum to senior students in particular. Although the use of VLN varied across schools there is no doubt that the choices offered here has made a difference in students remaining at small secondary schools. Principals see a well supported VLN allowing small secondary schools to actively retain students and improve learning outcomes as students become more independent learners.

Staffing 'good will' was also a key feature if allowing schools to offer a full curriculum. Teachers who taught more than one level of NCEA in the same class have had to be creative to survive. Most schools used multilevel classes in at least one subject area and in general it was teaching 2 levels at one time. Aprarima College use a combined level 2/3 course on a two year cycle to cover the course in Chemistry. Most Principals would also agree that the staff that do run these courses are often very creative in how they approach and run these classes.

Timetabling is the other way schools can be creative. While most schools use a traditional 5 day timetable their use of hours can be quite different. Makoura College for example run a different timetable in that they offer 'day long' classes on a Monday and Friday. This allows senior students and teachers to do in-depth work in their area. Many of these options are 'practical' but not all and some subject suit this method while others do not. Outdoor Education also use the weekends to do trips etc. Their class time each day is only 4 ½ hours (3 x 1 ½ hour lessons on days other than Monday and Friday). Juniors use the same times for all their classes.

Some other schools also use a 90/120 minute timeframe for teaching which allows greater opportunities for in depth teaching. This is particularly relevant for more practical subjects, such as Outdoor Education and Academies. Often these timeframes are linked to other

'break' times during or at the end of the day, when classes can be out even longer to allow for more time for practical learning opportunities.

I am sure there are many other schools who, through variations of the concepts mentioned in this report, also do many creative things with their curriculums. I would suggest that small secondary schools also seem open to sharing their ideas and support each other well through their various connections.

Project Overview

My brief was to look at the creative curriculums of small secondary schools throughout New Zealand. From my survey and observations it seems the following generalisations can be made about the schools I received information from.

- 71% of the Secondary Schools surveyed were decile 5 or below.
- 50% of the schools have other Secondary Schools within 20km.
- Y7 – 13 and Y 9 – 13 schools surveyed were found in similar numbers.
- 51% of the schools surveyed provided more staffing than was set out under the Guaranteed Minimum Funded Staffing for their schools.
- MOE initiatives are welcomed by most Principals as they can help establish good practice, however once funding is removed it is often difficult to maintain these initiatives.
- A large number of the schools surveyed used Academies to provide more in-depth curriculum for senior students. Much of this is based around the local environment and/or local industries.
- The VLN (Virtual Learning Network) is widely used by nearly all the schools as the basis for providing an even wider curriculum for their students.
- Correspondence is used sparingly by schools as it is found that it does not always offer a good option as it still requires staffing. It works best when a teacher is present to assist the students and this is not always possible.
- Small schools still offer a wide curriculum and do so with smaller class sizes.
- Combined classes (Level 1 and 2 or Level 2 and 3) are common and teacher 'goodwill' is important in allowing this to happen.
- Outside providers are well-used by schools to enhance the learning opportunities for their less academic students. STAR and Gateway are the main source of funding for this and are also often linked closely to local providers and industries.
- Government Funding is generally not sufficient to meet the curriculum needs of schools and has to be supplemented by other sources.

- Principals are concerned about the impact of quarterly funding on schools' ability to continue to offer a wide curriculum.
- Teachers at smaller schools are prepared to think outside the square and to be more innovative in how they offer the curriculum.



RANGITIKEI COLLEGE

“Striving Towards Higher Things”

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Sabbatical Project

To investigate creative curriculums in smaller secondary schools and how they are able to provide good educational outcomes with their current resources.

Survey

(Circle the responses which relate to your school)

School Name: _____

Would you happy to host me on a brief school visit in Term Two 2011? Yes / No

1. School Size? <100 / 100 – 200 / 200 – 300 / 300- 400 / 400>

2. Decile Rating? 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10

3. School Type? Y 1 – 13 / 7 – 13 / 9 - 13 / Other _____

4. Teaching staff Employed? <10 / 10 – 20 / 20 – 30 / 30 – 40 / 40>

5. Do you employ more teaching staff than GMSF provides? Yes / No

If your answer is *Yes* what is the reason you choose to do this?

6. Support Staff Employed? < 10 / 10 – 20 / 20 – 30 / 30 >

7. Are there other Secondary Schools in your local area (within 20 km)? Yes / No

8. Are there other Secondary Schools in your extended local area (between 20 and 70 km)? Yes / No

9. Timetable: What type of timetable do you run at your school?

5 Day / 6 Day / 7 Day / 10 Day / Other:-

10. MOE Initiatives: Which of the following initiatives is your school involved in?

STAR / Gateway / Youth Apprenticeship Scheme / Trade Academies / Other

11. Academies: Does your school offer any school based Academies? Yes / No
If Yes what type of academy is offered?

12. Does your school use Video Conferencing to allow additional courses for your students ?

Yes / No

13. Does your school regularly use the Correspondence School to provide courses for your students? Yes / No

14. Does your school use outside providers other than those above to offer courses for your students? Yes / No If Yes who

15. Does your school run combined-Level classes in senior school e.g. L1 and 2, or L 2 and 3, in order to give greater curriculum coverage? Yes / No

16. Do you believe your current Government resources (GMSF/Grants) enable you to provide an adequate curriculum at your school? Yes / No (explain if you wish)

17. Does your school have an initiative or creative curriculum which would be of interest to my project and that you would be prepared to share with me? Yes / No

Thank you for completing this survey, it will be most useful in completing my sabbatical project. Please return in the envelope provided to:

Lance Christiansen
Principal
Rangitikei College
20 Bredins Line,
MARTON 4710



Aparima College	33 Leader St, RIVERTON 9822
Blue Mountain College	State Highway 90, TAPANUI 9522
Chanel College	26 Herbert St, MASTERTON 5840
Coastal Taranaki Area School	Carthew St, Okato, TARANAKI 4335
Cromwell College	Barry Ave, CROMWELL 9310
East Otago High School	Stour St, PALMERSTON 9443 , OTAGO
Edgecumbe College	100 College Rd, EDGECUMBE 3160
Ellesmere College	Leeston/Dunsadell Rd, Leeston, CANTERBURY 7632
Greymouth High School	High St, GREYMOUTH 7805
Huntly College	Bridge St, HUNTLY 3740
HurunuiCollege	Tenterden St, HAWARDEN 7348
Inglewood High School	129 Rata St, INGLEWOOD 4330
Kaikoura High School	Cnr Rorrison's & Ludstone Rds, KAIKOURA 7300
Mackenzie College	Kirke St, FAIRLIE 7925
Makoura College	Makoura Rd, MASTERTON 5810
Menzies College	Alma St, WYNDHAM, SOUTHLAND 9831
Morrinsville College	18 Alexandra Ave, MORRINSVILLE 3300
Motueka High School	Whakarewa St, MOTUEKA 7120
Mountainview High School	Pages Rd, TIMARU 7940
Ngaruawahia High School	56 Kent St, NGARUAWAHIA 3742
Northern Southland College	51 Maria St, LUMSDEN 9742
Opotiki College	St John St, OPOTIKI 3162
Opunake High School	149-155 Tasman St, OPUNAKE 4616
Otaki College	Mill Rd, OTAKI 5542
Paeroa College	Te Aroha Rd, PAEROA 3640
Putaruru College	Junction St, PUTARURU 3411
Queen Elizabeth College	352 Rangitikei St, PALMERSTON NORTH 4442
Reporoa College	45 Massey Rd, REPOROA 3060
Ruapehu College	30 Tainui St, OHAKUNE 4652
South Otago High School	Frances St, BALCLUTHA 9230
Stratford High School	Swansea Rd, STRATFORD 4332
Taihape Area School	26 Huia St, TAIHAPE 4720
Tamatea High School	61 Freyberg Ave, NAPIER 4145
Taumarunui High School	202 Golf Rd, TAUMARUNUI 3920
Te Aroha College	Stanley Ave, TE AROHA 3320
Thames High School	Sealey St, THAMES 3500
Tokomairiro High School	238 Union St, Milton, SOUTH OTAGO 9220
Tokoroa High School	Billah St, TOKOROA 3420
Tuakau College	Elizabeth St, TUAKAU 2121

Waihi College	Kensington Rd, WAIHI 3610	15
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School Visit Information

My brief was to visit 3 schools in both the North and South Islands to look at the type of developments they used to maintain their curriculum. My itinerary proved difficult at times due to dates not being suitable or non replies by some Principals for suitable meeting times. Regardless I visited 6 schools in the South Island and 3 in the North Island.

Kaikoura College: - Principal – Vern van Aswegen

South Otago High School: (Balclutha)- Principal – Nick Simpson

Aparima College: (Riverton) - Principal – Kaye Day

Cromwell College: - Principal – Mason Stretch

Mountain View High School (Timaru) - Principal – Derek Friend

Ellesmere College: (Leeston) - Deputy Principal – Robyn Thompson (Principal unavailable)

Chanel College: (Masterton) - Principal – Grant Miles

Makoura College: (Masterton) - Principal – Tom Hullena

Otaki College: - Principal – John Kane