



PARENT AND STUDENT HANDBOOK

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 shine 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 8:55 am each school day. Classes end at 3:05 pm each day

2. Attendance

- Student achievement is closely linked to student attendance
- Missing 1 day in a week represents missing 20% of the learning for that week
- Attendance is monitored closely by the whānau teacher and Year Level Deans

3. Whānau Group Time

- Students are placed in vertical Whānau Groups and stay with that group for the time that they attend school
- Students are required to attend Whānau Group Time
- 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
- Whānau Group is used primarily for pastoral care, academic mentoring, taking the daily roll and developing House activities

4. Healthy school lunches

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

1. Juniors (Y9 and Y10) – Daily Wear Options

- Blue school shirt tucked in with grey school shorts; school socks up; black, heeled, lace-up leather school shoes
- 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
- Blue school shirt tucked in with tupenu; black leather sandals. Note: these shoes are not appropriate in workshops/laboratories

2. Juniors (Y9 and Y10) – Outer Wear

- WBHS soft shell jacket can be worn inside and outside
- WBHS rain jacket (old style- hardly any left) can only be worn outside
- School jersey or school vest, can be worn inside and outside

- School hats (cap, beanie and bucket) only hats allowed and only outside
- 3. Seniors (Y11-13) – Daily Wear**
- White school shirt tucked in with grey school shorts; tie, school socks up; black, heeled, lace-up leather school shoes
 - 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.
 - White school shirt tucked in with tupenu; tie; Pasifika footwear must be black leather Roman sandals. Note: shoes must be worn in workshops/laboratories.
- 4. Seniors (Y11 and 12) – Outer Wear**
- The WBHS soft shell jacket can be worn inside and outside
 - The WBHS rain jacket (old style- hardly any left) can only be worn outside
 - A school jersey or a school vest can be worn inside and outside
 - School hats (cap, beanie and bucket) only hats allowed and only outside.
- 5. Seniors (Y13)**
- A school jersey or school vest can be worn inside or outside
 - Compulsory: School blazer, can be worn inside or outside
 - 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)
 - White school shirt, school tie, blazer, long grey trousers, socks (school socks, black or grey), black shoes.
- 6. Hair**
- Hair must be clean and tidy (at the discretion of the SLT) – must be tied up when a safety issue arises.
- 7. Jewellery**
- Taonga or other important pieces may be worn with the Rector's approval
 - Single small (no bigger than 5mm) ear stud allowed in each ear
 - Watches and medic alert bracelets should be the only jewellery on wrists/hands
- 8. Other**
- No T-shirts/vests, etc, should be seen under school shirts/jackets.
 - Clean shaven
 - Other school-named items are not allowed for daily wear (eg, hoodies, polos and other sports uniforms with school crest)
 - Badges – only badges that pertain to school activities may be worn on a blazer
 - 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

- Uniforms can be purchased from the school Uniform shop (located northwest corner of the social centre ground floor), which is open on Wednesdays from 3 – 6 pm

Personal Items

Students are personally responsible for the safekeeping 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

- Stationery lists for Year 9 and new students are provided with the enrolment pack
- All stationery lists are available at the school office and on the website
- Students can purchase stationery from any supplier.

2. Mobile phones

Mobile phones and any other electronic devices being used for non-educational purposes will not be permitted on your person between 9:00 am and 3:05 pm.

3. Laptops and Tablets

- As we have a BYOD policy, students are encouraged to bring laptops and tablets to school
- Students can connect to the school wireless network
- All students are required to sign an Acceptable Use of the Internet Agreement as part of enrolment at school
- 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

4. Insurance

- Students have Liability Insurance under the School Insurance while they are engaged in school activities
- 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

- Pedestrians should always use appropriate sidewalks and pedestrian crossings
- Student behaviour is noted by the general public, and poor behaviour is often reported to the school

- Pedestrians should stay clear of Waitaki Avenue before and after school to minimise risks from the high volume of vehicle traffic
 - Pedestrians from the south should enter and leave school via the cycle path behind the Social Centre
 - Pedestrians from the north should enter and leave school via the white gates and front gardens
 - Pedestrians must use the 'gates' when crossing the railway line or Waitaki Ave
- No pedestrians may exit through the front gates or cross Waitaki Avenue between 3:05 and 3:40 pm to minimise the risk of accident and injury

2. Cyclists

- All cyclists entering the school must use the cycle path behind the Social Centre
- Bicycles may only be stored in the school bicycle enclosure
- Cyclists heading north when leaving school must exit via the front gardens and the white gate
- Cyclists must wear helmets

3. Parent transport

- Parents should drop off and pick up students:
 - On Thames Highway
 - In Virgil Street
 - In Regina Lane near the railway crossing
- Parents should not drop off or pick up a student inside school grounds unless they
 - Is ill/going to an appointment and is being collected from school
 - is unable to walk effectively (on crutches, etc), or for legitimate medical reasons
 - is loading/unloading large items
- All vehicles must stop in both directions at the railway crossing
- The speed limit is 20km/h in the school grounds, and on Waitaki Avenue while buses are parked there
- No vehicle may be parked in Waitaki Avenue between the Milner Pavilion and the Railway crossing between 3:05 pm and 3:40 pm – this is a restricted area for buses
- No vehicle may stop in the roundabout outside the school gates in Waitaki Avenue, as indicated by the dotted yellow lines and signage.

4. Buses

- Many buses use Waitaki Avenue before and after school
- Bus boys must sign and return a Bus Code of Conduct to use the buses
- Buses leave from Waitaki Avenue at 3:30 pm each day

5. Student vehicles

- Students wishing to bring motor vehicles onto school grounds must first register with the Assistant Rector

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

Absences

1. Notifying the school

- If a student is absent from school, the parent/guardian must notify the school before 9:30 am on the day by:
 - Filling out the absence form on SchoolBridge
 - or by phone 03 4370841
- The Attendance Officer will phone parents/guardians of absent students if no notification is received by 9:30 am on the day of absence
- 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
- Parents/caregivers requesting Leave for their son must receive permission from the Rector by completing a Leave Permission form

2. Truancy

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

3. KAMAR

- The School uses the KAMAR Student Data Management System
- Parents and students can access their individual data via the School website and SchoolBridge

4. Signing in and out

The School is responsible for all students during the school day, and we must know where they are. Students must sign in at the School office, and parents must complete an absence form on SchoolBridge when:

- Returning to school after an appointment.
- Students must sign out at the school office whenever they leave school during school hours

5. Illness during the school day

- When a student is ill or injured during the school day, he must report immediately to the Attendance Officer in the administration block
- The Attendance Officer will inform parents/guardians - the student should not make arrangements to be collected from school without her knowledge
- 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

As medical and dental appointments are often difficult to make outside of school hours, students may leave school for them. An absence form must be submitted before a student will be allowed to leave for these.

Academic Achievement

1. Student Learning Pathways

- All students have opportunities to meet with the Careers Co-ordinator to receive guidance on career and course direction
- Students may follow the following pathways:
 - Academic, leading to Tertiary study: students study mainstream subjects to Year 12 or 13
 - Vocational, leading to apprenticeships and other skilled work: students attend specific vocational classes on Fridays in Year 12
 - Gateway, leading to exit to work opportunities: students are signed up for weekly work experience with a business of interest

2. Staff contacts

Academic pathway - Year Level Dean / Mr Horrell (Assistant Rector)

Vocational pathway - Mr Lane

Gateway - Mrs Liardet

3. Subject Options and Selection

- Students in Year 9 follow the Year 9 course
- All students in Years 9 to 12 are given Course Option booklets online to complete and return at the end of Term 3 for the following year
- 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
- Student option selections are accommodated as far as possible
- Subject availability depends on student interest in the subject and the availability of a staff member to deliver the course.

4. Parent, Teacher, and Student meetings

- Parent-Teacher-student meetings are important opportunities for students to lead discussions with their teachers and parents regarding their learning
- These meetings are scheduled on the school calendar on the school website
- Parents are also notified in advance through the newsletter and via email of upcoming meeting dates
- Parents must book appointments through the school website using the access codes supplied for the event
- Parents who are unable to make internet bookings must contact the Rector's PA, rectorspa@waitakibhs.school.nz who will book on their behalf.

5. Assessment – Junior (Year 9 and 10)

- Students in Years 9 and 10 are assessed regularly throughout the year (formative assessment) and also at the end of year
- All Year 9 and 10 students sit final exams (summative) around week 7 of Term 4. These results are used to determine class prizes for the current year and also class allocations for the following year.

6. Assessment - Senior (Year 11 to 13)

- All senior students sit NCEA standards
- Course assessments are a mix of internally and externally assessed standards
- Internal standards are set and assessed by WBHS teachers during the year, while external standards are exams sat in Term 4 and assessed nationally
- Students are awarded credits for each successful assessment
- Year 11 students must achieve 80 credits, including 10 Literacy and 10 Numeracy credits
- Year 12 and 13 students must achieve 60 credits
- Credits are awarded at Achieved, Merit and Excellence level.

7. KAMAR and SchoolBridge

- Students and whānau can access student achievement data throughout the year using the access codes provided by the school
- The KAMAR and SchoolBridge portal is accessed via the school website.

8. Reporting to Parents

- The school will use live reporting to parents via KAMAR
- 'Weekly notes' – a snapshot grade (1 – 5) are also reported via the KAMAR portal
- Parents can track student progress by accessing the KAMAR portal
- Reports are posted out in hard copy if there is no email address given.

9. Supporting Student Achievement

- Students who achieve at school usually do so because they:
 - attend school and go to all of their classes
 - interact positively with their teachers and classmates during lessons
 - complete homework and assignments

- have an active learning programme at home that supports learning at school
- have definite learning and career goals that extend well into the future
- participate socially and competitively in sport and cultural activities.
- Parents can support student achievement by
 - encouraging their sons to do all of the above
 - providing a supportive home environment that includes good nutrition, enough sleep, a quiet learning space, positive recognition for all successes, and support during failure
 - seeking help from staff as soon as they detect any issues that may hinder student success at school

10. Who to contact to discuss Academic Achievement

Deans:

Year 9 - Ms Laura Keep

Year 10 - Mr Scott Mayhew

Year 11 - Ms Trix Cox

Year 12 - Ms Emma Prosser

Year 13 - Mr Matthew Plunket

Learning Support - Mrs Shona Campbell Savage

Heads of Department:

English - Mr Richard Browne

Mathematics - Ms Emma Prosser

Science - Mr Jeremy Mansell

Technology - Mr John Robinson

Social Science - Mr Sam Henehan

Physical Education - Mr Ian Cathcart

Teachers-in-charge:

Agriculture - Mr Alan Grant

Art - Ms Kay Strathern

Music - Mr Nikolai Valov

- Staff email addresses are available on the school website
- Parents may also contact subject teachers directly through the school office.

11. Homework

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

Student Wellbeing

1. Health and Safety

- Know where your emergency assembly point is
- Know what to do in the event of:
 - Fire
 - Earthquake
 - Lockdown
- Emergency Procedure posters are in every room
- Obey emergency messages promptly
- Follow staff instructions promptly throughout the emergency or drill
- Report all health and safety incidents immediately:
 - Accidents and near misses
 - Injuries
 - Hazards
 - Broken equipment
- Do not trip or activate the fire alarms unless there is a real emergency
- Do not use scooters or skateboards in the school grounds
- Prohibited areas:
 - Foreshore beyond the backfield fences
 - All areas of the school farm, unless supervised
 - Front garden and forest beyond the circle driveway
 - Student car park during school hours
 - Caretakers building and surrounds
 - Boiler room
 - Classrooms during interval and lunch, and before and after school, unless supervised

2. The WBHS Pastoral Care System

- Student wellbeing is integral to the achievement of academic success
- The key to ensuring student wellbeing is the development of strong positive teacher-student, Whānau Group teacher-student, and parent-school relationships
- The elements of the Pastoral Care System are
 - Peer Support students
 - Prefects
 - Subject teachers
 - Whānau Group teachers
 - Deans
 - Guidance Counsellor
 - Senior Leadership
- Volunteer Peer Support students in Year 13 are trained and available to mentor assigned juniors
- Prefects are a direct line to Senior Leadership and provide information on student wellbeing as well as support to individual students
- Subject teachers are often the first to detect a developing issue in their students and refer them on for support
- Whānau Group teachers perform a key role because:
 - Their students are with the Whānau Group for the duration of their school career
 - They work at developing strong relationships with their students as individuals
 - They work at developing the school - home relationship by making regular contact with home
 - They mentor and advocate for their students.
- 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
- 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
- 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

3. Positive Behaviour and School values

- WBHS is a PB4L school – at WBHS this is branded as He Ara Tika. The programme is based on the 3 school values: Respect, Resilience and Motivation
 - Teaches school expectations in all areas of school life
 - Has a structured approach to dealing with poor student behaviour
 - Provides a consistent approach to student management throughout the school
 - Works to modify student behaviour using positive reinforcement rather than punitive measures
 - Is aimed at supporting the 80 - 85% of students (who are responsive to such measures)

- 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

- WBHS is a Restorative Practice school
- The Restorative Practice model is a nationally accepted, structured way of dealing with the effects of poor student behaviour
- 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
- The process requires genuine remorse on the part of the perpetrator, which is dependent on the development of strong interpersonal relationships within the school
- The restorative process is followed by actions by the perpetrator to fix the issue and ensure that it is not repeated
- The Restorative process is a key support element for School values

Restorative Response Plan Student Summary

Minor Behaviours	Major Behaviours
Potentially dangerous behaviour Refusal to work after warnings Lateness Inappropriate use of BYOD Harassing other students Disruption of the learning of others after warnings Refusal to complete homework Not following instructions/defiance	3x Minor Behaviours Offensive language Dangerous behaviour Non-Submission of work by the due date Other
Explicit Warning	Sent directly to the Dean's Suite with the withdrawal form

Mini-chat and contact home by the teacher	Dean contacts home and issues consequences: - Lunchtime callback - After school callback
Strikes given	Student and teacher attend a restorative meeting on the day of referral
If 3 strikes in a lesson - removal from class	

5. KAMAR

- All key interactions involving students are recorded on the individual student's Pastoral Record
- This is available to students and parents via the KAMAR portal on the school website
- The record includes positive and negative events and is used as the basis for discussions between staff and students and parents
- 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

- Any trusted Prefect or Peer Support student
- Any trusted Staff member
- Your Whānau Group teacher
- Your dean
- Guidance Councillor
- Assistant/Deputy Rector
- The Rector

7. Who to contact if you need support - for parents

- The Whanau Group teacher / classroom teacher via email
- The Dean
- The Guidance Counsellor

Student Leadership

1. School Prefects

- Year 12 students are invited to apply for Prefectship in writing in Term 3

- Prefects, Junior students, Year 11 and Year 12 students and staff vote for aspiring Prefects at the end of Term 3
- Short-listed applicants are interviewed by a staff panel that may include the Deputy Rector, Assistant Rector, and Year 12 and 13 Deans
- Recommendations are presented to the Rector, who interviews candidates for Head and Deputy Head Boy
- Prefects are announced at senior Prize-giving in Term 4
- Prefects
 - assist with school and House management
 - take key leadership roles in sporting and cultural activities
 - have a leadership role in House groups
 - are Peer Support leaders

2. Peer Support Leaders

- Year 13 students support Year 9 students as part of the well-being programme
- These seniors are allocated to students who may require support for transitioning and integrating into the school
- They concentrate on developing relationships with these students and providing advice and guidance at their level.

3. House Leaders

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

4. Cultural Leaders

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

Co-Curricular Activities

1. Outdoor Education

- Year 9 camp at the start of the year
- 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

- The Sports Co-ordinator is Mrs Twyla Kingan who is available to assist with issues and enquiries relating to all school sports
- A Sports Expo is held at school during Week 1 Term 1 to enable students to link up with available sports Sports options include:
 - Summer - athletics, cricket, touch, swimming, tennis, bowls, rowing, croquet

- Winter - rugby, soccer, hockey, smallbore shooting, basketball, badminton
- Trapshooting, e-sports, and chess year-round
- If you are entered for a sport, performance, or event, your first obligation is to attend

Please contact Twyla Kingan – sc@waitakibhs.school.nz in connection with school sports.

3. Cultural options

- The School encourages students to be participators in all areas of school life
- Cultural options include:
 - SCRANO (interhouse competition involving drama, choir, and haka)
 - Kapa haka
 - Polyfest
 - Music – includes Elite and Big Choir
 - Drama and performance
 - Debating
 - Mastermind competition
 - Talent quest
 - Public speaking

4. Expectations of students

When boys sign up for a sport or cultural activity it is expected that they

- Attend all rehearsals, practices, and games
- Behave in a gentleman-/ sportsman-like manner
- Dress correctly before, during and after the activity
- In other words, respect the school values and vision

5. Financial payments

Every student needs to be financially up to date otherwise they cannot represent the school in a sport or cultural activity.

It is expected that they:

- Pay for the trip/event prior to leaving unless prior arrangement has been made
- Have no outstanding costs from previous charges
- If they have money outstanding, then a regular payment plan needs to be in place with the school finance team.

For further information around financial expectations please contact Head of Sport Ian Cathcart ianc@waitakibhs.school.nz

School Behaviour Matrix

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

	All Settings	Classroom	Non-classroom	Cyberspace / outside school
Respectful	<p>Wear our uniform well</p> <p>Use our manners nicely</p> <p>Speak nicely to others</p> <p>Respect our core values by being honest and truthful</p> <p>Care for each other</p> <p>Include others</p> <p>Respect members of our community and the school rules</p>	<p>Attend all our classes</p> <p>Are on time for classes</p> <p>Use correct names</p> <p>Use appropriate language</p> <p>Use 'inside' voice</p> <p>Respect the right to teach and learn</p> <p>Follow instructions</p> <p>Say 'please' and 'thank you'</p>	<p>Look after our environment</p> <p>Share our spaces</p> <p>Play fairly</p> <p>Respect privacy and personal space</p> <p>Move around school calmly and with patience</p> <p>Keep left and give way in corridors, and hold doors open for others</p>	<p>Use appropriate language</p> <p>Respect the safety procedures in place</p> <p>Use our manners at all times</p> <p>Model our core values</p> <p>Are loyal to our school</p>
Motivated	<p>Support each other</p> <p>Look after each other</p> <p>Follow instructions</p> <p>Own our behaviour</p> <p>Report concerns</p> <p>Represent the school with pride, wearing the correct uniform</p> <p>Picking up our rubbish</p>	<p>Bring the right gear to class</p> <p>Listen and take turns</p> <p>Follow instructions</p> <p>Wait patiently</p> <p>Look after our own things</p> <p>Ask to borrow equipment</p> <p>Leave the classroom tidy</p>	<p>Put our rubbish in the bins</p> <p>Leave our spaces tidy</p> <p>Allow others to feel safe and comfortable</p> <p>Care for our equipment and environment</p> <p>Use equipment safely</p> <p>Encourage others to act responsibly</p>	<p>Report damage or faults</p> <p>Are personally responsible for our own actions</p> <p>Respect members of the wider community</p>

Resilient	Are helpful and interested	Are prepared for lessons	Follow instructions	Share, look and listen
	Cooperate and encourage	Are ready to start learning	Model being a good sportsperson	Follow directions
	Work and train hard to improve our skills	Wait, listen, then ask for help	Apply our values in situations outside the classroom	Report anything of concern
	Celebrate others successes	Are on task and do our best		Model good behaviour
		Take responsibility for our own learning		Learn and try new things
		Participate with interest and enthusiasm		

2. Classroom expectations (These are in every classroom)

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

3. Using the school network

- Keep your ICT username and password to yourself
- Report any damage to\interference with computers to your teacher immediately
- Do not access social networking or commercial sites during school time on school equipment
- Do not get involved with spam, viruses, and cyber bullying

Behaviour Management System

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).

1. Student referral

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

2. Referral Process

1 st Referral	Lunchtime consequence
2 nd Referral	30-minute call back
3 rd Call Back	Group conference (might include parents / caregivers / whanau / Dean / Teacher / Guidance Counsellor / SLT and other outside agencies)
4 th Call Back	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	

3. Stand-downs and Suspensions

- Waitaki Boys' High School follows the Ministry of Education 'good practice' guidelines for all stand down and suspension processes. This involves investigation of the incident and collection of evidence to inform a decision
- Students may be informed of a stand down from school by the Deputy Rector or other SLT member for gross misconduct, continual disobedience or harmful behaviour
- Thereafter, ongoing or serious misconduct, may result in suspension by the Rector to the Board of Trustees
- 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

4. Lateness to class

- A student arriving late to school will go directly to class and will be marked late (L)
- 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

Parent / Caregiver Partnerships

1. School Communications

- The School uses the following methods of communicating
 - Staff with individual parents – phone-calls, texts, emails, letters, parent interviews
 - School with parent groups - bulk emails via Kamar, newsletters, website, Facebook, specific group meetings
 - School with community – newspaper and Facebook

2. The Community Association

- The Community Association is the WBHS Parent/Teachers Association and meet on the 3rd Monday of every month in the teachers' staff room at 5:30 pm
- This group of volunteer parents fundraise for selected projects each year
- The Community Association also run the School Uniform Shop, operating from the Social Centre
 - All profits are donated to the school.
- The Community Association also serves as a source of parent voice regarding school issues.

3. Other Opportunities for Parental Support and Assistance

In addition to supporting the Community Association, parents are welcome to support our students by:

- Serving on the Sports Advisory Council
- Standing for election to the Board of Trustees
- Managing, coaching, and refereeing sports teams
- Providing management and support for drama/musical productions
- Transporting students to and from events
- Attending sport and cultural events

4. Assemblies, Prizegivings, and Award Ceremonies

- Parents are welcome to attend all school events and ceremonies
- All key events are published on the website in the annual calendar
- Weekly Assemblies are held at 2:05pm on Monday
- Prizegivings are held during Term 4
- Cultural prizegiving during Term 4 (Red and Black Sports Awards are also presented at this event)
- Sports prizegiving during Term 4 (Red and Black Sports Awards are also presented at this event)
- Senior Prizegiving during Term 4 - this is our premier annual event
- Junior Prizegiving on the last day of the school year

- Award ceremonies include
 - Prefect Induction - Term 1
 - Academic Excellence Awards - Term 1
- Special assemblies include
 - Annual ANZAC Service
 - Mastermind competition
 - Talent Quest competition
 - Scott Memorial assembly

5. Sporting and Cultural Events

- Parents are welcome to attend all sporting and cultural events
- These events are included in the school calendar on the website and advertised in the school newsletter. Annual events include:
 - School athletics sports Term 1
 - School swimming sports Term 1
 - Biannual Drama/Musical production Term 1 / 2
 - School Formal Early Term 2
 - SCRANO Interhouse performances Mid-term 2
 - Talent Quest Term 2 / 3
 - Summer and Winter Interschool days (King's, Timaru Boys')

Compliments, Concerns and Complaints

1. Compliments and concerns

- Compliments should be directed to the individual teacher in the first instance.
- 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.



Waitaki Boys'
HIGH SCHOOL

