

Parent & Student Handbook 2018



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Mission Statement

Educating for Eternity through GROWTH

Core Values

Excellence – Responsibility – Integrity – Respect

Vision Statement

Educating for Eternity (Mātauranga Ake)

Our school vision is broadly encapsulated in two aspects of the school; “Educating” and “Eternity”. Fully committed to educating and equipping students for this world and the new Kingdom of God after his second advent and for eternity.

Statement of Purpose

Descriptor

Christchurch Adventist School is a co-educational Christian Area School catering for students in Years 1-13. We deliver the NZ curriculum in a biblically based framework. We equip students to become life-long learners and to realize their potential while developing an intimate relationship with Jesus their Lord and Saviour.

Philosophy Statement

The fundamental principles underlying the educational programme of Christchurch Adventist School are based upon the Seventh-day Adventist Church’s:

1. Perception of God as the Creator and Sustainer of the Universe
2. Acceptance of Christ as fallen humanity’s only means of salvation
3. Belief that the Holy Spirit draws men, women and children to a knowledge of God
 4. Understanding that all truth finds its centre and unity in God
 5. Reliance on Scripture as the revealed word of God
 6. Commitment to the physical, intellectual, spiritual, emotional and social development of the child
7. Recognition of desirable social attitudes and relationships in the family, the school, the community and towards the environment
8. Commitment to enhance appreciation of aesthetics, creativity and self-expression within the guiding principles outlined in the Bible.

The Adventist Logo

The Flame

This shape is formed by three lines encircling an implied sphere.

The lines represent the three angels of Revelation 14 circling the globe and our commission to take the gospel to the entire world.

The overall shape forms a flame symbolic of the Holy Spirit.

The lines at the top of the design suggest a continued upward momentum symbolising the resurrection of Christ and the promise that we will ascend to heaven at Christ's second coming, the ultimate focus of our faith.

The Open Bible

The Bible forms the base of the design and represents the Biblical foundation of our beliefs. It is portrayed in a fully opened position suggesting a full acceptance of God's word.

The Cross

The symbol of the cross, representing the gospel of salvation, is positioned in the centre of the design to emphasise Christ's sacrifice, which is the central theme of our faith.

It is also significant that the Bible-representing the law, and the flame-representing the Spirit, come together at the cross.

The Name

Seventh-day

refers to the Adventist belief in the biblical "Sabbath". It is a time set aside for people to connect with God, family and friends and to share in both physical and spiritual rest. The "Sabbath" was observed in the Bible on the seventh day of the calendar, or Saturday. The weekly "Sabbath" is observed from sunset Friday to sunset Saturday globally in all Seventh-day Adventist Churches.

Adventist

is a term that describes someone who believes in the "advent" or return of Jesus Christ.

Church

is a term used to describe a community of believers who share a common faith and purpose. Seventh-day Adventists are part of a world-wide community that shares common beliefs regardless of nationality, gender or economic status. Our common purpose has been given to us by Jesus as written in chapter 28 of Matthew in the Bible.

"Go therefore and make disciples of all the nations, baptising them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe all things that I have commanded you..."

Matthew 28:30

2018 Calendar Term Dates

Term 1

Monday 29th January to Friday 13th April (Summer Uniform)

Teacher Only Day – Monday 12 March (Dr Lindsay @ MGS)

Term 2

Monday 30th April to Friday 6th July (Winter Uniform)

Teacher Only Day – Friday 8 June (CASE/CAPE)

Term 3

Monday 23th July to Friday 28th September (Winter Uniform)

Term 4

Monday 15th October to Wednesday 12th December (Summer Uniform)

NCEA Exams, Thursday 8th November

Prize giving Night, Wednesday 12th December

Staff

Mrs Cherie Galloway principal@cas.school.nz	Principal
Mrs De'Arne Cassidy dearnecassidy@cas.school.nz	Head of Secondary Art (Secondary)
Ms Helena Ah Siu helenaahsiu@cas.school.nz	Head of Primary ESOL
Mrs Maureen Page maureenpage@cas.school.nz	Curriculum and Learning Learning Support Team Leader
Mrs Donna Driver donnadriver@cas.school.nz	(Room 1) Years 0 – 1
Mrs Helen Watkins helenwatkins@cas.school.nz	(Room 2) Years 2 – 3
Ms Leanda Violich leandaviolich@cas.school.nz	(Room 3) Year 3 – 4
Mrs Amanda Kerrigan amandakerrigan@cas.school.nz	(Room 4) Year 5 – 6
Mr Edwin Paul edwinpaul@cas.school.nz	(Room 5) Years 6 – 7
Mr Nigel Dodge nigeldodge@cas.school.nz	(Room 11) Years 7 – 8
Mr Adrian Bell adrianbell@cas.school.nz	Chemistry / Digital Technologies / Science
Mrs Victoria Bell vickybell@cas.school.nz	Science / Biology
Ms Sarah Caughley sarahcaughley@cas.school.nz	English (Secondary)
Mr Arty Kuzniarski artykuzniarski@cas.school.nz	Health and PE Sports Coordinator

Mr Evan Ellis evanellis@cas.school.nz	Mathematics
Mr Tom Dose tomdose@cas.school.nz	Technology
Ms Alison McGregor alimegregor@cas.school.nz	Home Economics / English
Mr Sione Areli sioneareli@cas.school.nz	History / Social Studies
Miss Marg Collier margaretcollier@cas.school.nz	Art
Mrs Nichola McDonald nicholamcdonald@cas.school.nz	Principal's Assistant STAR
Mrs Christine Keegan christinekeegan@cas.school.nz	Office Administration Student Uniform/Attendance
Mrs Megan Houghton meganhoughton@cas.school.nz	Office Administration Accounts/Novopay
Mr Haami Cassidy haamicassidy@cas.school.nz	Secondary Teaching Assistant Gateway/Maintenance
Mrs Nicola Roosing nikkiroosing@cas.school.nz	Primary Teaching Assistant
Mrs Sarah Christensen sarahchristensen@cas.school.nz	Primary Teaching Assistant
Mrs Fleur Verkerk fleurverkerk@cas.school.nz	Librarian

Student Leadership Team

Jessica Blondell	Year 12	Student Board Rep
Kyle Canoy	Year 13	Head Prefect
Daniel Sikuri	Year 13	Prefect
Aaron Goundar	Year 13	Prefect
Emme-Daniela Verkerk	Year 13	Prefect
Maleka Smith	Year 13	Prefect
Chontelle Hogan	Year 13	Prefect

Rights and Responsibilities

As Christchurch Adventist School is a community, it is essential to recognise that each member of the community has certain rights. With rights, comes responsibility. All students and teachers have the responsibility to respect the rights of other students and teachers. When all rights are respected and responsibilities accepted, self-discipline has been achieved. The following outlines the list of rights and responsibilities of all students at Christchurch Adventist School.

Right	Responsibility
I have the right to be happy and to be treated with understanding.	I have the responsibility to treat others with understanding and not: <ul style="list-style-type: none"> - laugh at others - tease others - try to hurt another's feelings
I have the right to be treated with respect and politeness.	I have the responsibility to treat others politely and with respect. I have the responsibility to respect the authority of teachers and supervisors.
I have the right to be safe.	I have the responsibility to make the school safe by not threatening, fighting or hurting anyone in any way.
I have the right to expect property to be safe.	I have the responsibility not to steal, damage or destroy the property of others, and to take good care of my own property.
I have the right to obtain maximum benefit from all lessons and classes – other students will not deprive me of this by their behaviour.	I have the responsibility to co-operate with teachers and other students to make sure that lessons proceed and that I keep up to date with work required. I will not behave so as to interfere with other students' rights to learn. I also have the responsibility to be punctual, to attend school regularly, and to take part in the activities that will be of benefit to me. I have the responsibility to bring required books and equipment for each lesson.
I have the right not to have health habits interfered with.	I have the responsibility not to interfere with the health of others by smoking, using alcohol or drugs and I have the responsibility not to encourage others to do so.
I have the right to have pleasant, clean and well maintained school grounds	I have the responsibility to care for the school environment – to keep it neat and clean and to be prepared to remove litter.
I have the right to be provided with a school in which I am not in danger. When defects occur they will be repaired as soon as possible.	I have the responsibility of telling teachers about defective building and fittings.
I have the right to expect the local community to support, respect and have pride in the school.	I have the responsibility to behave so that the Community will respect the School.
I have the right to be helped to learn self-control. No one will ignore me if I abuse my rights.	I have the responsibility to learn self-control.
I have the right to expect that all these rights will be mine as long as I am carrying out my full responsibilities.	I have the responsibility to protect my rights and the rights of others by carrying out my responsibilities at all times.

Enrolment Procedures

Admissions Policy

Christchurch Adventist School is owned and operated by the Seventh-day Adventist Church. Its purpose is to provide educational opportunities to all who share its objectives - whether members of the Seventh-day Adventist Church or not. Students who meet the academic and character pre-requisites of the school board and who express willingness to co-operate with its policies and requirements will be considered for admission. It is a privilege to attend the school and admission or attendance may be withdrawn or withheld by the Board of Trustees in harmony with its stated policies. Owing to the Special Character of our school there will be times when the pupils will be required to attend school functions and extra-curricular activities out of school hours. These may be activities such as attending Music Festivals and church services and this is considered part of our school's curriculum.

New Applicants

The School Enrolment Pack is obtainable from the School Office. The application forms are to be completed and returned to the School Office, together with the latest reports from the last school attended. An appointment will then be arranged for an interview with the Principal. Parents will then be advised of the result of their application in writing or via phone.

In cases where classes are full, then students will be placed on a waiting list, and a place confirmed as soon as possible. A full school uniform must be obtained before a child can commence attending Christchurch Adventist School. This includes the relevant sports uniform.

New Entrants Visitation Days

Children approaching 5 years of age may, in consultation with the school, elect to attend two half-day sessions as pre entry days, in consultation with the school and Head of Primary, they may choose to finish at 12:30 pm for the first two (2) days of school.

Students commencing school prior to Term 2 will be classified as Year 1. Students commencing from April 1 will be classified as "New Entrants". Placement for the following year will be in consultation with the Parents / Caregiver.

Registration

Enrolment week for 2018 will be from Monday 22nd to Friday 26th January. All new students must register prior to the commencement of school. The Office will be open from **9 am until 4pm** for this purpose.

All Students Must Be Accompanied By A Parent Or Guardian During Registration Week

No student will be enrolled unless accompanied by a parent or guardian. Students will also not be enrolled unless satisfactory arrangements are made with regard to their Attendance Dues and Activity Donation. At Registration a form is to be filled out indicating your preference for payment of Attendance dues and Activity Donation.

Stationery

Primary Students (Years 1-8): Stationery lists are available from the School Office and were also included in the 2017 Report Pack. Stationery equipment is available for purchase from the OfficeMax Office. Call 0800 724 440 or www.myschool.co.nz. Please have all stationery named, and books covered, ready for use on the first day of classes (Refer to the *2018 Stationery List*).

Secondary Students (Years 9-13) Stationery lists are available from the School Office and were also included in the 2017 Report Pack. All necessary purchases must be made before the commencement of classes. Please have all stationery named, and books covered, ready for use on the first day of classes. (Refer to the *2018 Stationery List*).

Textbooks and lockers will be issued to all secondary students on the first day at school on Monday 29th January 2017.

School Fees

2018 Attendance Dues, Special Character Fees

Attendance Dues

Attendance dues are **compulsory payments** made to the Proprietors of the NZ SDA Schools Association. These fees go towards capital expenditure on buildings and land as approved by the Ministry of Education. Attendance dues may be paid monthly, per term, or annually.

Arrangements are to be made on registration day at the school. Students may be asked to leave Christchurch Adventist School if attendance dues are not up to date.

Primary Students (Year 1-8) \$137.50 per term, \$550 per year

Secondary Students (Year 9-13) \$192.50 per term, \$770 per year

Special Character Donation **Tax Deductible*

The special character donation contributes directly to supporting (Bible curriculum) and building the special character of Christchurch Adventist School (integrating faith and learning). ***All donation payment of this amount entitles parents and caregivers a return from the tax department of 1/3 or approximately \$33. Hence the cost charged is actually \$66 based on one child.***

- One student - \$25.00 per term (\$100 per year)
- Two students - \$43.75 per term (\$175.00 per year)
- Three students - \$56.25 per term (\$225.00 per year)
- Four or more students - \$62.50 per term (\$250.00 per year)
-

Payable to: NZSDA Schools Association Ltd
Private Bag 94200
Howick 2145, Auckland
Direct Payments to Westpac Bank Account: 03-0175-0182096-02

Fees may be paid by direct debiting automatic payment or on account.

2018 Activity Donation *Tax Deductible

Primary School (Y0 – Y8) \$140 per annum or \$35 per pupil per Term

Secondary School (Y9 - Y13) \$160 per annum or \$40 per pupil per Term

Payable to: Christchurch Adventist School
PO Box 5197
Christchurch, 8053

Activity Donations are set by the Board of Trustees for the year. These funds allow us to maintain the levels of extra staffing and resourcing we are able to offer over and above what can be provided by the funds from the government. As such they may be claimed on your tax return.

Activity Donations are used for class outings, class camps, sports education, bus fees and other off-campus activities, on an individual student basis.

All donation payments entitle parents and caregivers to a return from the IRD.

We encourage making this contribution payment in full at the start of the year or to pay by regular automatic payments from your bank account.

2018 Subject Fees

Subjects will attract fees that are additional to Activity Donation. These fees are different for each student depending on the Subject Options they select. Fees cover equipment such as Maths and Sciences, Scientific Maths Calculators, Food and Materials for Food Technology / Art / Hard Materials, NCEA workbooks, course related activities and printing. The subject fees will be billed to students once their course of study has been agreed.

The compulsory 'Subject Fees are costs that go towards what the students make and most often keep, or in the case of food technology – eat during these lessons.

For Years 1-10 The Study Ladder / mathematics fee covers the cost of access to an online mathematics tool which teachers use to support in class programmes and homework. The \$20 fee is a one-off fee for the whole year and the mathematics programme can be accessed by students at home at any time.

NCEA Exam Fees (Students in Year 11 – 13 only)

\$ 76.70 New Zealand Domestic students or Residents

\$383.30 Foreign Fee Payers (International Students)

Refund of Fees/ Dues Policy

- Fees may be paid a term in advance or by automatic payment.
- A 50% refund of term fees will be allowed if a pupil leaves within the first four weeks of a term. No refunds apply after four weeks.
- Similarly, a 50% deduction will be made if students are commencing within the last 4 weeks of a term.

Foreign Fee Paying Student Fees (International Students)

Fees schedule

Details	Amount
Primary (Years 1-6) Compulsory Fees	
Compulsory Activity Fees (Includes Stationery and Subject Fees)	\$300.00
Tuition Fee	\$8,500.00
Proprietor's Attendance Dues (NZ SDA Schools Association Ltd - Includes Property Levy)	\$550.00
M.o.E International Student Levy (NZ Education Levy)	\$430.00
Administration Levy	\$250.00
Total per year	NZ\$ 10,030.00
GST	NZ\$1,504.50
Including GST	NZ \$11,534.50
Additional Fees as appropriate:	
Insurance (Compulsory – please present copy of Medical & Travel Insurance)	As negotiated
Uniform (new – one set)	\$450.00
Homestay fee (46 weeks) if applicable	As negotiated
Contingency Fund will be held to cover extra costs, including urgent medical costs, field trips, swimming programme. Any unused balance is refundable on departure.	\$200.00

Years 1-6 Short Term Stay Programme Fees: \$310.00 Weekly (Includes GST)

Years 1-6 Term Stay Programme Fees: \$2,855.00 (Includes GST)

Details	Amount
Intermediate and Secondary Years 7-13 Compulsory Fees	
Compulsory Activity Fees (Includes Student Stationery and Subject Fees)	\$400.00
Tuition Fee	\$10,000.00
Administration Levy	\$300.00
Proprietor's Attendance Dues (NZ SDA Schools Association Ltd - Includes Property Levy)	\$750.00
International Student Levy (40 school weeks)	\$430.00
Sub Total	\$11,880.00
GST	\$1,782.00
Total	NZ\$13,662.00
Additional Fees as appropriate	
NZ Qualification Authority & NCEA Standards Fees (Years 11-13 Students only)	\$383.30
Insurance (Compulsory – please present copy of Medical & Travel Insurance)	As negotiated
Uniform (new – one set, including PE, Track suit, Blazer, jumper, cap)	\$550.00
Homestay Fee (40 school weeks) if applicable	As negotiated
Contingency Fund will be held to cover extra costs, including urgent medical costs, field trips and Camps. Any unused balance is refundable on departure.	\$200.00

Years 7-13 Short Term Stay Programme Fees: \$360.00 Weekly (Includes GST)

Term Stay Programme Fees: \$3,415.50 (Includes GST)

Fees and Associated Costs

- No pocket money is included for incidental expenses.
- All currency quoted is in New Zealand dollars, and quotation includes GST. Payments must be made before commencement of Term 1 or term-in-advance.
- Insurance arrangements must be updated by Caregiver prior to enrolment
- Additional fees may apply for external exams as determined by the governing bodies (NZQA)

Tuition Fees (*payable in advance*)

- This fee covers classroom tuition, textbooks on loan and ELL (English Language Learning) if required.
- Tuition fees will be paid in full before enrolment, or before enrolment is renewed (whichever applies).

Compulsory Activity Donation

- **There are other additional compulsory costs to cover compulsory activities such as class trips, swimming lessons, winter programmes, outdoor education programmes and school camps.**
- These costs will vary according to the year group the student is in.
- All additional compulsory costs need to be paid prior to commencement of the school activity.

School Uniform

Christchurch Adventist School has a compulsory school uniform. Should the student be attending for more than one term, the purchase of this uniform will be an **additional compulsory cost**. If the student is attending for less than one term, students may wear their usual school uniform.

Refund Policy

- The School's refunds policy is based on Section 48 of the Education Amendment (No.4) Act 1991.
- The Board may refund to the person fees they have paid after it has estimated the cost to the Board of administration costs, general costs and start up costs of a programme, ongoing tuition costs, and any other fees prescribed by the Board. In order to be eligible for any refund, the student must apply in writing to the Board of Trustees, setting out the special circumstances of the claim. In arriving at a decision, the Board of Trustees will take into consideration the special circumstances of the withdrawing student and costs already incurred by the Board, salaries of the teachers and support staff, and any other components of the fee already committed for the duration of the course.
- If a student has paid all the fees to CAS and has been allocated a place, and decides not to come, a cancellation fee of 10% of the total fee will be charged and the balance refunded. If the student has not been granted a visa entry to New Zealand, then a full refund will be given. After the commencement of a school year, fees will not be refunded unless due to serious illness, in which case a medical certificate from a registered doctor will be required to be presented before a refund is considered. An international student who later gains Permanent Residency will not be given a refund for the current term, but will be treated as a New Zealand student for the following term and refunded fees related to Tuition only.

School Regulations

School Standard of Conduct

The Christchurch Adventist School maintains the ideals of the Seventh-day Adventist Church in matters of conduct and morals. The teaching of these ideals is one of the reasons for the school's existence. The standards of conduct are intended to improve the student's standing in society, elevate their character, enable their minds and increase their happiness. Because we believe God's laws outline standards of ethical behaviour based on His character of love, students will be encouraged to:

1. Cheerfully uphold the citizenship standards of the school. Engage in responsible citizenship as both a moral obligation and a patriotic duty.
2. Purposefully support the religious ideals of the school.
3. Respect people of other religions and philosophical persuasions.
4. Demonstrate qualities such as kindness, empathy, courtesy, patience, humility, tolerance, generosity and helpfulness.
5. Recognise fair play and exhibit a positive attitude toward justice.
6. Demonstrate a commitment to Christian mission and engage in acts of service to mankind to alleviate human suffering and frustration.
7. Participate in and find fulfilment through co-operative group study.
8. Prepare for the responsibility of leadership in the home, church, community and nation.
9. Follow practices, which contribute to strengthening the Biblical concept of the body as a temple of God. This will include abstinence from harmful substances such as drugs, alcohol and tobacco.
10. Select activities that contribute to the development of the Christian character.
11. Practise punctuality and dependability.
12. Practise honesty, truthfulness and integrity.
13. Base association with others on purity and belief in the inestimable value of self and others.
14. Use creative capacities to benefit others and for their own personal development.
15. Develop academic skills and abilities to their fullest extent.
16. Dress appropriately and modestly.
17. Use appropriate language that is in character with our school.
18. Participate in school activities and events that support the Special Character of the Seventh-day Adventist Church as outlined in the Seventh-day Adventist Church Manual.

School Hours

School hours for both Primary and Secondary classes are 8:40 am to 3:00 pm.

Attendance

Law, up to the age of 16 years, requires regular attendance of school. The Ministry of Education also requires that each student “has shown a satisfactory attitude to work, has fulfilled reasonable homework requirements, and has not been absent without reasonable excuse...” When a student has been absent, the school requires that a written explanation be given to the class teacher, when the pupil returns to school. For the safety of children, parents are required to contact the school by 9:30 am to report the absence. Leave a message on the answer machine if necessary.

Families should also note that the Education Act requires school approval for extension of holidays outside the advertised dates. Specifically however, families should not plan to have students absent from school during times the school is officially ‘open for instruction’.

Parents must provide the school with at least TWO (2) weeks notice when their child will be away from school, for approval and consultation with the Principal and Ministry of Education.

Absence or non-participation

Attendance at school and school-related activities is compulsory. When a student is unable to attend, due to sickness, then a note/email is required from the parents/caregiver, when they return to school. For an extended period of absence, a medical certificate may be required.

If a situation arises, where non-participation in any school activity may occur due to illness, a medical certificate supporting this is required, especially for NCEA students.

Non-participation in any part of the school programme is permitted only on medical advice.

Late Arrival

For any arrival to school after 8.45 am an explanation is required. For all pupils, a ‘Late Slip’, obtained from the school office, is to be filled out and taken to the teacher concerned. Late Slips must be presented to the classroom teacher. For your child’s safety, students who arrive late may only enter the school grounds via the front office area. Please be aware, that parents are required to ensure that their children arrive at school on time and ready for classes.

Check List For Planned Absence

- Have you been granted permission from the Principal, prior to you being away from school?
- Are you up to date with all your subjects?
- Have you taken the work plan around to your subject teachers prior to being away from school?
- Have you got a buddy to work with when you are back in class to help you catch up on the work missed?

Do Not!

- Valuables or large sums of money should be given into the office for safe keeping. Do not leave in bags or lockers.
- No chewing gum or soft drinks.
- **Alcohol, Tobacco, Illegal Substances, Substance Abuse** – The use and possession of these at school, at school functions or while travelling to and from school and in school uniform is strictly forbidden.
- No spray cans are permitted at school.

Emergency Evacuation Procedure – Continuous Bell

If there is a continuous bell rung then:

- Move on the instruction of the class teacher to the nearest exit and walk quietly to the Emergency Assembly Area (Basketball courts).
- The assembly area is the basketball courts.
- If signal is at lunch breaks, go directly to the Emergency Assembly Area.
- No bags, books, etc. to be carried.
- Assemble in Homeroom, alphabetical order as much as possible.
- Roll check by teacher.
- **Note:** The shortest route may not be the safest. Move around the outside of classroom blocks trying to keep at least 20 meters away from any building.

DO NOT MOVE AWAY FROM EMERGENCY ASSEMBLY AREA WITHOUT THE PERMISSION OF THE EMERGENCY CONTROLLER.

Leaving Grounds and Leave Passes

Students must remain in the school grounds until school closing time unless they have written permission from a Parent/Caregiver and approval from the Principal or Senior Management Team. Leave Passes will only be given in an emergency or after a written request from a parent has been approved by the Principal. The sign out book, located at the Office must also be filled out, giving date, time and destination. Upon returning to school, the book must also be filled in.

Only Year 13 students and Prefects may be granted Leave Passes (for lunch only) at the discretion of school administration.

Teacher Only Days

Students do not attend school on teacher only days unless class work has not been completed. These days have been set aside for staff professional development.

Public Display of Affection (“PDA”)

The following applies to students of CAS:

- 1) Kissing or embracing on the school grounds, during school, at school functions or after school in school uniform is NOT allowed and will NOT be tolerated. Such conduct can interfere with the school’s mission, special character and can create an offensive environment. It causes embarrassment to others and does not always demonstrate self-control or respect for others.
- 2) Students failing to respect this policy may find themselves facing disciplinary action.

Eating

The school encourages students to eat healthy lunches and to use water bottles. Students will be encouraged to be seated in the assigned areas while they eat their lunch. All rubbish is to be placed in the bins, and lunch areas to be kept tidy. Primary students are encouraged to put their rubbish in their lunch box and take it home. No eating is permitted in the hallways or on the courts. Facilities are not provided for students to heat food at school. Due to hygiene reasons chewing gum and bubble gum are not permitted at school.

Student Drivers

Students wishing to drive themselves to and from school need to obtain permission from the Deputy Principal or Principal by first completing the 'Permission to Drive' Form.
(Permission forms are available from the office)

Chapel

Chapel or Assembly is held on Tuesdays. Combined Campus Chapel is held on the first Tuesday of the month. All Secondary students must wear their school blazers to Chapel.

Lost property of Uniform items

All Jackets, blazers, jumpers, polo tops and other uniform items that are UNNAMED are placed in the Lost Property box located in the Secondary corridor. Parents, please ensure your child's uniform items are named. If you think your child has lost or misplaced a uniform item, please check the Lost Property boxes in the Primary and Secondary Campuses. *The school holds no responsibility for any damaged or lost uniform items.*

Breakages and Losses

All breakages, loss or damage to school or church property will be reported to the Deputy Principal. The student responsible will clean up the mess immediately. The person responsible will pay for all careless or deliberate damage.

Telephone

Students must see office personnel for permission before using the phone for emergency purposes only. A 30c charge for local calls applies and \$1.00 for cell phone calls applies.

Electronic Devices

Cell phones are permitted for essential use at school in break times only (secondary students only). If they are used, or switched on during class times, they will be confiscated. (1st time offenders – 1 day, 2nd time offenders – 1 week, 3rd time offenders – 1 month, 4th time offenders – until the end of term.)

Headphones are not to be used with electronic devices except at the teachers' discretion.

Cell phones are specifically banned in Examination rooms.

The school holds no responsibility for any damaged, lost or stolen cell phones.

Trading Cards or Expensive Toys

Playing cards or trading cards are not to be brought to school. All trading of cards is banned. *The school holds no responsibility for any damaged or lost cards, games or toys brought to school by students.*

Lockers (Year 8-13)

Lockers are provided for use by students in Years 8-13. This is an unusual step for us to take when many schools have removed lockers from students because of the high cost of repair through mis-use and vandalism. However, we believe that CAS students do know the rules about respecting property and generally abide by these rules.

Conditions of Use

1. Each locker is issued to one student and is not to be shared.
2. No student is to tamper, interfere with or deliberately damage another person's locker. All damage will be charged for and offenders will lose the privilege of having a locker.
3. No food or drink is to be kept in the lockers or eaten in the corridors.
4. **No food or drink is to be consumed in the corridors at any time**
5. **Students MUST be organised and have the necessary books and equipment for the 2 periods between the breaks. It is important to learn to organise yourself in advance.**
6. Any property left in the locker bays – whether on the floor or the lockers, will be removed to Lost Property or dumped.
7. Failure to abide by these conditions will result in the loss of the privilege of having a locker.
8. Any damages incurred by a student - the school may forward the expenses on to the parents.

Drink Bottles

Drink bottles are encouraged in the classrooms if they contain water. Drink bottles are forbidden in the Library, Computers and Science Laboratories.

Skateboards

Please do not ride skateboards on the school grounds (except for Friday Wheels Day in Primary only). *The school holds no responsibility for any damaged, lost or stolen skateboards, roller blades and scooters.*

Safety Equipment

Locks must be used on bikes. It is required that any student utilising bikes or scooters for transport to and from school wear appropriate (as defined by the school) safety equipment. Students who are riding or scooting to school must have safety equipment and vehicles that comply with the National Safety Standards. *The school holds no responsibility for any damaged, lost or stolen bikes or scooters.*

Sick Bay and First Aid Room

Minor injuries are treated by the Teacher/ Duty Teacher, or in the school sick bay. Students suffering serious injury will be taken to Papanui Medical Centre or the Hospital Accident and Emergency Department, and parents notified as quickly as possible. All medical expenses, not covered by ACC, are the responsibility of the parent or guardian. Medication cannot be administered to pupils unless parental consent is made in writing. If medication is to be taken regularly, it is to be handed in at the office and dispensed from there.

Dental Visits

The Mobile Dental Unit comes to visit CAS once a year. Primary students are seen by the Mobile Dentist and referred on to the Clinic for treatments.

Study Classes (Years 11-13 only)

Senior students are allocated supervised study classes or library time that gives them the opportunity to further consolidate and investigate work taught in class. All students must be quiet and actively engaged in learning during study classes. To make the most of this time know what you are going to do during study (goal setting), bring all necessary materials (organisation), get started quickly, stay focused and complete the tasks (effective time management).

Areas Out of Bounds to all Students

Unless with permission of staff, the following areas are out of bounds:

Staff Room	Photocopy Room
Behind Papanui Church Hall	Front of school during school hours
Sports Storeroom	Teachers Offices
All Classrooms	

Visitors

All visitors are required to check in at the office and receive a visitor pass before proceeding into the school grounds. Note: The right of entry is at the Principal's or Heads of Schools discretion.

In Summary, What To Do If You:

Unable to come to school	Phone the school office [352 9173] before 9:30 am
Late to school	<ul style="list-style-type: none">▪ Bring a note to the front office▪ Fill out a late form▪ Take it to your next class teacher
Feeling sick while at school	Get your Teachers permission to come to the office / sickbay
Have been absent	Bring a note or email your Home Room teacher signed or sent by a parent/caregiver.
Have an appointment during school time	Bring a note from your parent/caregiver or email your Home Room teacher at the commencement of the day.
Have permission to leave school during the day	Come to the front office area, after gaining permission from your teacher or the principal, and complete the 'sign-out' book.
You return after your absence	Sign back in at the front office then proceed to class
Lost something	Report losses to your Home room teacher or front office. If it's uniform, check the lost property bin in the Secondary Department corridor.
Need to use a telephone	You may use the Office phone, but only during break times. A charge for calls applies.
Unable to be in full school uniform	<ul style="list-style-type: none">▪ Bring a note to your Home room teacher for a uniform pass.▪ A detention will apply for all avoidable situations.
Given a detention by teacher	Turn up on time and complete your detention. (12:45)
Did not complete a detention	<ul style="list-style-type: none">▪ After School Detention applies
Had an accident	Report to teacher, Office / Sick Bay.

*NB: 'Note' can be in the form of a letter, email, text message to the Heads of School or Principal.

If in doubt, ask your teacher.

Primary Campus Supplementary Regulations

Primary Routines

The morning duty teacher will ring the first bell at 8:40 am followed by the start bell at 8:45 am. Students are not expected to arrive at school before 8:10 am as there is no supervision provided at that time.

Students are to enter the building at the first bell, hang up school bags then assemble on courts. The duty teacher will then welcome students and give announcements for the new day. A prayer is offered before students are directed to walk to their classrooms with their teacher.

***RECESS:** 10:35-10:55am

All students are to be seated in the space allocated for their class while eating morning tea. The lunch area is to be left clean and ALL rubbish placed in the rubbish bins provided or taken home.

***LUNCH:** 12:35 – 1:15pm

All students are to be seated at allocated areas as at recess for at least the first 10 minutes. A duty teacher will supervise and encourage students to eat sandwiches and a fruit first.

We encourage students to have their own water bottle at school particularly during warmer weather. Treats such as chocolate, lollies, chewing gum, juice, flavoured milk etc are not permitted at school. Due to students having food allergies, teachers are asked that rewards and incentives take the form of items other than food.

The duty teacher may ring the bell or notify the bell monitor to ring the bell after the first 10 minutes of lunch. This indicates to students to remain seated until the teacher has inspected lunch boxes. The duty teacher will ensure that students have eaten all they need to (at least sandwich and fruit) and are not throwing food out. Any left over food can be left in the lunch box. Students can then return lunch boxes to their school bag and return outside for the remainder of lunch.

***PLAYGROUND:** Students are expected to use playground equipment safely and appropriately at all times. Some common sense rules include the following:

- Flying fox – One at a time, swing across and hop off at the other end with both feet on the platform.

***OUT OF BOUNDS AREAS:**

Students are encouraged to remain in view of the duty teacher at all times. Some areas have been declared to be out of bounds as they may be sheltered or out of the teacher's view.

These areas are listed below:

- Outside Rooms 2 & 3 during lunch and recess. Exception: car track outside Room 2 (up to five (5) students at a time).
- The area between Room 4 and the church (beyond the drinking fountain)
- The Basketball court is out of bounds to all Primary students before school and at recess and available only to Years 5-8 students during lunchtime. Please note High School students will also be using the courts during this time.
- For safety reasons, students are not permitted at any time to retrieve sport equipment from the roof or from a neighbour's property. The student responsible should report to the duty teacher who will notify the School's maintenance officer.

Students are responsible for any personal sport equipment brought to school and where appropriate, can be retrieved at the parents' discretion if preferred, after school hours.

Academic

Christchurch Adventist School offers an academic programme from Year 1 to Year 13. Christian Living is compulsory at all levels. Communication between parents and the school is encouraged.

Homework Guidelines

Homework is a time to reinforce daily learning, complete set tasks, read books and research materials, research for projects, and to reflect upon newly developed and taught knowledge skills.

Students can expect:

- Years 1-2 up to 20 minutes, 4 nights a week
- Years 3-5 up to 45 minutes, 4 nights a week
- Years 6-8 up to 60 minutes, 4 nights a week
- Years 7-8 up to 30-45 minutes, 4 nights a week
- Years 9-10 up to 90 minutes, most nights
- Years 11-13 up to 120 minutes, most nights

Secondary School Curriculum

The Secondary School offers a variety of subjects. ALL STUDENTS are required to attend a Chapel/Assembly period one morning a week.

Year 7 & 8 Compulsory	Christian Living, Art, Technology (includes Hard Materials Technology, Home Economics and Digital Technology), English, Mathematics, Music, Science, Social Studies, Physical & Health Education
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Year 9 & 10 Compulsory	Christian Living, Art, Technology (includes Hard Materials Technology, Home Economics and Digital Technology), English, Mathematics, Music, Science, Social Studies, Physical & Health Education, TiKanga Maori
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Year 11 (<i>NCEA Level 1</i>) Compulsory	Christian Living, English, Mathematics, Science, Music
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Optional	Art, Hard Materials Technology, Home Economics, Physical Education, Digital Technology
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Year 12 (<i>NCEA Level 2</i>) Compulsory	Christian Living, English, Careers
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Optional	Mathematics, Digital Technology, History, Physics, Chemistry, Biology, Art, Physical Education, Food Technology, Hard Materials Technology, Gateway
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Year 13 (<i>NCEA Level 3</i>) Compulsory	Christian Living, Careers
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Optional	English, Physics, Chemistry, Biology, History, Statistics, Art, Digital Technology, Physical Education, Food Technology, Calculus, Statistics, Gateway, Hard Materials
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Correspondence School - Te Kura(Special Conditions Apply)

Christchurch Adventist School is able to utilise the services of the Correspondence School at no charge. This allows our senior students to access an extremely wide range of subjects. A staff member will monitor the frequency of submissions. We request additionally, that parents also help with keeping their child on track.

Correspondence courses are an excellent way for students to develop and enhance their self-motivational and self-management skills. Applications are to be lodged with the Deputy Principal, for approval of the course of study.

Student Requirements - Correspondence

For the programme to operate successfully the student will need to: -

- Establish successful work and study habits throughout the year.
- Work closely with the assigned supervising teacher.
- Complete all work according to the imposed deadlines.
- Meet all scheduled class appointments in this subject.
- Students will submit to Te Kura once a month at least.

School Requirements - Correspondence

For the programme to operate successfully the school will: -

- Assist in troubleshooting should the need arise.

NCEA (Refer to the 2017 *Student NCEA Handbook* for more details)

NCEA (National Certificate of Educational Achievement)

1. NCEA is the qualification that students will be working towards in Year 11 (level 1), Year 12 (level 2) and Year 13 (level 3 & level 4). Under NCEA students are being assessed through a combination of exams and internal assessment.
2. NCEA is gained by undertaking a course of study in Year 11, 12 or 13 and is assessed by Achievement Standards or Unit Standards. Different standards are worth different numbers of credits (usually between 2 and 6 each). Most subjects will provide students the opportunity to gain a total of 18-24 credits.
3. In order to receive NCEA Level 1, students will need to gain a total of 80 credits - with minimum requirements of 10 Numeracy credits and 10 Literacy credits.
4. In order to receive NCEA Level 2, students need to gain 60 Level 2 credits PLUS 20 credits are carried over from Level 1 PLUS meet the Level 1 Numeracy and Literacy requirements. If a student has not completed Level 1 / is new to NZ – they will need to complete 80 credits at this level.
5. In order to receive NCEA Level 3, students need to gain 60 Level 3 credits PLUS 20 credits are carried over from Level 2 PLUS meet the Level 1 Numeracy and Literacy requirements. If a student is new to Level 3 ie: new to NZ – they will need to complete 80 credits at this level.

University Entrance Requirements

All universities have a common standard that they require for entrance into any degree program.

You must have:

60 credits at Level 3 or higher

...including 14 credits in each of 3 UE approved Level 3 subjects (i.e. 3 groups of 14 credits)

+ 20 credits at Level 2 or higher (automatically carried over from Level 2)

+ 10 numeracy credits at Level 1 or higher

+ 10 literacy credits at Level 2 or higher (5 reading + 5 writing)

Many courses require higher attainment than this for entry and students should check with the universities to determine the entry criteria to a particular course. Students should also keep their options broad by taking at least one Literacy / Social Science and one Maths / Science subject in their mix.

NCEA Fees (Payment for qualification and National Certificate)

The agreement to participate in NCEA is between the family and the NZQA (New Zealand Qualifications Authority). As such, the school is only a collection point for NCEA fees. The 2015 fees were as shown below. At time of printing we have not been advised of the 2016 fees.

Flat NCEA fee of\$76.70/student

Scholarship subject fee\$30/subject

Payments are due by the end of Term 2. For families with Community Services Cards, discount fee charges differs from the standard fee. Further details about fees and financial assistance will be available on the NZQA website.

Gifted and Talented Students

Gifted and Talented students are those who demonstrate exceptional ability, or have recognised potential, in one or many domains including spiritual, academic, sporting, creative and social. Exceptional ability is performing at remarkably high levels of accomplishment when compared with others of their age, experience and environment.

At Christchurch Adventist School we follow Gagne's definitions of giftedness and talent. Giftedness is the possession of natural abilities or aptitudes at levels significantly beyond what might be expected for one's age in any domain in human ability. Talent is the achievement or performance at a level significantly beyond what might be expected at a given age.

As a school we are dedicated to the identification of these students and the implementation of programmes and learning experiences to cater for their diverse needs. There are also many other organisations that help parents and caregivers by offering training and information opportunities, websites and newsletters.

Please feel free to contact Mrs Maureen Page (Head of Learning Support) to discuss any issues or concerns you have in regards to your gifted child.

Student Leadership

Christchurch Adventist School provides opportunities for students to contribute to their school by undertaking various leadership responsibilities. This ranges from Student Board Representative, Head Prefect, Prefect Team, House and Team Sport Captains, Class Representatives to Student Council, Praise and Worship, Band and Music and Peer Support. The following are job descriptions for Class Representatives to Student Council and Prefects.

Student Council

The student council is a group of student elected representatives from Year 5 through to Year 13 who are able to be a representative of the student body. Each class will be given the opportunity to elect representative for each calendar year. The Board of Trustee student representative shall be ex-officio the student council. Additionally, there shall be one staff member on the student council.

Role of a Student Council member At CAS:

1. Being a role model.
2. When we have meetings you actively participate, and always in a positive manner, working towards a positive school community.
3. Bring concerns to the other members of your student council always in a positive way.
4. Representing your school in the community, being proud of your school, which you represent.

Student Council Member Contract

As a member of the Christchurch Adventist Student Council of this year, I commit myself to the following:

1. I will be a responsible class member
2. I will be self motivated to meet the needs of others
3. I will always be considerate of and caring to others
4. I will uphold the special character of the school
5. I will be prepared to commit myself to all the meetings throughout the year
6. I will carry out tasks assigned to me with pride and respect
7. I want the responsibility of representing other students, and am proud to work together with other student councillors, in a team environment
8. I understand if I do not fulfil my responsibilities as a student councillor, I will lose my privilege to be a member of the Christchurch Adventist School Student Council.

2017 Prefect Roles and Responsibilities

Spiritual Leadership	School Leadership	BOT Role
Spiritual role modelling through speaking for chapel at least once a year	Take duty in place of staff member approx. 3x a year	Head of Student Council
Take Staff worship once a year	Be part of wet day supervision roster for individual classrooms	Run regular Student Council meetings and report to Board
Leadership role in the running of WoW	Support staff with student management and consultation	Attend Board of Trustees meetings and report where appropriate
Assisting in Worship/Chapels when required.	Attend leadership professional development if required.	Organise and run Staff Appreciation Day
Be available to attend and participate in Church Visits	Meet n greet for various school events e.g. first day of the year, Report night, Open night, end of year celebrations etc Be prepared to show visitors around school on an ad hock basis.	Speak for Chapel once or twice a year
Meet n greet for Combined Chapels	Represent school for Major school representation	Be prepared to fill in for Prefectship on short notice should prefects be absent
Role model appropriate behaviour in social media, events in and out of school and represent the school with pride	Co-ordinate school events e.g. Valentines Day	Coordinate mufti days - this includes deciding what mufti days are used for, advertising, organising themes, collecting and counting the money collected.
	Be prepared to represent school for fundraising opportunities as negotiated with the School Management e.g. Weetbix tryathlon	
	Potentially give out maximum of one Trump card a week to a deserving student	

Please note: These are responsibilities as part of the role of Prefect. At other times students may be asked to help out with other areas or responsibilities in their roles as students.

Never feel afraid to ask for help. Some adults whom you could approach if you have a question or are experiencing a problem are your Student Prefects, Dean (Roll Call Teacher), your Head of School or Senior Management Team.

Bullying

Keep CAS bully proof – say “No” to bullying. Some people think bullying is a part of growing up, that it doesn’t do any harm and helps you toughen up. Bullying is a concern for many students. In a recent survey, one in five pupils said bullying was an issue for them. So, if you have a problem with bullying, you are not alone.

What is bullying?

Bullying includes:

- Verbal (being called names)
- Social (no-one talking to you)
- Material (your things damaged)
- Mental (being threatened or forced to do things)
- Physical (being hurt)

Who gets picked on?

Anyone can be bullied and many students may be bullied for no reason.

Why do people bully?

People who bully are lacking in confidence, unhappy, jealous, and may have been bullied. The bullies bully because it makes them look tough, makes a group feel closer, to show off, gain attention or gain material things, get rid of their anger and get some fun out of other people’s fears.

Why is it hard to talk about being bullied?

It’s hard to talk about bullying because you may be nervous about what may happen to you from the bully, how people might see you, you don’t want to worry people, you don’t want to be a tell-tale and you may blame yourself.

What harm does bullying do?

Bullying can make you feel lonely, unhappy and make you feel something is wrong with you. You may lose your confidence, feel ill and take out your frustrations on your family.

Why do people get away with it?

There are a lot of reasons why people get away with bullying. Probably the biggest reason is that few people report it. Only one in three bullied pupils report it in school, and only one in two tells someone at home. It grows in secrecy and festers. Bullies threaten people not to say anything. Others think it is not worth bothering about it. Many students do not want to be seen as a ‘tell tale’ or ‘informer’ or don’t want to get involved. However, you are encouraging bullying if you ignore it or do nothing about it.

We have all got a part to play

We should not:

- Stand by and watch
- Encourage bullying
- Give anyone a hard time because they are different

We should:

- Do something if we see bullying (there are no innocent bystanders)
- Show that we think its stupid
- Try to help anyone who is being bullied

What can you do if you are bullied?

DON'T

- Blame yourself – most people have been bullied at some time. So don't feel there is something wrong with you. You are NOT the problem, the bully is. Don't think you deserve to be bullied, it is not your fault.
- Think like a victim – if someone is making you feel bad about yourself, it is important to feel good about yourself. You might list and remind yourself about all the good things about you. Spend some time on your interests and skills. If you are different in any way – **BE PROUD OF IT.**
- Put yourself at risk – avoid risky places where bullying happens. For example, avoid being last in the changing rooms. If in danger, keep away. Leave expensive things at home and don't boast about money. Keeping safe is more important than losing things. Give up what they want if you are being threatened.
- Show you are upset – try not show you are upset, even though it is difficult. Don't provide fun for the bully.

DO

- Ignore it – you know that bullies will have problems of their own. Tell someone so that they can do something to help him or her.
- Make friends – think about some interest you will like to learn about. This school has so many interests and hobbies to be part of. There is an opportunity to meet new people. A smile and hello to new people can go a long way to making a new beginning.
- Stay calm – think to yourself that what is happening is not acceptable. Don't react to the bully, ignore it then tell someone.
- Look confident – by looking as though the bully is not hurting you, or you are running away, don't give them the opportunity to laugh at your discomfort.
- Keep in control – this is not a case for 'an eye for an eye', don't get angry, stay in control, take a breath and move off in another direction.

Remember:

- CAS is a caring and safe learning environment
- Bullies need our help
- Being bullied is not your fault and is not a part of growing up
- If you are being bullied – there is always someone to help

Harassment

Harassment (sexual, racial or otherwise) is a form of discrimination or intimidation which can adversely affect the learning and personal development of students. Students and staff should

therefore be free from any form of harassment (sexual or otherwise) at school or in the school-related environment. It is of paramount importance that all those who are associated with Christchurch Adventist School are not subjected to harassment (sexual or otherwise) of any kind.

Report all forms of harassments

In the event of racial or sexual harassment the complainant is encouraged to report the incident to their Home Room teacher or Head of Schools as soon as possible.

The role of a contact/support person is to empower the complainant and effect resolution of the problem. They should provide confidentiality and be an active listener. They should provide the complainant with a range of options that may include:

- The opportunity to talk about the issue
- Time to think before deciding on a course of action
- The contact/support person to take the complaint on behalf of complainant

Discipline Programme

The purpose of discipline in our school is to encourage each student to develop self-control and ambition based on Christian moral codes. In our school community, respect for people and property is required. Disciplinary actions are to guide students to function as responsible citizens. A copy of the discipline policy is available at the school office.

Primary Behaviour Strategy

We use the 'Stop Think Do' program. If further information is required, please see the Classroom Teacher or Head of Primary.

Secondary School Detention System

Students receive detentions for the following reasons:

- **Behaving** inappropriately
- **Homework** assignments not completed
- Not **punctual** to class or school without legitimate excuse
- Not wearing **uniform** correctly or without a Uniform Pass

1. Students who offend will be given a Detention Notice by the teacher.
2. All detentions will be recorded into the Student's Personal school records.
3. If given a detention for not doing homework, the student will complete the homework during the detention time. Students must bring work (this excludes computer access).
4. For all other reasons, the student will write out provided text relating to their situation. Please bring a pen, refill and the Student Diary.
5. Latecomers (up to 12:50 pm) will be reported to the Deputy Principal.
6. Students who do not turn up will have an hour of afternoon detention with the Head of Secondary from 3:10pm – 4:10pm.

7. Escalation events:

- a. THREE (3) lunchtime detentions lead to an after-school detention.
- b. TWO (2) after-school detentions in a term lead to a parent/student interview with the principal.
- c. THREE (3) after school detentions lead to other consequences that may, but are not limited to stand-down (for continuous repeated offences), removal from class, or suspension.

The school discipline system is based on the premise that there are consequences for actions. It endeavours to be consistent and fair and is underpinned by the principles of natural justice.

For the school community to operate as a safe learning environment we all strive for personal excellence, it is important that clear boundaries are established. Along with the mission statement, school values are embedded in the Code of Conduct and School Rules.

What happens when things go wrong?

The Christchurch Adventist School teaching staff is committed to restorative processes. Classroom teachers and Senior Management all aspire to build relationships with our students. We seek to address an issue in a low-key way, to communicate with the students so that the problem is addressed and the behaviour corrected. We also value communication with parents/caregivers as we seek solutions.

Restorative processes are a part of classroom and school-wide practices and could include:

- A Teacher or Dean may meet a student at lunchtime to talk through a problem.
- A Peer Mediator may meet with students to resolve issues.
- Head of Secondary/Primary may meet with a student and teacher to facilitate a resolution.
- The Principal may facilitate a family conference.

In the case of serious issues, a formal restorative conference may take place. Consequences for actions are a part of the discipline process. Students are encouraged to identify who has been harmed by their actions and to put right the wrong. By recognising their behaviour, students can then receive support to change or improve. We also endeavour to listen to their concerns and build relationships based on respect.

Consequences differ according to the situation. They may include detention, cleaning graffiti, behaviour contracts, or in the case of repeated or serious misconduct, or for the non-recognition of misbehaviour, a suspension could be a last resort.

At all times, the needs and rights of each individual member of the Christchurch Adventist School community must be considered so that all students and staff can work in an environment conducive to effective learning.

School Uniform

Student Uniform Expectation

The correct wearing of formal school uniform and P.E / sport uniform is compulsory. PE uniform is not to be substituted for formal school uniform, unless otherwise notified by the school. Students are to be in formal school uniform from the time they leave home until they return at the end of the day. This includes while travelling and at shopping centres. If for some reason full school uniform cannot be worn correctly, students need to bring a note from home and obtain a uniform pass from the Home Room Teacher. A uniform pass must be obtained on a daily basis. All pupils must be in full school uniform before they leave the grounds at the end of the school day. Frequent non-adherence to the rules may result in disciplinary action at the discretion of the Heads of School.

Uniform Expectation when travelling to and from school

Students are to uphold the school standards during travel to and from school. Travel to and from school is to be in **full school uniform** in accordance with the school rules. Non-regulation clothing is not allowed.

Physical Education (Secondary Students Only)

All students must be changed into PE uniform for PE. Students need to change back into school uniform at the next break between classes, e.g. recess. Failure to have the correct PE gear without a written note of explanation from a parent will be followed up. Similarly, if a student needs to be excused from PE for a valid medical reason a note from a parent must be presented to the Head of Physical Education. If there is an on-going medical condition that means withdrawal from activities for any length of time, a medical certificate is required.

Primary Students are to be in PE / Sports uniform for the whole day for designated PE Classes.

Hairstyles

Hair must be kept neat, tidy and conservatively trimmed. Extreme hairstyles are not permitted. This includes severe undercuts, and dramatic changes in hair colour.

Girls

- Hair is to be worn off the face. Hair below shoulder length must be tied up, e.g. pony tail (this is for hygiene reasons e.g. lice, and for OSH reasons e.g. Science, Art & Technologies). No part of any haircut is to be below a number 2.
- Hair ties and bands: Black, white, red, blue. (No patterns or large adornments).
- Hair styles are to be simple and neat. Extremes in style are not acceptable.
- Students may not have their hair coloured outlandish colours. If coloured, hair must be a natural colour (black, brown, blonde, auburn).
- All decisions on hair styles are at the discretion of the Heads of School.
- Minimal make up is permitted, and only if it looks natural. Coloured or tinted nail polish is not to be worn.
- Girls may only wear one pair of small plain gold or silver studs in the bottom of each ear lobe.

Boys

- Facial hair is not permitted.
- Are not allowed haircuts below a number 2 cut.
- Hair may not be longer than the collar and must be no shorter than a No.2. Hair must be off the face at all times.
- If hair is long enough to be tied back, it should be.
- No extreme in length or differing lengths are acceptable.
- Students may not have their hair coloured unnatural hair colours.
- No earrings or body piercings allowed.
- Jewellery, ethnic carvings or tattooing are not permitted.
- Appropriate hair styles are at the discretion of the Heads of School.

Adornment

The following guidelines reflect the special character and standards of the Seventh-day Adventist Church

1. Clear nail polish only.
2. Clear, silver or gold studs (small) may be worn with only one per ear, in the lobe (***Girls only. Not permitted for boys***)
3. Obvious make-up, jewellery and ethnic carvings or tattooing are not permitted.
4. Necklaces – for Health and Safety reasons, it is recommended that all forms of necklaces not be worn to school. Christchurch Adventist School requests that all students respect and uphold the standards.
5. No body piercing or tattooing (boys and girls).

General Uniform - for all students (Purchases must be made at the designated shops. Alternatives will not be accepted.)

Winter Uniform is the official uniform at Christchurch Adventist School. Summer uniform may be worn during first and fourth terms. Sunhats are compulsory for Years 1 to 6 and caps for Year 7 and 8 during Terms One and Four. Winter uniform is compulsory for second and third term, but can be worn all year. The regulation school jacket or blazer may be worn as necessary, however, the blazer is **compulsory for Chapels** and special assemblies.

Shading indicates the uniform item available from the School.

Shoes	<ul style="list-style-type: none"> Boys - Shiny, black, leather, lace-up or slip on polishable College shoe (no sport or skate shoes) Girls – Shiny, black leather lace-up, T-bar or ‘Mary Jane’ style, polishable shoes, no slip on or ballerina style shoes permitted
Jersey	<ul style="list-style-type: none"> Villa Blue, V-Neck. (Not hand-knitted due to great colour variations)
Vest	<ul style="list-style-type: none"> Years 12 and 13 Boys ONLY
Cardigan	<ul style="list-style-type: none"> Years 12 and 13 Girls ONLY
Scarf / Gloves / Hat (opt.)	<ul style="list-style-type: none"> Navy Blue (no patterns)
Jacket (Yr 1-8)	Blue regulation sports tracksuit jacket
Blazer (Secondary School Year 9-13)	<ul style="list-style-type: none"> Blue regulation blazer with school logo on pocket
Sun Hats (Year 1-6)	<ul style="list-style-type: none"> Blue regulation hat with school logo. To be worn during Term 1 & 4
Caps (Year 7 and 8)	<ul style="list-style-type: none"> Regulation blue cap with school logo

T-Shirts and Singlets under shirts are to be plain white.

Primary Girls Summer Uniform (Year 1-8)

Hair Tidy Items	<ul style="list-style-type: none"> Plain blue, white, red or black
Pinafore	<ul style="list-style-type: none"> Maximum height above knee is 5 cm and maximum length below knee is 10 cm. To be measured above ground when kneeling.
Socks	<ul style="list-style-type: none"> White ankle socks
Shirt	<ul style="list-style-type: none"> White short sleeve cotton blouse – open neck

Primary Girls Winter Uniform (Year 1-8)

Hair Tidy Items	<ul style="list-style-type: none"> Plain blue, white, red or black.
Pinafore	<ul style="list-style-type: none"> Maximum height above knee is 5 cm and maximum length below knee is 10 cm. To be measured above ground when kneeling.
Shirt	White, long sleeves, pointed collar and clear/white buttons to neck
Cross over tie	<ul style="list-style-type: none"> Red
Tights / Socks	<ul style="list-style-type: none"> Navy blue. (Long Navy socks)

Primary girls need to wear long navy blues socks OR tights.

Secondary Girls Summer (Year 9-13)

Hair Tidy Items	▪ Plain blue, white, red or black
Skirt	▪ Dark blue kilt fabric. Maximum height above knee is 5 cm and maximum length below knee is 10 cm. To be measured above ground when kneeling
Shirt	▪ White blouse with school logo
Socks	▪ Navy blue knee length socks (this specifically excludes the wearing of sockets, and concealed socks)

Secondary Girls Winter (Year 9-13)

Hair Tidy Items	▪ Plain blue, white, red or black
Kilt	▪ Dark blue check school fabric. Height above floor to be 20 cm.
Shirt	White, long sleeves, pointed collar and clear/white buttons to neck

Tie (purchased from school)	▪ Red
	▪ Years 12 and 13 only – striped

Socks	▪ Plain navy knee length socks.
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Stockings	▪ Navy Blue tights.
	▪

Secondary girls need to wear socks OR tights

Primary Boys Summer (Year 1-8)

Shorts	▪ Grey Drill
Shirt	▪ White short sleeves, clear/white buttons, pointed collar, open neck
Socks	▪ Short grey ankle socks, cotton.

Secondary Boys Summer (Year 9-13)

Shorts	▪ Charcoal Grey (dark) Walk Shorts
Trousers	▪ Mainland Grey. Polyviscose
Belt	▪ 25mm Black Leather Belt
Shirt	▪ White short sleeve, clear/white buttons, pointed collar, open neck
Socks	Long Grey Walk socks

Tie (Purchased from school)	▪ Red. Compulsory if long-sleeved shirt is worn
	▪ Years 12 and 13 only – striped.

Primary Boys Winter (Year 1-8)

Shorts	▪ Grey Drill
Trousers	▪ Mainland Grey Trousers. Polyviscose.
Socks	▪ Long Grey socks, wool blend (with shorts) or short black socks (with trousers)
Shirt	White long sleeves, clear/white buttons to neck, pointed collar
Tie (purchased from school)	▪ Red

Secondary Boys Winter (Year 9-13)

Trousers	▪ Mainland Grey. Polyviscose.
Shorts	▪ Charcoal Grey (dark) Walk Shorts
Belt	▪ 25mm Black Leather belt
Shirt	▪ White long sleeves, clear/white buttons to neck, pointed collar.
Socks	Black with trousers. Long Grey Walk socks to be worn with shorts.
Tie (purchased from school)	▪ Red

Sports Uniform (Year 1-8) Girls and Boys

Shirt	Navy blue and red v-neck with logo (quick dry)
Sweatshirt	Red polar fleece with logo
Shorts	Tactic black shorts with logo (quick dry)
Skorts	Black skorts with logo – Year 7-13 only
Shoes / socks	Running shoes and short plain white socks. No slip-on shoes permitted.
Tracksuit pants	Black razor pants with logo (quick dry)
Jacket	Navy and red with logo

Sports Uniform (Year 9-13) Girls and Boys

Shirt	Black and red v-neck with logo (quick dry)
Sweatshirt	Hoddie black and red, zip up with logo
Shorts	Tactic black shorts ladies or mens style with logo (quick dry) Black skorts with logo
Skorts	
Shoes / socks	Running shoes and short plain white socks. No slip-on shoes permitted.
Jacket	Black and red with logo
Tracksuit pants	Black razor pants (quick dry)

NOTE: Shirt, shorts/skort and running shoes with white sock are compulsory sports uniform. Other items listed above are optional.

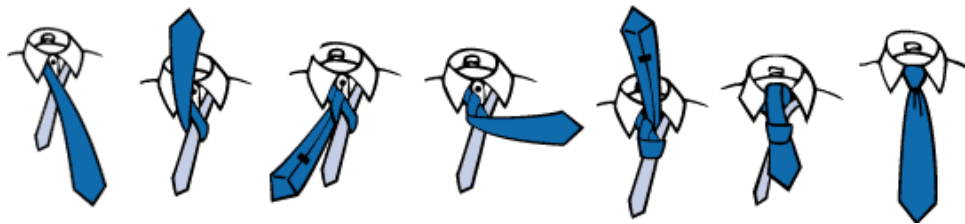
Sports Uniforms.

For all sports played by school teams the following is the official uniform.

- Black Tactic shorts not track pants
- Team socks
- Official Team Tops
- Soccer Boots (when required)
- Sports shoes

How to tie a necktie:

The following diagrams may be helpful. Firstly the Half Windsor:
For a neat, symmetrical, but bulky tie the Double Windsor is good.



Suppliers

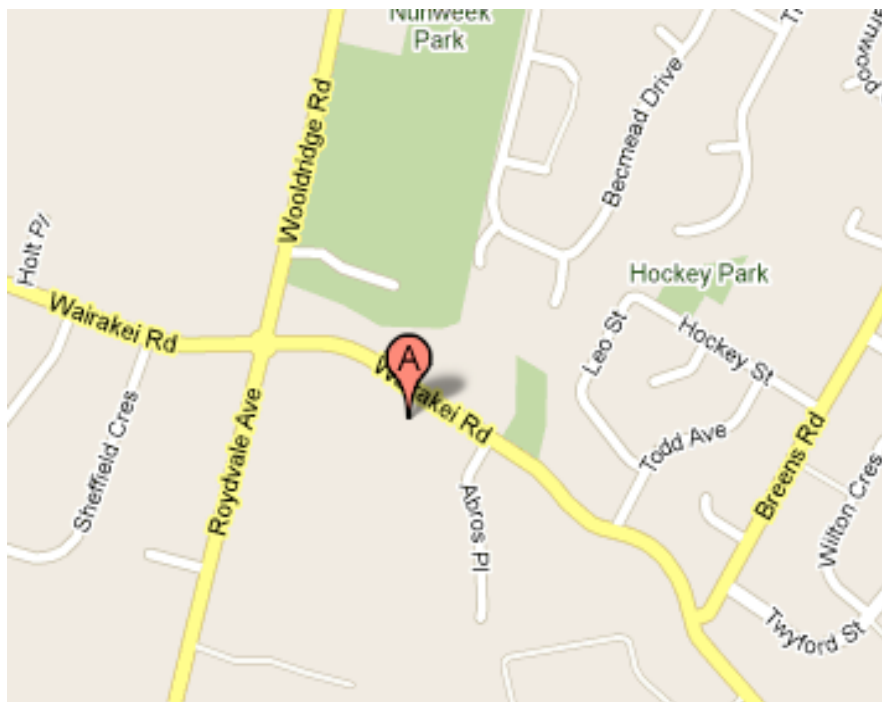
The following items may be purchased from the school office:

Ties, Sports T Shirt, Short, Skort, Sports Sweatshirt, Sun Hats, Blazer, Sports Jacket and Tracksuit pants.

Please check with the School Secretary for full details and prices on the above items.

Many of our uniform requirements can also be purchased at the following stores:

- The Warehouse: Jerseys, Boys and Girls shirts
- Mainland Uniforms, 511 Wairakei Road, for made to measure kilts/skirts, senior boys shorts and girls summer dresses/blouses. Ph 3603037





Shoes: (for all year round and all year levels)

For boys: Black leather lace-up, polishable shoes or Black leather slip-ons (Black leather sport or skate shoes are not acceptable)

For girls: Black leather lace-up shoes, or black leather 'T'-bar shoes, or black leather 'Mary Jane' style shoes (polishable – no slip-on or ballerina styles permitted).

Advice when buying School Shoes

Our children spend 30 hours a week in school shoes, that's in excess of 15 000 hours in a school child's lifetime. Choosing the right shoe for your child is extremely important.

Poorly fitting children's shoes can be problematic and may lead to problems in adulthood such as hammer toes, ingrown toenails, corns on the feet, callus and possibly bunions.

These problems can be painful and may require treatment ranging from simple consultations with a podiatrist to surgery. It therefore makes sense to, where possible, ensure children's shoes fit properly.

Generally, most podiatrists when fitting footwear to children for school would recommend you look for the following features.

- There should be a child's thumb width between the end of the shoe and the end of the longest toe.
- The sole of the shoe should be fairly straight as the foot is straight
- The fastening mechanism should hold the heel firmly in the back of the shoe.
- The back part of the shoe should be strong and stable. This area is often referred to as the heel counter.
- The shoe should flex across the ball of the foot, not in the middle
- The sole should not twist.
- Lace up, Velcro or a buckle is best. Slip on shoes are not generally considered the best thing for long term use.
- Yes, mum you are right. It is better for feet if you do up your laces!
- A Heel greater than 1.5 cm should be avoided for long term use.

Learning to Learn

Some very important basic rules:

Before class:

- **Do your homework!** Read critically; form your own opinions.
- **Review your notes** from the previous class and reading for the day.
- **Communicate immediately with teachers** about any study problems.
- **Focus on the task at hand before class:** Take a moment of silence to gather your thoughts and mentally prepare yourself to the topic.
- **Write any objectives** that come to mind at the head of your notepaper:
 - Preparing for an up-coming test.
 - Understanding a particular concept.
 - Gaining a good foundation on a topic.
 - Understanding or reviewing the readings.

In Class:

- **Arrive on time for class.** Teachers do not take lateness lightly.
- **Position yourself in the classroom** to focus on the subject matter; consider the best location for:
 - Listening.
 - Asking questions.
 - Seeing visual materials.
 - Discussing--not only with the teacher but also your classmates.
- **Avoid distractions** that may interfere with your concentration (daydreaming, looking around the room, talking to a friend, passing notes, dozing).
- **Evaluate as you listen:**
 - Decide what is important and should be placed in your notes and what can be left out.
 - Listen long enough to be sure you understand what was said before writing.
 - *Ask clarifying questions* (but wait for "breaks" in the teacher's stream).
- **Review your class objective(s)** throughout the class period.
 - Did your objective(s) mesh with the teacher's introductory remarks?
 - Has the class digressed from stated objectives, yours or the teacher's?
- **Write a "to do" list** including:
 - Assignments.
 - Reviewing difficult concepts.
 - Joining study groups.
 - Making appointments with a study pal, teacher, or instructor. One resource often overlooked is a classmate who seems to have a good grasp of the material. If it seems appropriate, seek the individual out for help.

Time Management

Time Management is setting *and following* a schedule of study in order to organise and prioritise your studies in the context of completing activities of work, family, etc.

Guidelines:

- Monitor your time.
- Reflect on how you spend your time.
- Be aware of when you are wasting your time.
- Know when you are productive.

Knowing how you spend your time should aid you in planning and predicting project completion:

- Have a "To Do" list. Write down things you have to do, then decide what to do at the moment, what to schedule for later, what to get someone else to do, and what to put off for a later time period.
- Have a daily/weekly planner. Write down appointments, classes, and meetings on a chronological logbook or chart. Always know what's ahead for the day, always go to sleep knowing you're prepared for tomorrow.
- Have a long-term planner. Use a monthly chart so that you can always plan ahead. Long-term planners also serve to remind you to plan your free time constructively.

Planning for an effective study schedule:

- Allow sufficient time for sleep, a well-balanced diet, and leisure activities.
- Prioritise assignments.
- Prepare for discussion/recitation courses before class.
- Schedule time to go over lecture material immediately after class; remember: Forgetting is greatest within 24 hours without review .
- Schedule fifty-minute blocks of study.
- Choose a place free from distractions to study.
- Plan to use "dead time".
- Schedule as much study time as possible during daylight hours.
- Schedule a weekly review.
- Be careful not to become a slave to your schedule.

The satisfaction of "crossing off" the completed task can yield a sense of accomplishment, and even a little sense of reward!

Stress Management

First, you must learn to recognise stress:

Stress symptoms include mental, social, and physical manifestations. These include exhaustion, loss of/increased appetite, headaches, crying, sleeplessness, and oversleeping. Escape through alcohol, drugs, or other compulsive behaviour are often indications. Feelings of alarm, frustration, or apathy may accompany stress.

**If you feel that stress is affecting your studies,
a first option is to seek help through your teachers.**

Stress Management is the ability to maintain control when situations, people, and events make excessive demands. What you can do to manage your stress? What are some strategies?

- **Look around** - See if there really is something you can change or control in the situation.
- **Remove yourself from the stressful situation** - Give yourself a break if only for a few moments daily.
- **Don't sweat the small stuff** - Try to prioritise a few truly important things and let the rest slide
- **Selectively change the way you react**, but not too much at one time. Focus on one troublesome thing and manage your reactions to it, him/her.
- **Avoid extreme reactions** – Be aware that you may over-react during a stressful time.
- **Get enough sleep** - Lack of rest just aggravates stress.
- **Learn how to best relax yourself** - Meditation and breathing exercises have been proven to be very effective in controlling stress. Practice clearing your mind of disturbing thoughts.
- **Set realistic goals for yourself** - Reduce the number of events going on in your life and you may reduce the circuit overload.
- **Don't overwhelm yourself** by fretting about your entire workload. Handle each task as it comes, or selectively deal with matters in some priority.
- **Change the way you see things** - Learn to recognise stress for what it is. Increase your body's feedback and make stress self-regulating.
- **Do something for others** to help get your mind off your self.
- **Work off stress** with physical activity, whether it's jogging, tennis, gardening.
- **Develop a thick skin** - The bottom line of stress management is "I upset myself."
- **Avoid self-medication or escape** - Alcohol and drugs can mask stress. They don't help deal with the problems.
- **Try to "use" stress** - If you can't fight what's bothering you and you can't flee from it, flow with it and try to use it in a productive way.
- **Try to be positive** - Give yourself messages as to how well you can cope rather than how horrible everything is going to be. "Stress can actually help memory, provided it is short-term and not too severe. Stress causes more glucose to be delivered to the brain, which makes more energy available to neurons. This, in turn, enhances memory formation and retrieval. On the other hand, if stress is prolonged, it can impede the glucose delivery and disrupt memory." **All Stressed Up**, St. Paul Pioneer Press Dispatch p. 8B, Monday, November 30, 1998

Most importantly, if stress is putting you in an unmanageable state or interfering with your schoolwork, social and/or work life, **seek professional help with your school counselling Support Staff**

Before a test:

- **Be prepared!** Learn your material thoroughly.
- **A programme of exercise is said to sharpen the mind.**

- **Get a good night's sleep the night before the exam**
- **Approach the exam with confidence:** View the exam as an opportunity to show how much you've studied and to receive a reward for the studying you've done.
- **Don't go to the exam with an empty stomach.**
Fresh fruits and vegetables are often recommended to reduce stress. Stressful foods can include processed foods, artificial sweeteners, carbonated soft drinks, chocolate, eggs, fried foods, junk foods, pork, red meat, sugar, white flour products, chips and similar snack foods, foods containing preservatives or heavy spices.
- **Take a small snack, or some other nourishment**
to help take your mind off of your anxiety. Avoid high sugar content (lollies), which may aggravate your condition.
- **Allow yourself plenty of time**, especially to do things you must do before the test and still get there a little early.
- **Relax just before the exam.**
- **Don't try to do a last minute review.**

During a test:

- **Read the directions carefully.**
- **Budget your test taking time.**
- **Change positions to help you relax.**
- **If you go blank, skip the question and go on.**
- **If you're taking an essay test** and you go blank on the whole test, pick a question and start writing. It may trigger the answer in your mind.
- **Don't panic** when students start handing in their papers. There's no reward for being the first done.

Study Habits

You can prepare yourself to succeed in your studies. Try to develop and appreciate the following habits:

Take responsibility for yourself.

Responsibility is recognition that in order to succeed you can make decisions about your priorities, your time, and your resources.

Centre yourself around your values and principles.

Don't let friends and acquaintances dictate what you consider important.

Put first things first.

Follow up on the priorities you have set for yourself, and don't let others, or other interests, distract you from your goals.

Discover your key productivity periods and places.

Morning, afternoon, evening; study spaces where you can be the most focused and productive. Prioritise these for your most difficult study challenges.

Consider yourself in a win-win situation.

You win by doing your best and contributing your best to a class, whether for yourself, your fellow students, and even for your teachers. If you are content with your performance, a grade becomes an external check on your performance.

First understand others, then attempt to be understood.

When you have an issue with a teacher/instructor, for example a questionable grade, an assignment deadline extension, put yourself in the teacher/instructor's place. Now ask yourself how you can best make your argument given his/her situation.

Look for better solutions to problems.

For example, if you don't understand the course material, don't just re-read the material. Try something else! Consult with the class teacher, Home Room teacher or a classmate.

Look to continually challenge yourself.**Procrastination**

Is your procrastination related to a project or is it a habit? To remedy procrastination: Begin with one, modest project. Answer these basic questions. Keep the answers before you, as you mark your progress:

- **What do you want to do?**
- **What is the final objective, the end result?**
It may be obvious, or not.
- **What are the major steps to get there?**
Don't get too detailed: think big.
- **What have you done so far?**
Acknowledge that you are already part of the way, even if it is through thinking! The longest journey begins with a first step.
- **Why do you want to do this?**
- **What is your biggest motivation?**
Do not concern yourself if your motivation is negative! This is honest and a good beginning. However, if your motivation is negative, re-phrase and re-work it until it is phrased positively
- **What other positive results will flow from achieving your goal?**
Identifying these will help you uncover benefits that you may be avoiding: Dare to dream!

List what stands in your way

- **What is in your power to change?**
- **What resources outside yourself do you need?**
Resources are not all physical (i.e. tools and money), and include time, people/professionals/elders, even attitude.
- **What will happen if you don't progress?**
It won't hurt to scare yourself a little...

Develop your plan. List the following...

- **Major, realistic steps:**
A project is easier when it is built in stages. Start small; Add detail and complexity as you achieve and grow.
- **How much time each will take.**
A schedule helps you keep a progress chart and reinforce that there are way stations on your path.

- **What time of day, week, etc. you dedicate yourself** to work. This helps you develop a new habit of working, build a good work environment, and distance distractions (It is much easier to enjoy your project when distractions are set aside.).
- **Build in time for review.**
Find a trusted friend, elder, or expert to help you motivate yourself or monitor progress.

Admit to:

- **False starts and mistakes as learning experiences.**
They can be more important than successes, and give meaning to "experience".
- **Distractions and escapes.**
Do not deny they exist, but deny their temptation.
- **Emotion.**
Admit to frustration when things don't seem to be going right.
Admit that you have had a problem, but also that you are doing something about it.
- **Fantasy.**
See yourself succeeding.

<p>Finally: If procrastination is a habit of yours, forget it. Focus on the tasks and project at hand, and build from there!</p>

Acknowledgement of Rules

Attention Parent / Caregiver. This form must be signed yearly by both the student and Parent/Guardian and be on file at your school before officially commencing as a student of Christchurch Adventist School.

The Student Diary must be:

- Taken to all classes
- Kept neat and tidy (no graffiti/defacement and must be replaced at the student's expense)
- Checked weekly by parent/caregivers to check their student's homework entries
- Parents/Caregivers may use their child's diary to convey messages relating to homework and ask any questions directly related to the subject
- May be checked by the Home Room / Year Deans; failure to have a parent/caregivers signature may result in consequences.

I understand that failure to comply with the School rules and regulations and respect the Standard Code of Conduct may affect my continued enrolment at Christchurch Adventist School.

I, _____ have read the regulations cited in the 2018 Student Handbook and agree to follow and respect the rules.

Signature of Student

Date

Signature of Parent or Guardian

Date