

# **WAITAKI BOYS' HIGH SCHOOL**



## **PARENT AND STUDENT HANDBOOK 2026**

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## WELCOME FROM THE RECTOR

At Waitaki Boys we are enriched by a proud heritage, but forward-looking and progressive in our task of educating boys to meet the challenges of today's world.

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," regarding 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 just over 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.

As our school mission states, we are "inspiring young men of outstanding character."

The primary purpose of this handbook is to 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

Darryl Paterson  
Rector

## SCHOOL DAY

### 1. Timetable

All students should be at school by 8:55am each school day. Classes end at 3:05pm each day.

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Period 1</b>	9.00am 10.00am	9.00am 10.00am	9.00am 10.00am	9.00am 10.00am	9.00am 10.00am
<b>Period 2</b>	10.00am 11.00am	10.00am 11.00am	10.00am 11.00am	10.00am 11.00am	10.00am 11.00am
<b>Interval</b>	11.00am 11.25am	11.00am 11.25am	11.00am 11.25am	11.00am 11.25am	11.00am 11.25am
<b>Period 3</b>	11.25am 12.25pm	11.25am 12.25pm	11.25am 12.25pm	11.25am 12.25pm	11.25am 12.25pm
<b>Period 4</b>	12.25pm 1.25pm	12.25pm 1.25pm	12.25pm 1.25pm	12.25pm 1.25pm	12.25pm 1.25pm
<b>Lunch</b>	1.25pm 2.05pm	1.25pm 2.05pm	1.25pm 2.05pm	1.25pm 2.05pm	1.25pm 2.05pm
<b>Period 5</b>	2.05pm 3.05pm School Assembly	2.05pm 3.05pm	2.05pm 3.05pm Whānau Time	2.05pm 3.05pm	2.05pm 3.05pm Inspire

### 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 the whānau teacher and Year Level Deans.

### 3. Whānau Group Time

- a. Students are placed in vertical Whānau Groups and stay with that group for the time that they attend school
- b. Students are required to attend Whānau Group Time.
- c. It is important to develop a good relationship with your Whānau Group Teacher as he/she will be the one staff member who knows the most about you.
- d. Whānau Group is used for primarily pastoral care, academic mentoring, taking the daily roll and developing House activities.
- e. Takes place on Wednesday at 2:05pm

### 4. Healthy school lunches

- a. The school is engaged with the Ministry's Healthy school lunches programme, which provides all students with a free healthy lunch. The menu is posted on the school Facebook page at the start of each term. If you choose not to eat the lunch provided it is your responsibility to bring your own lunch. All students eat in the Dining Hall.

## SCHOOL UNIFORM AND APPEARANCE

### Juniors (Y9 and Y10) – Daily Wear Options

- a. Blue school shirt tucked in with grey school shorts; school socks up; black, heeled, lace-up leather school shoes.
- b. Blue school shirt tucked in with long grey school trousers; tie; school socks or black or grey standard socks; black, heeled lace-up leather school shoes.
- c. Blue school shirt tucked in with tupenu; black leather sandals. Note: these shoes not appropriate in workshops/laboratories.

### Juniors (Y9 and Y10) – Outer Wear

- a. WBHS soft shell jacket, can be worn inside and outside.
- b. WBHS rain jacket (old style- hardly any left) can only be worn outside.
- c. School jersey or school vest, can be worn inside and outside.
- d. School hats (cap, beanie and bucket) only hats allowed and only outside.

### Seniors (Y11-13) – Daily Wear

- a. White school shirt tucked in with grey school sorts; tie, school socks up; black, heeled, lace-up leather school shoes.
- b. White school shirt tucked in with long grey school trousers; tie; school socks or black or grey standard socks; black, heeled, lace-up leather school shoes.
- c. White school shirt tucked in with tupenu; tie; Pasifika footwear must be black leather Roman sandals. Note: shoes must be worn in workshops/laboratories.

### Seniors (Y11 and 12) – Outer Wear

- a. WBHS soft shell jacket, can be worn inside and outside.
- b. WBHS rain jacket (old style- hardly any left) can only be worn outside.
- c. School jersey or school vest, can be worn inside and outside.
- d. School hats (cap, beanie and bucket) only hats allowed and only outside.

### Seniors (Y13)

- a. School jersey or school vest, can be worn inside or outside.
- b. Compulsory: School blazer, can be worn inside or outside.
- c. School hats (cap, beanie and bucket) only hats allowed and only outside.

### Number 'Ones' (to be worn when representing the school and for special events such as ANZAC day and prizegivings)

- a. White school shirt, school tie, blazer, long grey trousers, socks (school socks, black or grey), black shoes.

### Hair

- a. Hair must be clean and tidy (at the discretion of the SLT) – must be tied up when a safety issue.

### Jewellery

- a. Taonga or other important pieces may be worn with Rector's approval.
- b. Single small (no bigger than 5mm) ear stud allowed in each ear.
- c. Watches and medic alert bracelets should be the only jewellery on wrists/hands.

### Other

- a. No T-shirts/vests etc should be seen under school shirts/jackets.
- b. Clean shaven.
- c. Other school named items are not allowed for daily wear (eg. hoodies, polos and other sports uniform with school crest).
- d. Badges – only badges that pertain to school activities may be worn on a blazer.
- e. PE uniform – the PE uniform consists of a house vest and black PE shorts. These are sold through the Uniform shop and no variations to this Kukri product are acceptable.
- f. Uniform can be purchased from the school Uniform shop (located northwest corner of the social centre ground floor) which is open on Wednesdays from 3 – 6pm.

## 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. All stationary lists are available at the school office and on the website.
  - c. Students can purchase stationary from any supplier.
2. Mobile phones
  - a. Mobile phones and any other electronic devices being used for non-educational purposes will not be permitted on your 'person' between 9:00am and 3:05pm.
    - See mobile phone and device policy on the school website.
3. Laptops and Tablets
  - a. As we have a BYOD policy, students are encouraged to bring laptops and tablets to school.
  - b. Students can connect to the school wireless network.
  - c. All students are required to sign an Acceptable Use of the Internet Agreement as part of enrolment at school.
4. Naming of all personal electronic items
  - a. All personal electronic items must be clearly and permanently named to minimise losses and assist with dealing with lost property.

(The school does not accept any responsibility for lost or damaged personal electronic devices).
5. 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 Centre
    - ii. Pedestrians from the north should enter and leave school via the white gates and front gardens.



- iii. Pedestrians must use the 'gates' when crossing the railway line or Waitaki Ave
  - d. No pedestrians may exit through the front gates or cross Waitaki Avenue between 3:05 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 Centre
  - b. Bicycles may only be stored in the school bicycle enclosure.
  - c. Cyclists heading north when leaving school must exit via the front gardens and white gate.
  - d. Cyclists must wear helmets.
3. Parent transport
- a. Parents should drop and pick students up.
    - i. On Thames Highway
    - 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), or for legitimate medical reasons.
    - iii. is loading/unloading large items.
  - c. All vehicles must stop both ways at the railway crossing.
  - d. The speed limit is 20km/h in the school grounds, and 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 3:05 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. Many buses use Waitaki Avenue before and after school.
  - b. Bus boys must sign and return a Bus Code of Conduct to the Deputy Rector 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 motor vehicles onto school grounds must first register with the Assistant Rector
  - 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 Assistant Rector

### 1. Notifying the school

- a. If a student is absent from school, the parent/guardian must notify the Attendance officer (Mrs Bond)
  - i. By text 0274063878, email [lynb@waitakibhs.school.nz](mailto:lynb@waitakibhs.school.nz) or by phone 03 4370841
  - ii. Before 9:30am on the day
- b. The Attendance Officer will phone parents/guardians of absent students if no text/email/ phone call is received by her by 9:30am on the day of absence.
- c. After a longer period of absence for medical reasons, the student should also bring a doctor's note to the Attendance Officer on returning to school.
- d. Parents/caregivers requesting Leave for their son's must receive permission from the Rector by completing a Leave Permission form. This form is on the website.

### 2. Truancy

- a. 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.
- b. Students who are regularly truant
  - i. Will have their parent/guardian notified and called in for a discussion.
  - ii. Could be referred as per the behaviour management system.

### 3. KAMAR

- a. The School uses the KAMAR Student Data Management System
- b. Parents and students can access their individual data via the School website using access codes provided by the School - please contact the Deputy Rector on 4370137 or [stephenb@waitakibhs.school.nz](mailto:stephenb@waitakibhs.school.nz) if your access code does not work and needs resetting
- c. Student attendance is available to parents on the parent portal on KAMAR.

### 4. Signing in and out

- a. The School is responsible for all students during the school day and we must know where they are
- b. Students must sign in at the School office when
  - i. Returning to school after an appointment
- c. Students must sign out at the school office 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 Attendance Officer in the Deans' suite.
- b. The Attendance Officer will inform parents/guardians - the student should 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. His parent/guardian will be notified immediately.

### 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 Attendance Officer 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 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 2021 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](http://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. International students entered in standards are charged the following fees:

Student	Fee
International student entry to NCEA standards	\$383.30 per candidate
International student entry to Scholarship subjects	\$102.20 per subject

## 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 errors prevent them from reaching an 'Achieved' 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 standard.
- v. It is limited to specific aspects of the assessment that can be corrected quickly without teacher feedback or further teaching or learning.
- vi. The only change in grade boundary available for resubmissions is from 'Not Achieved' to 'Achieved.'

### c. Reassessment

- i. A reassessment is an opportunity for a student to sit another assessment for an assessment standard.
- ii. Only one further assessment opportunity for each standard can be offered in a year.
- iii. 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) A different activity or task must be offered for the further assessment opportunity.
  - c) The further assessment opportunity must be offered to all students entered for that standard in that course, regardless of the grade that they achieved. Students do not need to take up the opportunity.
  - 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). Students must be told upfront whether a further assessment opportunity is available for the standard.

- e) The timeframe for any reassessments will be decided by the Teacher/Department.
- f) A student must have access to all grades – whether it is their first or subsequent attempt at the standard.
- g) The highest grade from either assessment opportunity is reported.

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).
- 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 transparent plastic bag and placed on the floor, not on the desk – leave bags, digital devices, twink and red pens outside.
  - c. You may bring a clear water bottle into an external exam.
  - d. Study leave is not available during school exams.
  - e. Study leave is granted 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.
  - f. 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.
  - g. You are responsible for monitoring your examination timetable and being on time for exams.
  - h. 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.
  - i. If you miss an external examination on medical or compassionate grounds, you can make an 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.
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 cell phone, 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 mark book 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.
  - 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, 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.

## Tracking Progress

Set your achievement goal and track your progress by shading the boxes as you achieve credits.

**Key: 1 box = 1 credit**

**NCEA Goal:** this year I intend to achieve \_\_\_\_\_

### NCEA Level 1

**Literacy 10 credits:**

1	2	3	4	5	6	7	8	9	10

**Numeracy 10 credits:**

1	2	3	4	5	6	7	8	9	10

**80+ credits at any Level – include the literacy and numeracy credits below as well**

For Excellences: write E and shade the E boxes. (NCEA and 50 Excellences = Endorsed with Excellence.) For Merits: write M and shade the M boxes. (NCEA and 50 Merits/Excellences = Endorsed with Merit.) For Achieved: write A and shade the A boxes.


### NCEA Level 2 and 3, and University Entrance

**80+ credits:** 60+ credits (at the level) + Level 1 Numeracy and Level 2 Literacy

For Excellences: write E and shade the E boxes. (NCEA and 50 Excellences = Endorsed with Excellence.) For Merits: write M and shade the M boxes. (NCEA and 50 Merits/Excellences = Endorsed with Merit.) For Achieved: write A and shade the A boxes.

UE – colour code 14 credits in each of 3 Approved subjects. (Check UE requirements.)


## ACADEMIC ACHIEVEMENT

1. Student Learning Pathways
  - a. All Students have opportunities to meet with the Careers Co-ordinator, 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      Year Level Dean / Mr Fifita (Assistant Rector)
    - 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 on-line to complete and return at the end of Term 3 for the following year.
  - c. The school manages a process during Term 3 and early Term 4 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 and via email 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, [rectorspa@waitakibhs.school.nz](mailto:rectorspa@waitakibhs.school.nz) 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 prizes for the current year and also class allocations for 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 will use live reporting to parents via KAMAR.
- b. 'Weekly notes' – a snapshot grade (1 – 5) are also reported via the KAMAR portal.
- c. Parents are able to track student progress by accessing the KAMAR portal.
- d. 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 classmates 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	Ms Laura Keep
Year 10	Ms Trix Cox
Year 11	Ms Emma Prosser
Year 12	Mr Matt Plunkett
Year 13	Mr Greg Familton
Learning Support	Mrs Shona Campbell Savage

ii. Heads of Department:

English	Mr Richard Browne
Math	Ms Emma Prosser
Science	Mr Jeremy Mansell
Technology	Mr John Robinson
Social Sci	Mr Sam Henehan
Phys Ed	Mr Ian Cathcart
Teachers-in-charge:	
Agriculture	Mr Alan Grant
Art	Ms Kay Strathern
Music	Mr Stephen Hinds

Staff email addresses are available on the school website.

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

d. Homework. It is the expectation that all junior students are set at least one piece of homework for all their core subjects in any given week. The expectation is this should equate to at least two hours homework during the week.

## 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. Emergency Procedure posters are in every room.
- d. Obey emergency messages promptly.
- e. Follow staff instructions promptly throughout the emergency or drill.
- f. Report all health and safety incidents immediately.
  - i. Accidents and near misses                      Assistant Rector
  - ii. Injuries    Attendance Officer/School Office
  - iii. Hazards    Assistant Rector
  - iv. Broken equipment                                  Assistant Rector
- g. Do not trip or activate the fire alarms unless there is a real emergency.
- h. Do not use scooters or skateboards in the school grounds.
- i. Prohibited areas:
  - i. Foreshore beyond the backfield fences
  - ii. All areas of the school farm, unless supervised.
  - iii. Front garden and forest beyond the circle driveway
  - iv. Student car park during school hours
  - v. Caretakers building and surrounds.
  - vi. Boiler room
  - vii. 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, Whānau 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. Whānau Group teachers
  - v. Deans
  - vi. Guidance Counsellor
  - vii. Senior Leadership
- d. Volunteer Peer Support students in Year 13 are trained and available to mentor assigned juniors. This programme runs Period 5 on Wednesday.
- e. Prefects are a direct line to Senior Leadership and provide information on student wellbeing as well as support to individual students.
- f. Subject teachers are often the first to detect a developing issue in their students and refer them on for support.

- g. Whānau Group teachers perform a key role because
  - i. Their students are with the Whānau 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 mentor and advocate for their students.
- h. The Deans support student wellbeing by managing individual student issues at a higher level as required. The Year 9 Dean in particular, along with the Tic Transition and Guidance Councillor facilitates transition into the school.
- 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 Leadership ensures that resources are available to students and parents when the need arises. Senior Leadership and in particular the Deputy Rector can offer 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, data is gathered particularly at well-being assemblies.

### 3. Positive Behaviour and School values

- a. WBHS is a PB4L school – at WBHS this is branded as He Ara Tika  
The programme
  - i. Is based on the 3 school values: 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 Practice school.
- b. The Restorative Practice model 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 BOT through the behaviour management process when students consistently behave in a way that undermines and prevents effective teaching and learning.
6. Who to contact if you need support - for students
- a. Any trusted Prefect or Peer Support student
  - b. Any trusted Staff member
  - c. Your Whānau Group teacher
  - d. Your dean
  - e. Guidance Counsellor
  - f. Assistant/Deputy Rector
  - g. The Rector
7. Who to contact if you need support - for parents
- a. The Whanau Group teacher through the school office
  - b. The Dean
  - c. The Guidance Counsellor
  - d. Assistant Rector
  - e. Deputy Rector
  - f. The Rector

Note – all staff email addresses are on the school website.



## STUDENT LEADERSHIP

1. School Prefects
  - a. Year 12 students are invited to apply for Prefectship in writing in Term 2
  - b. Prefects, Junior students, Year 11 and Year 12 students and staff vote for aspiring Prefects at the end of Term 3
  - c. Short-listed applicants are interviewed by a staff panel including the Deputy Rector, Assistant Rector, and Year 12 and 13 Deans
  - d. Recommendations are presented to the Rector, who interviews candidates for Head and Deputy Head Boy
  - e. Prefects are announced at senior Prize-giving in Term 4
  - f. Prefects
    - i. assist with school and House management.
    - ii. take key leadership roles in sporting and cultural activities.
    - iii. have a leadership role in House groups.
    - iv. are Peer Support leaders.
2. Peer Support Leaders
  - a. Year 13 students support Year 9 students as part of the Wednesday Period 5 well-being programme.
  - 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. Year 9 camp at the start of the year.
  - b. 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 Twyla Kingan 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, e-sports, and chess year-round
  - d. If you are entered for a sport, performance, or event, your first obligation is to attend.

Please contact Twyla Kingan – [sc@waitakibhs.school.nz](mailto:sc@waitakibhs.school.nz) in connection with school sports.

For any other sports contact Twyla Kingan – [sc@waitakibhs.school.nz](mailto:sc@waitakibhs.school.nz)

3. Cultural options
  - a. The School encourages students to be participators in all areas of school life
  - b. Cultural options include
    - i. SCRANO (interhouse competition involving drama, choir, and haka)
    - ii. Kapa haka
    - iii. Polyfest
    - iv. Music – includes Elite and Big Choir
    - v. Drama and performance
    - vi. Debating
    - vii. Mastermind competition
    - viii. Talent quest
    - ix. 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

- v. In other words, respect the school values and vision

## SCHOOL BEHAVIOUR EXPECTATIONS

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

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

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

- 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. Do not access social networking or commercial sites during school time on school equipment
- d. Do not get involved with spam, viruses, and cyber bullying.

## BEHAVIOUR MANAGEMENT SYSTEM

1. In the first instance all staff will deal with low level misbehaviour by using a number of pre-referral strategies ie 'mini-chat,' change of seating plan etc and will endeavour (where possible) to contact home before using the referral system (see below).
2. 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 the Restorative Process
    - ii. Unresolved classroom issues are referred to the Dean.
    - iii. Escalating issues may involve the Guidance Counsellor
    - iv. The Deputy Rector may become 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 <sup>st</sup> Referral	30-minute call back Dean phones home
2 <sup>nd</sup> Referral	30-minute call back Dean sends 1st referral letter home
3 <sup>rd</sup> Referral	Group conference (might include parents / caregivers / whanau / Dean / Teacher / Guidance Counsellor / SLT and other outside agencies)
4 <sup>th</sup> 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 informed of a stand down from school by the Deputy Rector or other SLT member for serious misconduct.
  - b. Thereafter, ongoing serious misbehaviour may result in suspension by the Rector to the Board of Trustees.
  - c. A student who is suspended will have to appear before the Board of Trustees, and decisions will be made about consequences and conditions for further school attendance as per MOE legislation.
5. Lateness to class
  - a. A student arriving late to school will go directly to class and will be marked late (L)

- b. A student with patterns of lateness to school, or class, will be identified by the Whanau teacher and/or Dean. In the first instance the student will be given a warning. If lateness continues, contact will be made with home by the Whanau teacher. If lateness continues, then the Deans will implement the referral system as per the behaviour management system (see MSB referral form).



**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			

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

## PARENT/CAREGIVER PARTNERSHIPS

1. School Communications
  - a. The School uses the following methods of communicating
    - i. Staff with individual parents – phone-calls, texts, emails, letters, parent interviews
    - ii. School with parent groups - bulk emails via Kamar, newsletters, website, Facebook, specific group meetings
    - iii. School with community – newspaper and Facebook
2. The Community Association
  - a. The Community Association is the WBHS Parent/Teachers Association and meet on the 3<sup>rd</sup> Monday of every month in the teachers' staff room at 7pm.
  - b. This group of volunteer parents fundraise for selected projects each year.
  - c. The Community Association also run the School Uniform Shop, operating from the Social Centre
  - 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 school events and ceremonies
  - b. All key events are published on the website in the annual calendar.
  - c. Weekly Assemblies are held at 2:05pm on Monday.
  - d. Prizegivings are held during Term 4
    - i. Cultural prizegiving during Week 2 Term 4 (Red and Black Sports Awards are also presented at this event).
    - ii. Sports prizegiving during Week 3 Term 4 (Red and Black Sports Awards are also presented at this event).
    - iii. Senior Prizegiving during Week 3 at night - this is our premier annual event. This year it takes place on Wednesday October 29<sup>th</sup>.
    - iv. Junior Prizegiving on the last day of the school year – Wednesday 10<sup>th</sup> December 2025
  - e. Award ceremonies include
    - i. Prefect Induction - Term 1 Week 2
    - ii. Academic Excellence Awards - Term 1 Week 3



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- 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

6. Helping your son to become a life-long learner (support for successful studying)

- ### e. Testing

- i. The last 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 – i.e., 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 should be directed to the individual teacher in the first instance.
2. For any concerns or complaints please follow the concerns and complaints procedure as outlined on the Board of Trustees page on the school website. In the first instance we encourage you to make direct contact with the person you have the concern or complaint about.

### WAITAKI BOYS' HIGH SCHOOL

#### Procedure for dealing with Concerns and Complaints at School

