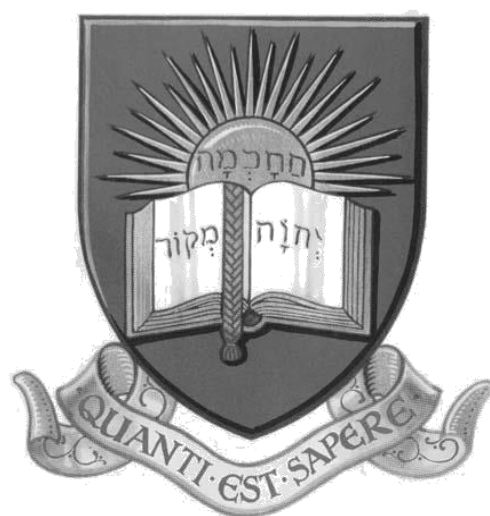


WAITAKI BOYS' HIGH SCHOOL



PARENT AND STUDENT HANDBOOK 2018

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WELCOME FROM THE RECTOR

We are enriched by a proud heritage, but forward-looking and progressive in our task of educating boys to meet the challenges of the new millennium.

The environment and traditions of the school have exercised a remarkable effect upon generations of boys. We are blessed with a spectacular site, magnificent buildings and gardens, and generous resources. Our ethos is that boys will “be their best”, in regards to their academic performance, culture, sports and most importantly their character. We are clear about our primary task. It is to identify and develop the potential of every boy.

With a roll of 440, we are small enough to know each boy well, and to recognise his individual character and needs, but large enough to offer an extensive academic and growing vocational curriculum, and an impressive co-curricular programme.

Our students are proud to be Waitakians. You will find here a tremendous school spirit. The big 'events' of the school year such as the Cultural Competition and the Senior Prizegiving are inspirational. The enthusiasm and vitality of the boys shines through.

The primary purpose of this handbook is outline the expectations, guidelines and procedures which will ensure your son has the support to enable him to fulfil his potential.

This is an exciting time for Waitaki Boys' and I am looking forward to sharing this journey with your sons.

Kind regards
Rector

SCHOOL DAY

1. Timetable

All students should be at school by 8-35am each school day. Classes end at 3-20pm each day.

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	08-40	08-40	08-40	08-40	08-40
Tutor /P 1	09-40	09-35	09-25	09-40	09-40
Period 2	10-00	10-05	10-20	10-00	10-00
Interval	11-00	11-00	11-15	11-00	11-00
Period 3	11-25	11-25	11-40	11-25	11-25
Period 4	12-25	12-25	12-35	12-25	12-25
Lunch	13-25	13-25	13-30	13-25	13-25
Period 5	14-20	14-20	14-20	14-20	14-20

2. Attendance

- a. Student achievement is closely linked to student attendance
- b. Missing 1 day in a week represents missing 20% of the learning for that week
- c. Attendance is monitored closely by Tutor Teachers and Deans

3. Tutor time

- a. Students are placed in vertical Tutor Groups and stay with that group for the time that they attend school
- b. Students are required to attend Tutor Time
- c. It is important to develop a good relationship with your Tutor Teacher as he/she will be the one staff member who knows the most about you
- d. Tutor time is used for taking the daily roll, following-up on attendance, developing the School values programme, and addressing individual problems that students may have.
- e. Senior students in each Tutor Group may assist the Tutor Teacher

APPEARANCE

1. Uniform

- a. Uniform can be purchased from
 - i. The school Uniform Shop (housed in the Social Center at the main gate, and open on Tuesday from 12:30 to 4:30pm, and Thursday from 6:30 to 7:30pm)
 - ii. Sutherlands in Thames Street (normal business hours)
- b. Students are expected to wear the school uniform correctly on the way to and from school and during the school day
- c. Uniform should be cleaned regularly
- d. Non-uniform items may be confiscated by Senior Staff and returned when appropriate.
- e. Shoes must be polished plain black leather with a heel
- f. The following combinations are appropriate
 - i. JUNIORS ONLY. Blue school shirt, grey shorts (or long grey trousers with tie), school socks, black school shoes
 - ii. SENIORS ONLY. White school shirt, school tie, long grey trousers, socks, black school shoes. Grey shorts may be worn in Term 1 and 4.
 - iii. White school shirt, school tie, blazer, long grey trousers, socks, black shoes (Number 1's)
- g. The grey school jersey, red and black rain jacket or school blazer may be worn with normal uniform on any day
- h. The school beanie can be worn in Terms 2 and 3
- i. The PE uniform consists of a House vest and black PE shorts
- j. Students use swimming trunks of their choice for PE periods during Term 1 and 4
- k. Students may wear non-regulation warm jackets to and from school during cold winter weather, but must remove them when at school

2. Naming of all uniform items

- a. All items of uniform must be clearly and permanently named to minimise losses and assist with dealing with lost property
- b. Lost property is held in the Deans' suite

3. Hair and jewellery

- a. Hair must be one natural colour
- b. Hair can be any length but must be kept out of the eyes and face, and tied back if necessary in high-risk areas such as Technology, Science and Agriculture
- c. No hair adornments are allowed
- d. Sideburns no lower than earlobes
- e. Students must be clean-shaven during the school day or whilst representing the school in any capacity
- f. Students may wear watches and medic-alert bracelets – no other bracelets, rings and jewellery may be worn
- g. Taonga and items of cultural or personal importance may be worn once approval has been given by the Rector
- h. Students may have one small piercing in each ear-lobe that is kept open by colourless bristles while in school uniform.
- i. Other body piercings are not allowed
- j. Tattoos may not be visible and must be covered with school clothing

PERSONAL ITEMS

Students are personally responsible for the safe-keeping and responsible use of all personal items, especially high-value digital devices/spectacles/sports equipment/vehicles/cash and cards - the School is not responsible.

1. Stationery

- a. Stationery lists for Year 9 and new students are provided with the enrolment pack
- b. Stationery lists for Years 10 to 13 are given to each student at the end of each year for the following year
- c. All stationery lists are available at the school office and on the school website (PaperPlus button)
- d. Complete stationery packs for Years 9 and 10 can be ordered directly from PaperPlus in Thames Street
- e. Students can purchase stationery from any supplier

2. Mobile phones

- a. Students may bring mobile phones to school and use them before and after school and during interval and lunchtime
- b. During class-time mobile phones may be used to enhance curriculum-specific learning opportunities but only when instructed by the teacher
- c. The expectation is that junior students will place their mobile phones in their bags before the start of each lesson
- d. The Behaviour Management System supports appropriate mobile phone use
- e. Parents will be contacted by Year Level Deans and/or Senior Management when a student uses a mobile phone in a way that has seen them referred from class
- f. Students may not use mobile phones to photograph/video any student or staff member during school activities unless this is part of a structured activity and permission of all parties is obtained

3. Laptops and Tablets

- a. Students may bring laptops and tablets to school
- b. Students can connect to the school wireless network
- c. The use of laptops and tablets must be by agreement with individual teachers and must not interfere with teaching and learning
- d. All students are required to sign an Acceptable Use of the Internet Agreement as part of enrolment at the School

4. Naming of all personal items

- a. All personal items must be clearly and permanently named to minimise losses and assist with dealing with lost property. Theft is referred to the Police

5. Lockers

- a. The School does not provide personal lockers for students

6. Insurance

- a. Students have Liability Insurance under the School Insurance while they are engaged in school activities
- b. Parents are advised to ensure that high-value items are included in their personal Car, Home and Contents insurance

TRAVEL TO AND FROM SCHOOL

1. Walking

- a. Pedestrians should always use appropriate sidewalks and pedestrian crossings
- b. Student behaviour is noted by the general public and poor behaviour is often reported to the school
- c. Pedestrians should stay clear of Waitaki Avenue before and after school to minimise risks from the high volume of vehicle traffic
 - i. Pedestrians from the south should enter and leave school via the cycle path behind the Social Center
 - ii. Pedestrians from the north should enter and leave school via the white gates and front gardens
- d. No pedestrians may exit through the front gates or cross Waitaki Avenue between 3:20 and 3:40pm to minimise the risk of accident and injury

2. Cyclists

- a. All cyclists entering school must use the cycle path behind the Social Center
- b. Bicycles may only be stored in the school bicycle enclosure
- c. If a student needs to retrieve a bicycle during the school day, he should notify the Deans' Secretary when he signs out at the Deans' suite
- d. Cyclists heading north when leaving school must exit via the front gardens and white gate
- e. Cyclists must wear helmets

3. Parent transport

- a. Parents should drop and pick students up
 - i. At the Thames Street end of Waitaki Avenue
 - ii. In Virgil Street
 - iii. In Regina Lane near the railway crossing
- b. Parents should not drop or pick a student up inside school grounds unless he
 - i. Is ill/going to an appointment and is being collected from school
 - ii. is unable to walk effectively (on crutches etc)
 - iii. is loading/unloading large items
- c. All vehicles must stop both ways at the railway crossing - this is a compulsory stop
- d. The speed limit is 20km/h in Waitaki Avenue while buses are parked there
- e. No vehicle may be parked in Waitaki Avenue between the Milner Pavilion and Railway crossing between 3:20 and 3:40pm – this is a restricted area for buses.
- f. No vehicle may stop in the round-about outside the school gates in Waitaki Avenue, as indicated by the dotted yellow lines and signage.

4. Buses

- a. A large number of buses use Waitaki Avenue before and after school
- b. Bus boys must sign and return a Bus Code of Conduct to the Deputy Rector (Mr Mattisson) in order to use the buses
- c. Buses leave from Waitaki Avenue from 3:40pm each day

5. Student vehicles

- a. Students wishing to bring motorcycles or cars onto school grounds must first register with the Deputy Rector (Mr Mattisson)
- b. Student vehicles may only be parked in the student car park

- c. Student vehicles are out-of-bounds during school hours
- d. The privilege to park on school grounds will be revoked if students do not meet school expectations for vehicle use
- e. Student drivers may only carry passengers if the driver has a full licence and both driver and passenger have written parental permission already lodged with the Deputy Rector

ABSENCES

1. Notifying the school

- a. If a student is absent from school, the parent/guardian must notify the Pastoral Secretary (Mrs Bond)
 - i. By text 0274063878, email lynb@waitakibhs.school.nz or by phone 03 4370841
 - ii. By 10:00am on the day
- b. The Pastoral Secretary will phone parents/guardians of absent students if no text/email/ phonecall is received by her by 10-30am on the day of absence
- c. Excusable absences include
 - i. Medical and dental appointments
 - ii. Illness
 - iii. Bereavement
 - iv. Driver's licence test
- d. After a longer period of absence for medical reasons, the student should also bring a doctor's note to the Pastoral Secretary on returning to school
- e. Students requiring Special Interest Leave for reasons not on the excusable absences list must approach the Rector directly well before leave is needed.

2. Truancy

- a. Staff will attempt to find students who are truant during the school day
- b. As soon as a student is noted as truant, the parent/guardian will be texted to notify them - another text will be sent if/when the student returns during the day
- c. Students who are regularly truant
 - i. Will have their parent/guardian notified and called in for a discussion
 - ii. Are referred to the Otago Attendance service

3. KAMAR

- a. The School uses the KAMAR Student Data Management System
- b. Parents and students are able to access their individual data via the School website using access codes provided by the School - please contact the Deputy Rector on 4370137 if your access code does not work and needs resetting
- c. Student attendance is logged on KAMAR

4. Signing in and out

- a. The School is responsible for all our students during the school day and we must know where they are
- b. Students must sign in at the Deans' suite when
 - i. They are late for school
 - ii. Returning to school after an appointment
- c. Students must sign out at the deans' suite whenever they leave school during school hours

5. Illness during the school day

- a. When a student is ill or injured during the school day he must report immediately to the Pastoral Secretary in the Deans' suite
- b. The Pastoral Secretary will manage the situation and inform parents/guardians - the student must not make arrangements to be collected from school without her knowledge

- c. Students who are injured will be assessed and if necessary an ambulance will be called and the student will be sent to the Oamaru Hospital once his parent/guardian has been notified

6. Medical and Dental appointments

- a. As medical and dental appointments are often difficult to make outside of school hours students may leave school for them
- b. Parents should inform the Pastoral Secretary in advance of such appointments to facilitate signing out
- c. Physiotherapy and other appointments must be made outside of school hours

NZQF SENIOR ACADEMIC RIGHTS AND RESPONSIBILITIES FOR ASSESSMENT PROCEDURES

This document is for Teachers, Students and Parents/Caregivers to assist with understanding the qualifications offered at Waitaki Boys' High School. It includes senior students' rights and responsibilities for assessment.

NZQA	The New Zealand Qualifications Authority. A crown entity which manages and quality assures NZ qualification. It maintains a database of all student results and qualifications records
NZQF	New Zealand Qualifications Framework. The national register of qualifications/
NCEA	The National Certificate of Educational Achievement – school-based national qualifications. Available at Level 1, Level 2 and Level 3
Achievement Standards	These are School curriculum-based standards with achievement outcomes of Achieved, Merit or Excellence
Unit Standards	These are generally non-curriculum standards, although some may still be offered in curriculum subjects. Managed by Industry Training Organisations (ITOs) or NZQA standard setting bodies. Outcomes have traditionally been limited to Achieved, but some unit standards may also award Merit and Excellence grades
UE	University Entrance qualifications

1. National Certificate of Educational Achievement

a. Requirements for National Certificate of Educational Achievement

i. NCEA Level 1

Eighty (80) credits at Level 1 or higher. Of these 80 credits, 10 credits must be in literacy standards and 10 credits must be in numeracy standards.

ii. NCEA Level 2

Eighty (80) credits, where 60 credits are at Level 2 or higher and 20 credits at any level, even if used for NCEA Level 1. This includes the literacy and numeracy requirements of NCEA Level 1.

iii. NCEA Level 3

Eighty (80) credits, where 60 credits are at Level 3 or higher and 20 credits at Level 2 or higher, even if used for NCEA Level 2.

b. Setting goals for higher achievement

Students are rewarded for achieving Merit and Excellence grades. The endorsements could be for the Certificate and/or for the particular Courses they have studied. We encourage students to set goals for attaining endorsements.

c. Certificate of Endorsement

i. When a student achieves 50 credits at Excellence, and achieves the requirements of the NCEA for the level, he will have his NCEA Endorsed with Excellence

ii. When a student achieves 50 credits at Merit (or a mix of Merit and Excellence), and achieves the requirements of the NCEA for the level, he will have his NCEA endorsed with Merit

d. Course Endorsement

i. A student will gain Course Endorsement for any course where he achieves 14 or more credits at Excellence (Endorsed with Excellence) or Excellence and Merit (Endorsed with Merit),

- ii. At least 3 credits must be internally assessed, and at least 3 credits must be externally assessed.
- iii. The grades must be achieved in a course in a single year.
- iv. Level 3 Visual Art and Levels 1 – 3 Physical Education need 14 credits at Excellence or Merit and are exempt from the 3 internals and 3 externals rule.

2. University Entrance (UE)

Students attaining UE from 2017 results (when they are in Year 13) must meet all of the requirements below:

Requirements	Credits	Comments
NCEA Level 3	80	60 credits at Level 3 or higher and 20 credits at Level 2 or higher (includes 3 Approved subject standards)
UE Numeracy	10	Numeracy at NCEA Level 1
UE Literacy	10	10 Credits from specific standards at Level 2 or higher
Approved subject 1	14	Credits must be from Level 3 Achievement standards in one Approved subject
Approved subject 2	14	Credits must be from Level 3 Achievement standards in another Approved subject
Approved subject 3	14	Credits must be from Level 3 Achievement standards in another Approved subject

3. Scholarship

Scholarship is externally assessed, in most cases by written examination, and, for some subjects such as Visual Arts, Graphics, Technology and Drama, by portfolio. It is designed to test the most able students in NZ. The award of Scholarship is a monetary award, payable to students enrolled in NZ tertiary study.

4. Learner Login

- a. All students have a National Student Number (NSN) which is used by the school and NZQA to create your Record of Achievement. You should register and use your NZQA Learner Login on the NZQA website: www.nzqa.govt.nz
- b. Use this facility regularly to check the accuracy of your entries and results.
- c. Results, Record of Achievement and Certificates are not sent to you.
- d. You must login to view your results online in January when results for externally assessed standards are released.
- e. Any documents you may need are ordered online in the Learner login area, *Order Documents*. These include your results, Record of Achievement, School Results Summary, and any Certificates you may have been awarded. You are entitled to one free copy of each document if your NZQA Fees have been paid.

5. NZQA Fees

- a. Students entered in standards are charged the following fees:

Student	Fee
Domestic student entry for all NCEA standards	\$76.70
Domestic student entry for each Scholarship subject	\$30.00 per subject
International student entry to NCEA standards	\$383.30
International student entry to Scholarship subjects	\$102.20 per subject

- b. Financial assistance is available for domestic students when the fee payer meets at least one of the following criteria:
 - i. Be receiving a Work and Income or Study Link benefit (benefit-based applications). The fee is reduced to \$20.00 (or \$30 per family with two or more children at any school).
 - ii. Have a joint family income that would entitle the applicant to receive a [Community Services Card](#) from Work and Income (income-based applications). It is not necessary to have a Community Services Card. Income thresholds will be announced in April each year. Fee is reduced to \$20.00 (or \$30 per family with two or more children at any school).
 - iii. A family with two or more children is entitled to partial remission of fees, irrespective of family income. Maximum fee per family is \$200, so this is likely to apply to families with 3 or more children. The children can be at the same or different schools.
- c. Financial Assistance forms may be collected from the school office from 1 May.
- d. Completed forms should be returned by 1 August with the fee.
- e. The school collects the fees on behalf of NZQA. To allow time for processing of the payments and to get them to NZQA by the due date, fees must be paid to the school office by 15 August.
- f. For further information, go to www.nzqa.govt.nz

6. Assessment Rules

- a. Assessment Opportunities
 - i. **It is school policy that ALL students will attempt ALL assessments offered in each course that they are entered for, at the discretion of the HoD.**
 - ii. Students may be advised to withdraw from specific standards by Heads of Department (HoDs).
 - iii. The school is permitted by NZQA's rules to offer a maximum of two assessment opportunities for any standard in a year.
 - iv. Students may be offered the opportunity to resubmit work (if appropriate) or receive one reassessment opportunity (if available).
- b. Resubmission
 - i. Teachers will use their professional judgement and only offer this to students where minor corrections will make a difference to the final grade.
 - ii. The student should be able to identify and correct minor errors on his own
 - iii. This is not a further assessment opportunity
 - iv. Only one resubmission is allowed per assessment
 - v. It is limited to specific aspects of the assessment that can be corrected quickly without teacher feedback or further teaching or learning
 - vi. All grades are available in a resubmission opportunity (Achieved, Merit, Excellence)
- c. Reassessment
 - i. An opportunity for the student to sit another assessment for that standard provided that he is eligible for a further assessment opportunity
 - ii. Reassessment availability is decided by each Subject Department based on practicability
 - a) Reassessment should only take place after an opportunity for further related teaching and learning has occurred

- b) The reassessment should be a different, quality-assured assessment
- c) Reassessment should be available to all students in the class who are eligible for a further assessment opportunity and who wish to improve their grade
- d) If a reassessment opportunity is impractical (for example, the assessment is a Science experiment that cannot be repeated due to time restraints, or a Technology of Art project that is the accumulation of a year's work), then students must be made aware of this from the outset.
- e) The timeframe for any reassessments will be decided by the Teacher/Department.
- f) All grades are available in a reassessment opportunity (Achieved, Merit, Excellence).

7. Authenticity

- a. Authenticity is the assurance that evidence of achievement produced by a student is their own.
- b. Teachers will set conditions of assessment to assist with managing this.
- c. It is appropriate for students to learn from others at home and gather information from a range of sources.
- d. Students must be aware of using correct procedures for referencing sources that they use in assignments so that they do not plagiarise.
- e. Parents and caregivers should be aware that they cannot assist their son with the final product that will be turned in for assessment.
- f. Some departments require a signed authenticity statement to remind students of this factor.
- g. Your work must not be shared with any other student, regardless of the format in which it is presented (e.g. Google docs, OneNote)

8. Missed and Late Assignments

Every assignment will have a published deadline

a. Extensions

- i. Extensions are given at the discretion of the HoD.
- ii. Applications must be made well before the assignment due date, using the Application for Extension form (from the Principal's Nominee, Mrs Mansell).
- iii. Any request for an extension must be based on either
 - a) a medical necessity - accompanied by a medical certificate.
 - b) a genuine reason for lateness accompanied by a supporting note from a parent/caregiver.
- iv. If a student has missed the assessment due to school commitments (sport, cultural) then the extension process does not require a covering note from the parent.
- v. If a student has been granted an extension, then he should be allowed to present his work at a negotiated later date as a first attempt.

b. Late work:

- i. No teacher may accept a late submission for an assignment
- ii. **Work that is presented after the published due date and without any attempt by the student to arrange for an extension, will be considered as the first assessment opportunity missed - this means the initial grade is Not Achieved.**

- iii. Teachers will notify parents of late or missed submissions
 - iv. If you leave an assignment at home on the due date, see the relevant HoD immediately for advice
 - v. You must submit a hard copy of your assignments for assessment unless prior approval has been given by the relevant Teacher to allow an electronic copy to be submitted for assessment
9. Expectations for Examinations and Assessments
- a. Correct uniform will be worn for all internal and external exams
 - b. Writing equipment must be in a clear plastic bag and placed on the floor, not on the desk – leave bags, digital devices, twink and red pens outside the exam room
 - c. You may bring a clear water bottle into an external exam
 - d. Study leave is granted during school exam week and while NCEA examinations are in progress in November.
 - i. Staff are available to provide tutoring during normally-scheduled class periods during exam times – students attending these sessions may wear mufti
 - ii. Students who have not completed parts of their internal assessments may be refused study leave and must attend school in school uniform
 - e. While in the examination room, you may not
 - i. Communicate with each other in any way
 - ii. Have a digital device with you, other than an approved calculator
 - iii. Draw on or deface your examination paper
 - f. You are responsible for monitoring your examination timetable and being on time for exams.
 - g. If you miss a school exam
 - i. for no valid reason - you will be given Not Achieved and you will not be eligible for a further assessment opportunity.
 - ii. for an accepted reason – you may negotiate with the HoD for another assessment opportunity
 - h. If you miss an external examination on medical or compassionate grounds you can make application for a Derived Grade through the Principal’s Nominee (PN).
10. Absence from Internal Assessments and School Examinations
- a. For approved absence supported by documentary evidence (eg sickness, bereavement) – you are still eligible for a first assessment opportunity which may be the same or an alternative assessment
 - b. The HoD must be supplied the evidence in order to give approval for eligibility for assessment
 - c. Apply directly to the PN for consideration for credits if
 - i. you have legitimately missed all offered assessment opportunities and
 - ii. your teacher holds enough documented evidence of your level of achievement in that standard
 - d. If you miss an internal or school exam for a non-approved reason, you will be expected to make up the time with after-school detentions when you return to school.
11. Misconduct
- a. Students are expected to follow school rules for behaviour and the specific conditions of the assessment they are working on.

- b. Misconduct in assessment situations includes:
 - i. cheating, such as bringing notes to an assessment or copying another's work, deliberately lending work and allowing another to copy, sharing documents (such as Google docs) with another student,
 - ii. plagiarism (passing off another's work/ideas as your own),
 - iii. disrupting an assessment by talking or other inappropriate behaviour,
 - iv. impersonation of another student,
 - v. using an electronic device such as cellphone, i-pod/mp3 player or translator when it is specifically forbidden to do so.
- c. To avoid an accusation of plagiarism
 - i. Submit all working notes and rough drafts with your assignment
 - ii. Reference your work fully and correctly
 - iii. Discuss your work with your teacher
 - iv. Sign the statement on your assignment that confirms that the work is your own
- d. The outcomes for proven misconduct are
 - i. a Not Achieved grade for the Standard
 - ii. no further opportunity for assessment.
 - iii. parental notification, and
 - iv. an entry on your pastoral record
- e. The Principal's Nominee will make all final decisions for misconduct in internal assessments.
- f. Misconduct during external examinations is investigated by NZQA.

12. Appeals

- a. Every aspect of the School's assessment and reporting system allows the right of student appeal
- b. Before your grades are entered in the markbook for a Standard, you must be given the opportunity to verify that the mark/grade is accurate and sign it off on the appropriate page of the assessment paper
- c. Grade verification must take place within five (5) school days of receiving a grade
- d. Once a grade has been signed off by you there is no further right of appeal.
- e. If you wish to appeal a grade that has not been signed off, you must appeal in the first instance to your teacher during discussion of the assessment result.
- f. If you remain dissatisfied, you may appeal in writing directly to the Principal's Nominee (PN)
- g. The decision is final and will be presented to the student in writing.
- h. Appeals Process. The appeal must be
 - i. lodged in writing using the specific APPEAL REQUEST form, available from the Principal's Nominee, Mrs Mansell.
 - ii. submitted by the student within five (5) school days of receiving the assessment result.
 - iii. given by the student directly to the Principal's Nominee, who will pass the appeal on to the appropriate HoD.
 - iv. considered and decided by the HoD within five (5) school days of being lodged by the student.

13. Special Assessment Conditions (SAC)

- a. Teachers identify students in Year 9 and 10 who may need Special Assessment Conditions in Levels 1, 2 and 3

- b. Teachers refer identified students via their HoD to the school SENCO, Mrs Campbell Savage, and the SAC team.
- c. The SENCO will retain and update information about students with medical and physical conditions and/or specific learning disabilities obtained during transition and enrolment
- d. Eligibility and benefit of assistance for the identified student must be proven
- e. The SENCO and SAC team gather data on identified students by
 - i. Applying specific tests
 - ii. Gathering alternative evidence of disability from teachers
 - iii. Gathering results of assessments carried out by external specialists
- f. Assistance may include reader, writer, reader/writer, use of a computer (when this is the usual form of communication), enlarged or specific coloured paper, or rest breaks.
- g. The SENCO will ensure that new SAC applications are made to NZQA for approval before the end of Term 1 each year.
- h. If your Special Assessment Conditions are approved by NZQA
 - i. The Conditions will be added to your KAMAR record for teacher information
 - ii. Your teachers will ensure that the conditions are made available in assessment situations through year.
 - iii. You may choose to forego use of Special Assessment Conditions in writing to your Teacher
- i. Parents must notify the school if they believe there is current documented evidence of any condition that might affect academic assessment for their son.

WAITAKI BOYS' HIGH SCHOOL

APPEAL AGAINST ASSESSMENT

Student Name	
Date received by PN	
PN Signature	
Standard Assessed	
Teacher	
Initial grade being appealed	
Reason for Appeal	
Student Signature	
Appeal Outcome	
HOD Signature	
Date	

WAITAKI BOYS' HIGH SCHOOL

APPLICATION FOR EXTENSION OF ASSESSMENT

Student Name	
Course	
Date of receipt of application	
Standard assessment for extension	
Allocated assessment date	
Proposed new assessment date	
Reason for extension application	
Attached documents	
Application decisions	
Signed (HOD/PN)	
Date	

ACADEMIC ACHIEVEMENT

1. Student Learning Pathways
 - a. All Students have opportunities to meet with the Careers Co-ordinator, Mr Lane, to receive guidance on career and course direction
 - b. Students may follow the following pathways
 - i. Academic, leading to Tertiary study - students study mainstream subjects to Year 12 or 13
 - ii. Vocational, leading to apprenticeships and other skilled work - students attend specific vocational classes on Fridays in Year 12
 - iii. Gateway, leading to exit to work opportunities - students are signed up for weekly work experience with a business of interest
 - c. Staff contacts
 - i. Academic pathway Mrs Mansell 4370323
 - ii. Vocational pathway Mr Lane 4371031
 - iii. Gateway Mrs Liardet 4370564
2. Subject Options and Selection
 - a. Students in Year 9 follow the Year 9 course
 - b. All students in Years 9 to 12 are given Course Option booklets to complete and return at the end of Term 3 for the following year
 - c. The school manages a process during Term 3 to enable students and their parents to discuss subject selections for the next year
 - d. Student option selections are accommodated as far as is possible
 - e. Subject availability depends on student interest in the subject and the availability of a staff member to deliver the course
3. Parent, Teacher and Student meetings
 - a. Parent-Teacher-student meetings are important opportunities for students to lead discussions with their teachers and parents regarding their learning
 - b. These meetings are scheduled on the school calendar on the school website
 - c. Parents are also notified in advance through the newsletter of upcoming meeting dates
 - d. Parents must book appointments through the school website using the access codes supplied for the event
 - e. Parents who are unable to make internet bookings must contact the Rector's PA, Mrs Yvonne Boswell on 4370840, who will book on their behalf
4. Assessment – Junior (Year 9 and 10)
 - a. Students in Years 9 and 10 are assessed regularly throughout the year (formative assessment) and also at the end of year.
 - b. All Year 9 and 10 students sit final exams (summative) around week 6 of Term 4 - these results are used to determine class allocations the following year
5. Assessment - Senior (Year 11 to 13)
 - a. All senior students sit NCEA Standards
 - b. Course assessments are a mix of internally and externally assessed Standards

- c. Internal standards are set and assessed by WBHS teachers during the year, while external Standards are exams sat in Term 4 and assessed nationally
- d. Students are awarded credits for each successful assessment
 - i. Year 11 students must achieve 80 credits, including 10 Literacy and 10 Numeracy credits
 - ii. Year 12 and 13 students must achieve 60 credits
- e. Credits are awarded at Achieved, Merit and Excellence level

6. KAMAR

- a. Parents are able to access all of their students' achievement data throughout the year using the access codes provided by the school
- b. The KAMAR portal is accessed via the school website

7. Reporting to Parents

- a. The School reports to parents formally by written report
 - i. Twice a year for Seniors (Term 2 and 3)
 - ii. Twice a year for Juniors (Term 1 and 4)
- b. Parents are notified when reports are due out by email, via the school website and calendar, and via the school newsletter and App
- c. Reports are posted out in hard copy if there is no email address given

8. Supporting Student Achievement

- a. Students who achieve at school usually do so because they
 - i. attend school and go to all of their classes
 - ii. interact positively with their teachers and class mates during lessons
 - iii. complete homework and assignments
 - iv. have an active learning programme at home that supports learning at school
 - v. have definite learning and career goals that extend well into the future
 - vi. participate socially and competitively in sport and cultural activities
- b. Parents can support student achievement by
 - i. Encouraging their sons to do all of the above
 - ii. Providing a supportive home environment that includes good nutrition, enough sleep, a quiet learning space, and positive recognition for all successes and support during failure
 - iii. Seeking help from staff as soon as they detect any issues that may hinder student success at school

c. Who to contact to discuss Academic Achievement

i. Deans:		
Year 9	Mr Cathcart	ext 830
Year 10	Mrs Crane	ext 830
Year 11	Ms Matthews	ext 830
Year 12	Mr Ryburn	ext 830
Year 13	Ms Willetts	ext 830
Learning Support	Mrs Campbell Savage	ext 889

ii. Heads of Department:

Languages	Mrs Scott Araya	ext 812
Math	tbc	ext 844
Science	Mr Mansell	ext 834
Technology	Mr Suter	ext 803
Social Sci	Mr Blackbeard	ext 848
Phys Ed	Mr Boswell	ext 833

iii. Parents may also contact subject teachers directly through the school office

d. Students in Year 9, 10 and 11 have school diaries.

- i. Please check your sons' diary daily and sign it
- ii. Please work with your son as he works on his homework each day.
- iii. Boys who do 1 hour of learning every school day from the start of Term 1 will have completed 150 hours of learning by the end of Term 3 – enough time to ensure that they have complete mastery of every aspect of their work.

STUDENT WELLBEING

1. Health and Safety
 - a. Know where your emergency assembly point is
 - b. Know what to do in the event of
 - i. Fire
 - ii. Earthquake
 - iii. Lockdown
 - c. Obey emergency messages promptly
 - d. Follow staff instructions promptly throughout the emergency or drill
 - e. Report all health and safety incidents immediately
 - i. Accidents and near misses Deputy Rector
 - ii. Injuries Mrs Bond
 - iii. Hazards Deputy Rector
 - iv. Broken equipment Deputy Rector
 - f. Do not trip or activate the fire alarms unless there is a real emergency
 - g. Do not use scooters or skateboards in the school grounds
 - h. Prohibited areas:
 - i. Foreshore beyond the backfield fences
 - ii. All areas of the school farm, unless supervised
 - iii. Shrubbery around the canteen
 - iv. Front garden and forest beyond the circle driveway
 - v. Student car park during school hours
 - vi. Caretakers building and surrounds
 - vii. Boiler room
 - viii. Classrooms during interval and lunch, and before and after school, unless supervised
2. The WBHS Pastoral Care System
 - a. Student wellbeing is integral to the achievement of academic success
 - b. The key to ensuring student wellbeing is the development of strong positive teacher-student, Tutor Group teacher-student, and parent-school relationships
 - c. The elements of the Pastoral Care System are
 - i. Peer Support students
 - ii. Prefects
 - iii. Subject teachers
 - iv. Tutor Group teachers
 - v. Deans and Pastoral Secretary
 - vi. Guidance Counsellors
 - vii. Senior Management
 - d. Volunteer Peer Support students in Year 13 are trained and available to mentor assigned juniors, to enable their successful integration into the school
 - e. Prefects are a direct line to Senior Management and provide information on student wellbeing as well as support to individual students
 - f. Subject teachers are often the first to detect developing issue in their students and refer them on for support

- g. Tutor Group teachers perform a key role because
 - i. Their students are with the Tutor Group for the duration of their school career
 - ii. They work at developing strong relationships with their students as individuals
 - iii. They work at developing the school - home relationship by making regular contact with home
 - iv. They advocate for their students
- h. The Deans and Pastoral Secretary support student wellbeing by managing individual student issues at a higher level as required. The Year 9 Dean in particular facilitates transition into the school and integration into the senior school system
- i. The Guidance Counsellor provides confidential and individual support to students who are either referred or self-referred for support and counselling for a range of issues
- j. Senior Management ensures that resources are available to students and parents when the need arises. Senior Management also has access to outside agencies that offer additional and greater levels of support for students and their parents
- k. Students are surveyed annually using nationally-available tools including the NZCER Wellbeing@school survey, to determine student needs and opinions in relation to their wellbeing

3. Positive Behaviour and School values

- a. The programme
 - i. Is based on 3 main expectations : Respect, Resilience and Motivation
 - ii. Teaches school expectations in all areas of school life
 - iii. Has a structured approach to dealing with poor student behaviour
 - iv. Provides a consistent approach to student management throughout the school
 - v. Works to modify student behaviour using positive reinforcement rather than punitive measures
 - vi. Is aimed at supporting the 80 - 85% of students (who are responsive to such measures)
 - vii. Is supported by Resource Teachers of Learning Behaviour and MoE Special Education Staff to manage the remaining 15 - 20% of students with systemic behaviour issues

4. Restorative Process

- a. WBHS is a Restorative Justice school
- b. The Restorative Justice is a nationally-accepted, structured way of dealing with the effects of poor student behaviour
- c. The process aims to repair damage done to relationships between perpetrator and victim (who may be a staff member or student or member of the community), to the satisfaction of the victim ie to restore the *mana* of the victim

- d. The process requires genuine remorse on the part of the perpetrator, which is dependent on the development of strong interpersonal relationships within the school
- e. The restorative process is followed by actions by the perpetrator to fix the issue and ensure that it is not repeated
- f. The Restorative process is a key support element for School values

5. KAMAR

- a. All key interactions involving students are recorded on the individual student's Pastoral Record
- b. This is available to students and parents via the KAMAR portal on the school website
- c. The record includes positive and negative events and is used as the basis for discussions between staff and students and parents
- d. The record may also be presented to the Commissioner for action when students consistently behave in a way that undermines and prevents effective teaching and learning

6. Who to contact - for students

- a. Any trusted Prefect or Peer Support student
- b. Any trusted Staff member
- c. Your Tutor Group teacher
- d. Your Dean
- e. Mr Pine (Guidance)
- f. Assistant Rectors
- g. Deputy Rector
- h. The Rector

7. Who to contact - for parents

- a. The Tutor Group teacher through the school office
- b. The Dean ext 830
- c. The Guidance Counsellor ext 861
- d. Assistant Rector ext 894
- e. Deputy Rector ext 837
- f. The Rector ext 840

STUDENT LEADERSHIP

1. School Prefects
 - a. Year 12 students are invited to apply for Prefectship in writing in Term 2
 - b. Applicants attend Leadership training weekly during Term 3
 - c. Prefects, Year 12 students and staff vote for aspiring Prefects at the end of Term 3
 - d. Short-listed applicants are interviewed by a staff panel including the Deputy Rector, Assistant Rector and Year 12 and 13 Deans
 - e. Recommendations are presented to the Rector, who interviews candidates for Head and Deputy Head Boy
 - f. Prefects are announced at senior Prize-giving in Term 4
 - g. Prefects
 - i. assist with school and House management
 - ii. take key leadership roles in sporting and cultural activities
 - iii. have a leadership role in Tutor groups
 - iv. are Peer Support leaders

2. Peer Support Leaders
 - a. Year 12 students are trained each year during Term 4 to provide mentoring and support for Year 9 students in the following year
 - b. These seniors are allocated to students who may require support for transitioning and integrating into the School
 - c. They concentrate on developing relationships with these students and providing advice and guidance at their level

3. House Leaders
 - a. Senior students are appointed to House Leadership by House staff
 - b. These leaders organise participation in the wide variety of annual inter-house activities
 - c. They encourage student participation in the 3 areas of competition - academic, sporting and cultural

4. Cultural Leaders
 - a. Students who exhibit leadership in their area of cultural expertise are appointed as leaders
 - b. Leaders are appointed for kapa haka, music, debating, performance and drama
 - c. These leaders support staff in the management and organisation of the activity

CO-CURRICULAR ACTIVITIES

1. Outdoor Education
 - a. Students can apply to participate in the Sir Edmund Hilary programme.
 - b. A selected nominated student is sponsored annually on the Spirit of Adventure programme
 - c. The Year 10's participate in a week-long programme at the end of Term 4 - options include tramping, kayaking, activities at the School lodge at Lake Middleton, and activities based around Oamaru. The programme is user-pays and some financial support may be available if necessary

2. Sports options
 - a. The Sports Co-ordinator is Mrs Paula Symes (ext 843) who is available to assist with issues and enquiries relating to all school sports
 - b. A "sports expo" is held at school during Week 1 Term 1 to enable students to link up with available sports
 - c. Sports options include
 - i. Summer - athletics, cricket, touch, swimming, tennis, bowls, rowing, croquet
 - ii. Winter - rugby, soccer, hockey, smallbore shooting, basketball, badminton
 - iii. Trapshooting and chess year-round
 - d. If you are entered for a sport, performance or event, your first obligation is to attend.
 - e. Any student who consistently behaves poorly at school may be given a yellow card which means that he has 2 weeks to sort his behaviour, otherwise he will be given a red card which will prevent him from participating in sport until the matter is resolved

Please contact the following staff in connection with these school sports:

Mrs Paula Symes (paulasy@waitakibhs.school.nz) deals with Archery, Bash Cricket, Basketball, Bowls, Canoe Polo, Cross Country, Hockey, Ki O Rahi, Motocross, Mountain biking, Multisport, Road Cycling, Rock Climbing, Rugby, Softball, Table tennis, Touch, Volleyball

Athletics	Mr Pine	colinp@waitakibhs.school.nz
Badminton	Mrs Crane	laurac@waitakibhs.school.nz
Chess	Miss Willetts	jessicaw@waitakibhs.school.nz
Cricket	Mrs Kitto	sandrak@waitakibhs.school.nz
Croquet	Ms Prosser	emmap@waitakibhs.school.nz
Debating	Mrs Hammond-Tooke	janeth@waitakibhs.school.nz
Football	Mr Mansell	jeremym@waitakibhs.school.nz
Golf	Mr Van Booma	rogerv@waitakibhs.school.nz
Rowing	Ms Matthews	erinm@waitakibhs.school.nz
Smallbore	Ms Prosser	emmap@waitakibhs.school.nz
Squash	Mr Jones	henryj@waitakibhs.school.nz
Swimming	Mr Pine	colinp@waitakibhs.school.nz

Tennis Mr Blackbeard tonyb@waitakibhs.school.nz
Trapshooting Mr Boswell rayb@waitakibhs.school.nz

3. Cultural options

- a. The School encourages students to be participators in all areas of school life (not just academics and sport)
- b. Cultural options include
 - i. SCRANO (interhouse competition involving drama, choir and haka)
 - ii. Kapa haka
 - iii. Music
 - iv. Drama and performance
 - v. Debating
 - vi. Mastermind competition
 - vii. Talent quest
 - viii. Public speaking

4. Expectations of students

- a. When boys sign up for a sport or cultural activity it is expected that they
 - i. Attend all rehearsals, practices and games
 - ii. Behave in a gentleman-/ sportsman-like manner
 - iii. Dress correctly before, during and after the activity
 - iv. Contribute to the costs of the activity

5. Yellow and Red cards for boys who represent the School

- a. Representing the school is a privilege, not a right.
- b. Students are placed on these cards when they are at risk of not meeting school expectations for behaviour, attendance and/or attitude
- c. The criteria for being on Yellow card are:
 - i. Receive a second class referral OR
 - ii. Have an attendance rate of less than 75% OR
 - iii. Have an attitude rating below 3.0 average on the fortnightly report
- d. Being on a Yellow card gives a student a fortnight to get up to date with his behaviour, attendance and/or attitude. If he does so, he will be taken off the Yellow card.
- e. If this fails, the student is placed on a Red card and for a fortnight may not represent the school. He is expected to attend all practices and events/games but may not participate/play during that time.
- f. The student's situation is then reviewed and he either continues on Red card or has his right restored. During the fortnight the Dean work with the student to assist his progress.
- g. The Deans will inform the Deputy Rector and Staff about students on Yellow or Red cards.
- h. The Deputy Rector, as TiC Sport, will inform specific TiCs and coaches about current Yellow and Red cards.
- i. It is essential that staff and coaches
 - i. Warn students about consequences when placed on Yellow card
 - ii. Enforce the co-curricular non-participation of a student on a Red card

SCHOOL BEHAVIOUR EXPECTATIONS

1. Behaviour Matrix - expected student behaviour at Waitaki Boys' High

		All Settings	Classroom	Non-classroom	Cyberspace / outside school
Waitakians Are	Respectful	<ul style="list-style-type: none"> • Wear our uniform well • Use our manners nicely • Speak nicely to others • Respect our core values by being honest and truthful • Care for each other • Include others • Respect members of our community and the school rules 	<ul style="list-style-type: none"> • Attend all our classes • Are on time for classes • Use correct names • Use appropriate language • Use 'inside' voice • Respect the right to teach and learn • Follow instructions • Say 'please' and 'thank you' 	<ul style="list-style-type: none"> • Look after our environment • Share our spaces • Play fairly • Respect privacy and personal space • Move around school calmly and with patience • Keep left and give way in corridors, and hold doors open for others 	<ul style="list-style-type: none"> • Use appropriate language • Respect the safety procedures in place • Use our manners at all times • Model our core values • Are loyal to our school
	Motivated	<ul style="list-style-type: none"> • Support each other • Look after each other • Follow instructions • Own our behaviour • Report concerns • Represent the school with pride, wearing correct uniform • Picking up our rubbish 	<ul style="list-style-type: none"> • Bring the right gear to class • Listen and take turns • Follow instructions • Wait patiently • Look after our own things • Ask to borrow equipment • Leave the classroom tidy 	<ul style="list-style-type: none"> • Put our rubbish in the bins • Leave our spaces tidy • Allow others to feel safe and comfortable • Care for our equipment and environment • Use equipment safely • Encourage others to act responsibly 	<ul style="list-style-type: none"> • Report damage or faults • Are personally responsible for our own actions • Respect members of the wider community

Resilient	<ul style="list-style-type: none"> • Are helpful and interested • Cooperate and encourage • Work and train hard to improve our skills • Celebrate others successes 	<ul style="list-style-type: none"> • Are prepared for lessons • Are ready to start learning • Wait, listen, then ask for help • Are on task and do our best • Take responsibility for our own learning • Participate with interest and enthusiasm 	<ul style="list-style-type: none"> • Follow instructions • Model being a good sportsperson • Apply our values in situations outside the classroom 	<ul style="list-style-type: none"> • Share, look and listen • Follow directions • Report anything of concern • Model good behaviour • Learn and try new things
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2. Classroom expectations

- a. Arrive on time.
- b. Line up quietly.
- c. Check your uniform
- d. When instructed, enter quietly.
- e. Only talk when appropriate
- f. Focus on your own learning
- g. Have the right equipment
- h. Work hard to achieve your goals
- i. Treat others respectfully
- j. Follow all teacher instructions
- k. Have your homework completed
- l. Electronic devices are in your bag and used only when permitted by your teacher
- m. Classroom expectations are followed to enable all students to do their best

3. Using the school network

- a. Keep your ICT username and password to yourself
- b. Report any damage to\interference with computers to your teacher immediately
- c. Don't access social networking or commercial sites during school time on school equipment
- d. Don't get involved with spam, viruses and cyber bullying.

DISCIPLINE AND CONSEQUENCES

1. Behaviour Infringements and possible outcomes

<p style="text-align: center;"><u>Behaviour that is the responsibility of the Classroom or Duty Teacher to address</u></p> <p>Uniform Non-completion of work Punctuality Poor presentation Not equipped for class Off task or disruptive behaviour Not following instructions Put Downs and disrespect Offensive language Misuse of phones / electronic devices Student seating Eating Litter Out of bounds Absenteeism Bullying Defiance</p>	<p style="text-align: center;"><u>Negotiated options may include</u></p> <p>Contact with home Time outside room (max 5 mins) Change seating Robust Restorative chat (script overleaf) Collaboration with colleagues Teacher supervised imposition Direction to Tutorial Time Referral for Rubbish Duty (NB only for lateness, failure to do impositions or out of class offences)</p> <p><i>Staff should make HoDs and Deans aware of any pastoral concerns and should also use the support of colleagues when they cannot resolve an issue</i></p> <p><i>Ongoing low-level must be recorded on KAMAR.</i></p>
<p style="text-align: center;"><u>Behaviour that may be dealt with by Teachers in conjunction with Deans</u></p> <p>Truancy Bullying Cheating Failure to work / complete assignments Dangerous behaviour Theft Damage to property Smoking Defiance Ongoing Class disruption</p>	<p style="text-align: center;"><u>Negotiated options may include</u></p> <p>Restorative conference Parent meeting Daily Report Yellow Card Red Card Detention Referral to District Truancy Service Stand Down Suspension Report to Police via SLT</p> <p><i>Record on KAMAR</i></p>
<p style="text-align: center;"><u>Behaviour that must be brought to the attention of SLT</u></p> <p>Assault (verbal or physical) against teacher Drug / alcohol use or supply Assault / Fighting Dangerous car use Serious Class disruption</p>	<p style="text-align: center;"><u>Responses may include</u></p> <p>Parent meeting Restorative conference Detention Stand Down Suspension Report to police via SLT</p> <p><i>Record on KAMAR</i></p>

2. Banned Items
 - a. Weapons, lighters, drugs, alcohol, tobacco, pornography, aerosols, drug and tobacco paraphernalia

3. Student referral
 - a. Student behaviour issues are dealt with at the lowest possible level
 - b. Managing classroom and non-classroom issues
 - i. The teacher works to resolve the matter using resources at hand, including peer teachers and Restorative Process
 - ii. Unresolved classroom issues are referred to the Dean
 - iii. Escalating issues may involve the Guidance Counsellor
 - iv. The Assistant Rector becomes involved in major discipline issues or issues that cannot be resolved at a lower level, and may involve RTLBs, and Special Education staff

3. Referral Process

1 st Referral	30 minute detention Dean phones home
2 nd Referral	60 minute detention Dean sends 1st referral letter home
3 rd Referral	2 nd letter home. Group conference (might include parents / caregivers / whanau / Dean / Teacher / Guidance Counsellor / SMT and other outside agencies)
4 th Referral	Internal withdrawal Dean sends 3 rd referral letter home
5 th Referral	Stand-down
Leading up to and during the referral process, regular contact will be made with parents/whanau/caregivers to keep them updated and to ensure an opportunity is created where we are working together to help students meet school-wide expectations	

4. Stand-downs and Suspensions
 - a. Students may be stood-down from school by the Rector for initial serious misbehaviour
 - b. Thereafter, ongoing serious misbehaviour may result in suspension to the Commissioner
 - c. A student who is suspended will have to appear before the Commissioner, and decisions will be made about consequences and conditions for further school attendance



Waitaki Boys' High School
Managing Student Behaviour Referral Form

This is an official school document and must not be defaced in any manner.

Student name:

Teacher Code: Class/Subject:

Date: Time/Period: Room:

- Mini-chat process has been completed
- I wish for a restorative meeting to occur before the student is returned to my class

Reason	Strike 1	Strike 2	Strike 3
Potentially dangerous behaviour			
Harassing other students			
Answering back to teachers			
Disruption of learning of others after warnings			
Refusal to work after warnings			
Refusal to complete homework			
Inappropriate use of BYOD during lesson			
Lateness			

Reason for immediate referral	
Offensive language	
Dangerous behaviour	
Non-submission of work by milestone/final due date	
Other	

On receiving this form from your teacher you are to **immediately report to your Year Level Dean** (or another Dean if yours is not at their office) in the **Deans Suite**.

Failure to report will result in serious consequences.

Deans Signature

Time: Parent contact: Yes No

RETURN TO CLASS FROM REFERRAL

Students will complete this form and take it to class on return from referral.

What **was** I doing to be referred?

.....
.....
.....
.....

What **should** I have been doing?

.....
.....
.....
.....

What **will** I do when I return to class, to make sure that I am not referred again?

.....
.....
.....
.....

Teacher's comments

.....
Teacher sign off

.....
Student sign off

Date:.....

Date:

PARENT/CAREGIVER PARTNERSHIPS

1. School Communications
 - a. The School uses the following methods of communicating
 - i. Staff with individual parents - phonecalls, texts, emails, letters, parent interviews
 - ii. School with parent groups - bulk emails, newsletters, website, school app, specific group meetings
 - iii. School with community - newspaper and radio
2. The Community Association
 - a. The Community Association is the WBHS Parent/Teachers Association and meet the 3rd Monday of every month in the teachers' staff room.
 - b. This group of volunteer parents fundraise for selected projects each year.
 - c. The Community Association also run the School Canteen and Uniform Shop, both operating from the Social Center
 - d. All profits are donated to the School
 - e. The Community Association also serves as a source of parent voice regarding school issues
3. Other Opportunities for Parental Support and Assistance
 - a. In addition to supporting the Community Association, parents are welcome to support our students by
 - i. Serving on the Sports Advisory Council
 - ii. Standing for election to the Board of Trustees
 - iii. Managing, coaching and refereeing sports teams
 - iv. Providing management and support for drama/musical productions
 - v. Transporting students to and from events
 - vi. Attending sport and cultural events
4. Assemblies, Prizegivings, and Award Ceremonies
 - a. Parents are welcome to attend all events held in the Hall of Memories
 - b. All key events are published on the website in the annual calendar
 - c. Weekly Assemblies are held at 9-40am on Monday and Friday mornings, and 8-40am on Wednesdays
 - d. Prizegivings are held during Term 4
 - i. Senior Prizegiving during Week 4 at night - this is our premier annual event
 - ii. Junior Prizegiving on the last day of term during the morning
 - e. Award ceremonies include
 - i. Prefect Induction - Term 1 Week 1 Friday OR Week 2 Monday
 - ii. Academic Excellence Awards - Term 1 Week 2 Friday
 - iii. Red and Black Sports Awards - a number of assemblies at the end of the summer and winter sports seasons; students and parents are notified in advance

- f. Special assemblies include
 - i. Annual ANZAC Service
 - ii. Mastermind competition
 - iii. Talent Quest competition
 - iv. Scott Memorial assembly
5. Sporting and Cultural Events
- a. Parents are welcome to attend all sporting and cultural events
 - b. These events are included in the school calendar on the website and advertised in the school newsletter
 - c. Annual events include
 - i. School athletics sports Term 1
 - ii. School swimming sports Term 1
 - iii. Biannual Drama/Musical production Term 1/2
 - iv. SCRANO Interhouse performances Mid-term 2
 - v. School Ball Mid-term 2
 - vi. Talent Quest Term 2
 - vii. Winter Concert Term 2
 - viii. Mid-year SKC interschool day Last day Term 2
 - ix. Summer and Winter Interschool days (Kings, Otago Boys, Timaru Boys', Southland Boys')
6. Helping your son to become a life-long learner (support for successful studying)
- a. What
 - i. When we study, we are trying to REMEMBER and UNDERSTAND material.
 - ii. This involves the LONG TERM MEMORY.
 - b. Where
 - i. Away from TV, radio, stereo, other family members, comics, magazines, hobby materials.
 - ii. At a well-lit table or desk, sitting in an upright chair.
 - iii. Avoid lying on the bed or floor, or sitting in an armchair – these are NOT good positions for study, especially if you have to write.
 - iv. The brain needs plenty of fresh air and water.
 - v. Avoid coffee, lollies and sugary drinks: these make the brain too active so you can't concentrate properly.
 - c. When
 - i. Not too late at night – you won't take in much, and your sleeping patterns will be disrupted.
 - ii. When you are relaxed.
 - d. How
 - i. To get material into our long-term memory we need to PROCESS it. You need to re-write your notes into lists, diagrams and summary notes.
 - ii. The more you process your material, the more it will enter your long-term memory.
 - iii. You will not remember much if all you do is read. Studies have shown that after ten minutes or so of reading we take in very little extra.

- e. Testing
 - i. The final step in the study process is to test yourself (or get someone else to test you). This is the only way of telling what you know and what you are still struggling with (and must spend more time on).
 - ii. To test whether or not material has entered your LONG TERM MEMORY do not test yourself the moment after you have studied – do it a few hours later or the next day
- f. Why you need to organize a study timetable
 - i. When you know how much time is available for each subject, you are
 - a) more likely to use that time well. Your timetable gives you immediate goals – ie. revise a particular topic over the next hour.
 - b) less likely to run out of time.
 - ii. A good study timetable should still leave time for relaxation and leisure interests.

COMPLIMENTS, CONCERNS AND COMPLAINTS

1. Compliments and concerns

Compliments and concerns should be directed to the Rector and/or the Commissioner in the first instance

2. Complaints from students and parents about the delivery of the curriculum

- a. Students and parents who feel comfortable with dealing initially with the staff member or appropriate Head of Department concerned should do so. An appointment for the meeting must be made first through the school office
- b. If the issue is not resolved, or if they choose not to meet with the teacher concerned, the student and parent should make the complaint in writing to the appropriate Head of Department (HoD).
- c. The HoD must immediately inform the Deputy Rector of the complaint and must work with the student, parent and teacher to resolve the issue
- d. If the HoD cannot bring about resolution, the matter must be referred to the Deputy Rector for action
- e. The Deputy Rector must also bring the matter to the Rector's attention
- f. If the issue remains unresolved, the Rector will deal with each case separately on its own merits in terms of the Professional Standards for Secondary Teachers (Collective Agreement, Supplement 1, pp 106 – 108) and The NZ Education Council Practising Teacher Criteria
 - i. Students and parents may choose to deal directly with the Deputy Rector, Rector or Commissioner, in which case the matter will be referred initially to the appropriate HoD for resolution
 - ii. Where the complaint is made against a Head of Department, the student and parent can choose to deal directly with the HoD initially, or bring the matter directly to the attention of the Deputy Rector and/or Rector

3. Complaints from students about the serious negative behaviour of other students

- a. Serious negative student behaviour would include bullying, physical and verbal intimidation, sexual harassment, racist language, derogatory comments, vandalism
- b. Students should report such behaviour immediately to their Tutor Group teacher or any teacher that they trust who will follow School procedures
- c. The informed teacher must immediately notify the Dean and school Student Guidance Counsellor in writing by email
- d. The Dean and Student Guidance Counsellor
 - i. will handle the matter directly
 - ii. may delegate tasks as required
 - iii. will ensure that Tutor Group teacher(s) is/are involved

Students may opt to bring the matter directly to the Dean, Guidance Counsellor, Assistant Rector, Deputy Rector and/or Rector for action

4. Complaints from students, parents and community about serious negative staff behaviour
 - a. Serious negative staff behaviour would include bullying, physical and verbal intimidation, sexual harassment, racist language, derogatory comments, dereliction of duty regarding student safety, and any behaviour that brings the teaching profession into disrepute
 - b. Signed complaints about staff behaviour must be made in writing directly to the Rector or Commissioner
 - c. Evidence will be measured against the School Staff Code of Behaviour, the Education Council Code of Ethics and the Professional Standards for Secondary Teachers
 - d. Complaints about staff behaviour with legal implications will be referred to other agencies, including the Education Council, PPTA, NZSTA and Police