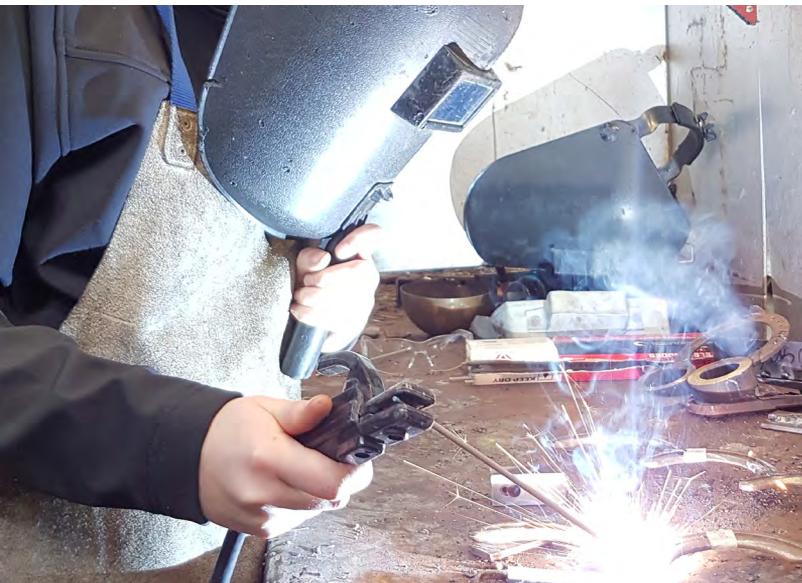




**GREYMOUTH**  
High School  
Te Kura Tuohu o Māwhera

# Parent Guide 2018



The heart of learning in our thriving community

# Contents

|   |       |
|---|-------|
| Term Dates & Holidays 2018  | 2     |
| Welcome to Greymouth High School  | 3     |
| Staff & Facilities, Parent Services                                     | 4-6   |
| Student Services  | 6-7   |
| Curriculum & Courses, Māwhera Services Academy                          | 8-9   |
| Student Management: Positive Behaviour for Learning (PB4L)              | 10-17 |
| School Charges  | 18    |
| Emergency Plans   | 19    |
| Greymouth High School Uniform   | 20-22 |
| Complaints Policy   | 23-26 |
| Greymouth High School Procedure for Dealing with Concerns or Complaints | 27    |
| NOTES   | 28    |

## Term Dates 2018

|            |                      |   |                         |
|------------|----------------------|---|-------------------------|
| Term One   | Tuesday 30th January | → | Friday 13th April       |
| Term Two   | Monday 30th April    | → | Friday 6th July         |
| Term Three | Monday 23rd July     | → | Friday 28th September   |
| Term Four  | Monday 15th October  | → | Thursday 13th December* |

\* Or to a day in December which ensures that the school has been open for instruction for **380 half-days** in 2017.

## 2018 Holidays

|                          |                     |                         |
|--------------------------|---------------------|-------------------------|
| Waitangi Day             | Monday 6th February |                         |
| Good Friday              | Friday 30th March   |                         |
| Easter Monday            | Monday 2nd April    |                         |
| Easter Tuesday           | Tuesday 3rd April   |                         |
| Anzac Day                | Tuesday 25th April  | (during Term 1 holiday) |
| Queen's Birthday         | Monday 4th June     |                         |
| Labour Day               | Monday 22nd October |                         |
| Westland Anniversary Day | Monday 3rd December |                         |

**Telephone:** (03) 768 0472 **Facsimile:** (03) 768 6293 **Absence line:** 0800 GREY HIGH  
**E-mail:** office@greyhigh.school.nz **Website:** www.greyhigh.school.nz **FIND US ON FACEBOOK**

# Welcome to Greymouth High School



E ngā mana, e ngā reo, e ngā karangaranga maha nau mai ki te Kura Tuarua o Māwhera

| Motto  | Vision  | Values    |         |
|--|---|-----------|---------|
| Whaia te iti kahurangi<br>Strive for success | The heart of learning in our thriving community | Akoranga  | Respect |
|  |   | Community | Hauora  |

This booklet has been prepared to help you better understand how the school works. It sets out the services we provide and our expectations of your children in their learning and behaviour when they are in our care. Please keep it and refer to it during the year.

We aim to have a school culture which values akoranga (learning), respect, community and hauora (well-being). We have high expectations for all of our students and staff and it is very important that you do too – it is proven that having high expectations for students from both parents and school makes the biggest difference to their achievement.

Our expectations for students and staff are made clear in the PB4L section of this guide. They are:

| Learning | Respect | Responsibility | Safety |
|----------|---------|----------------|--------|
|----------|---------|----------------|--------|

We encourage you to get involved with your child's education and to support your school. Greymouth High School belongs to you and your community: we are here to serve you and your children to the best of our ability. We always value any opportunity to talk with members of the families and whanau of our students.



# Staff and Facilities

## Office Hours

8.15am – 5.00pm during term time.

## Staff

For contact details please refer to the Greymouth High School website: [www.greymouth.school.nz](http://www.greymouth.school.nz)

## Key Staff

Your child will have a Mentor Teacher who should be your usual first point of contact, either by email or phoning the school office.

## Library

The hours for student use are 8.45am – 4.30pm each school day. The Library is closed for the first ten minutes of lunchtime. This is to ensure that students have their lunch.

# Parent Services

## Partnership

A good partnership between school and parents, caregivers and whanau helps students to be successful. We know that parents, caregivers and whanau care about the education their children receive. Please contact the school if you need information on your child's progress or if you have any concerns.

## Communication

We communicate within the school with Daily Notices. These are available via the school website and an online Parent 'portal'.

Weekly Parents' Newsletters are available from the school office, posted on request, by email or on the school website, [www.greymouth.school.nz](http://www.greymouth.school.nz) or from our Facebook page. Facebook can also be used to ask questions.

In addition we encourage parents to sign up to SchoolLinks free from our website. This lets us send alerts by text.

Families of all students are contacted early in the year by their Mentor Teacher and this sets a pattern for regular communication.

Our annual school magazine has been produced since 1923.

## Parent Portal

Parents and caregivers can access our school database to see live information specific to their son/daughter.

Through the Parent Portal you will have view access to:

- Student Timetables
- Student Attendance
- School Assessment Results
- Fee information
- Daily Notices

The passwords are unique for each student and are provided at the start of each year.

## Whanau Hui

Whanau Hui provide for two-way communication and consultation as well as an opportunity to support our rangatahi and Kaupapa Māori. They are held on the evening of the 4th Thursday of each term, unless advertised otherwise in Te Whare Akoranga

Whanau Hui is open to anyone with an interest in Kaupapa Māori, related to Greymouth High School. Parents and whanau are especially welcome.

## Attendance

Absences are notified to parents/caregivers by the Attendance Officer through email, text and direct phone contact. You can notify the school of a student absence via: **0800 GREYHIGH (0800 473 944)** or by emailing [attendance@greyhigh.school.nz](mailto:attendance@greyhigh.school.nz).

## Reporting

We report on student achievement and progress with written reports and Weekly Notes. Parent/Teacher meetings are scheduled twice a year. We are very happy to organise meetings for individual parents, caregivers or whanau at other times.

### Weekly Note Reporting System

Greymouth High School has a weekly reporting system for students. A "Weekly Note" will be available on the portal each Friday to parents and students.

The purpose of the Weekly Note is to ensure that the whole community surrounding each student is kept aware of their attitude to learning and progress at school. Parents will be made aware in "real time" of how their sons and daughters are working in their classes. The subject teacher, Dean and Pastoral Care staff will be able to track and support those students who are not reaching expectations.

The Weekly Note reminds students that their progress at school is being monitored by their teachers and parents. Students will receive constant and regular reminders about what they should be doing to achieve.

## Parent Teacher Association

Our Parent Teacher Association has the aim of supporting the school and helping to spread information. This is an important way of being involved and informed. Many interesting topics are discussed at these meetings. This is a valuable organisation and deserves full support from all our parents. The Parent Teacher Association makes an active contribution towards fund-raising every year. They also request a donation of \$20.00 from all families each year to help them support student activities at school. Meetings are held on the 2nd Wednesday of each month and are listed on the School Calendar in the weekly newsletter.

## Supporting Learning

All of the parent services are designed to help parents, caregivers and whanau in their very important role of supporting their child's learning. We wish to develop further the ways parents and the school can work together to support student learning and we appreciate your ideas.

## Enrolment Process

We invite students and parents to enrolment meetings. Enrolment forms and information packages will be sent out to parents or they can be obtained from the school office.

The Enrolment Team will meet with as many new students and their families as possible. This is to ensure that we provide for each child in the best possible way.

At these meetings parents will have the opportunity to indicate any preferences or needs they have for their child.

# Student Services

## Guidance

We have a guidance team consisting of a School Counsellor, a Careers Advisor, Deans, and Special Educational Needs Co-ordinator (SENCo).

Deans have as their main focus the success and progress in learning in their year groups.

## Student Leadership

Student opinions are valued in shaping our school. Student leaders are selected each year from students nominated by the student body. This includes – Board of Trustees Student Rep, Head Students, Pūmanawa, Arts Leader, Sports Leader and House Leaders. Their job is to support students and the school.

## Student Council

The Student Council, representing all students, provides an important opportunity for every student to participate in the running and improving of the school. It also provides leadership opportunities for students. The Council organises and carries out projects and campaigns to improve various aspects of student life. The Council has committees that advise staff.

## Mentor Classes

Each student is allocated to a Mentor class with a Mentor Teacher. The mentor role is a pastoral role with the aim of guiding and supporting students, and communicating with home.

## Peer Support

Within the Mentor class structure there will be specially selected and trained senior students who will take all Year 9 students through a 'Peer Support' programme designed to help them settle in well and to get the best from their opportunities at Greymouth High School.

## Tutorials & Homework Club

These operate to support students with their learning.

## Sport and Recreation

All students can take part in a wide range of sporting and recreational activities. Many students will compete in team or individual sports at local, regional and national levels.

Our Sports Co-ordinator offers activity and sports equipment from the office in the new gym during interval and lunchtime, Monday - Thursday, as well as supporting competitions and tournaments.

## Health & Wellbeing

The school has a Nurse Aide and we have regular visits from a Public Health Nurse to help us deal with any special medical needs your child may have. The enrolment form asks for known health problems to be identified and we rely on parents to keep us informed of changes.

Greymouth High School does not tolerate bullying and harassment. This includes verbal, physical and cyber bullying. If you believe that your child has been a target of bullying in any form, please do not hesitate to contact the school. You can speak to; your child's Mentor, Dean, the student Counsellor or a member of the Senior Leadership team. What is most important is that you do contact the school as soon as possible.



## Culture

Drama, Music and Art are offered as full subjects at every level and students are encouraged to take part in choirs, bands, Kapa Haka, school shows and productions. Individual music tutoring is available. Other groups include debating, chess and Shakespeare Competition. In most years there is a musical or drama production, either large or small.

## Careers

Students in Year 9 and 10 students begin preparing a **Learning Career Plan (LCP)** which is updated as they progress into the senior school. The plans enable students to gain the relevant information to make good career choices, give them personal support with their career planning and provide them with a tailored career plan that is relevant to their needs.

Year 10 students complete a unit of work on the 'World of Work' in preparation for senior course choices.

## Wi-Fi Access

Students have access to the school Wi-Fi network for free, so long as it is used in accordance with our Responsible Use Agreement.

## Student Café

There is a café on site for students to use. This is located in the Technology Building in the Library Quad. It is open during break times: 10.50-11.15am interval and from 1.20-2.10pm lunchtime.

## Student Office

The student office is open all day. Friendly staff are available to advise students, enable contact with home or signing in and out as well as storing large or heavy items. A phone is available freely for student use. You can call the student office on 0800 GREYHIGH (03 768 0472 Ext 823).

## Library

Our library is open at interval and lunch. As well as books and quiet reading spaces, a variety of games are available.

## Toki Pounamu

Greymouth High School partners with most of our contributing primary schools in a commitment to using technology to be at the leading edge of education. This means we have agreed on some common ways we teach and your child learns, which helps your child to gain a consistent experience from primary through secondary school. It also means we run a trust to support access to a computer for each student for school use - the trust is non-profit making and enables you to spread payments to as little as \$3.80 per week over three years, with insurance and extended warranty included. We have chosen to all use Chromebooks: we also all use the same ICT support (a company called Fusion). This makes the computer itself like a uniform item (no competition) and gives you consistency. Full details are available separately.



If your child's Chromebook gets damaged or stops working properly, it can be brought to the library and will be replaced with a loan Chromebook while it is assessed and repaired. We expect loan computers to be treated with care and respect and returned when requested.

# Curriculum and Courses

## Curriculum

Greymouth High School's vision for learning is that we are moving towards differentiated and individualised learning for all students that provides each student the start on a pathway to success in their future lives.



## Year 9 and 10

In the junior school Year 9 students take core subjects of English, Mathematics, Science, Social Studies and Physical Education and are exposed to a range of modules, including Te Reo / Tikanga Māori which explore the Arts, Technology and Language curriculum areas.

In year 10 students continue to study English, Mathematics, Science, Social Studies and Physical Education but are now able to select options of interest covering the Arts, Technology and Languages but also branching into some of the new subjects which will be on offer in the senior school.

## Year 11 to 13

In the senior school students at Greymouth High School have a variety of pathways to choose from.

For students who have yet to decide on a career direction either towards university, trades or employment they can continue in a general pathway choosing any of the options available at Greymouth High School. At Year 11 English, and Mathematics remain compulsory, and at Year 12, English.

For students who have decided on a pathway heading towards University or Degree study, students should select options which lead onto University Entrance subjects at Level 3 and are supported in the senior years to explore tertiary options with visits to relevant tertiary institutions.

For students who have a clear trades based pathway in mind, they can choose to enter the West Coast Trades Academy. This offers a vocational pathway into the trades for students and is a two year programme. Students choosing this option will study one day a week on a West Coast Trades Academy Course, or in block courses which can include some school holiday commitments.

As students begin to consider leaving school we also offer programmes in conjunction with the Tai Poutini Polytech where students are part time enrolled at both, thus allowing them to make the bridge to tertiary study easily and still with the support of the school environment.

Gateway is a workplace-based programme which aims to develop students' employability skills and qualities as well as contributing to NCEA. In 2018, our Gateway Programme will work in partnership with our WCTA programmes.

Also on offer is the Māwhera Services Academy. Information on all programmes is available through Mentor Teachers, Deans or Career Services.

## Māwhera Services Academy

Māwhera Services Academy is a pathway offered at Greymouth High School aimed at students in Years 12 and 13 who have an interest in pursuing a career in the armed forces, police, fire service or related industries, but this is not essential and as such, any application would be considered. It is located onsite and students participate fully in the school community, mentored by a full time Director with a military background.

The programme includes courses in English, Mathematics and Core Skills and students select two other options of interest. Core Skills involves 'services training' including adventure based learning, field exercises, leadership development, confidence building, military drill and survival training. Students are working towards NCEA qualifications. The academy is supported by the NZ Defence Force with a range of activities, courses and exercises.

A junior option is available as a 'taster'.

Further information and an application pack are available at the school office.



# Student Management

## Positive Behaviour for Learning

### What is PB4L?

The acronym PB4L stands for Positive Behaviour for Learning. It is a school wide integrated initiative which aims to promote appropriate behaviour in a positive manner that is non-threatening and supportive of all students and staff. It aims to minimise problematic behaviours and maximise and celebrate positive social and academic student behaviours.

Positive Behaviour for Learning is based on more than twenty years' research in creating positive school cultures, and is supported by research which describes the success of thousands of schools across Canada, Norway, Iceland, USA and Australia.

It is about:

- Establishing a school environment that supports long term success
- Integrating positive academic and social behaviour expectations
- Teaching desirable behaviours
- Improving behaviour support systems for students
- Increasing positive interactions with students
- Using data for decision making
- Decreasing reactive management
- Maximising academic achievement

## Our School-Wide Expectations

We will establish clear expectations for the behaviour we expect in all areas of our school. We will teach those expectations to the students and reward them frequently with our in-class and out of class rewards systems. The expectations for all student behaviour will be clear throughout our learning and social areas.

## Greymouth High School is a place of

- Learning
- Respect
- Responsibility
- Safety

| Greymouth High School is a place of... | All areas   | All teaching areas<br>This includes: All classrooms, EOTC, Specialist Rooms, Library, Hall Gymnasiums, pool/ courts   | Walkways & Corridors  | Device Use<br>This includes: Chromebooks, computers, laptops, cell phones, iPods, iPads   |
|--|---|---|---|---|
| <b>LEARNING</b>                        | <ul style="list-style-type: none"> <li>Take ownership of your learning</li> <li>Take advantage of opportunities to learn</li> <li>Have a positive attitude</li> </ul>   | <ul style="list-style-type: none"> <li>Actively participate in the learning process</li> <li>Allow others to learn</li> <li>Appropriate use of cell phones, iPods and computers</li> </ul>  | <ul style="list-style-type: none"> <li>Read information on notice boards</li> </ul>   | <ul style="list-style-type: none"> <li>Be a savvy digital learner</li> <li>Use assigned sites/ apps as instructed by your teacher</li> <li>Store your work in appropriate folders</li> <li>Share your knowledge and expertise with others</li> <li>Seek help and support if you are unsure</li> </ul> |
| <b>RESPECT</b>                         | <ul style="list-style-type: none"> <li>Use polite and appropriate language</li> <li>Take care of the school environment</li> <li>Be considerate towards other people and their property</li> </ul>  | <ul style="list-style-type: none"> <li>Take care of furniture, equipment</li> <li>Everyone listens to the person speaking</li> <li>Treat people and place appropriately</li> </ul>  | <ul style="list-style-type: none"> <li>Allow people to walk through</li> <li>Use polite and appropriate language</li> </ul>   | <ul style="list-style-type: none"> <li>Follow the THINK process</li> <li>Take care of your device and the devices of others</li> <li>Leave others' devices alone</li> <li>If teacher is talking or students are presenting "SHARK IT!"</li> <li>Consider the privacy of others</li> </ul>             |
| <b>RESPONSIBILITY</b>                  | <ul style="list-style-type: none"> <li>Follow instructions given</li> <li>Dress in correct uniform</li> <li>Be in the right place at the right time</li> <li>Rubbish in bins</li> <li>Quiet around classrooms</li> <li>Use areas appropriately</li> </ul> | <ul style="list-style-type: none"> <li>Follow instructions given</li> <li>Arrive on time with the correct equipment</li> <li>Complete set tasks to the best of your ability</li> <li>Clean up work area</li> </ul>                            | <ul style="list-style-type: none"> <li>Move around without disturbing other classes</li> <li>Tidy up your rubbish using bins provided</li> <li>Move to class quickly and quietly</li> </ul> | <ul style="list-style-type: none"> <li>Keep your work authentic</li> <li>Ensure your device is charged and ready for use</li> <li>Follow class guidelines for use of devices</li> <li>Follow the kawa of care and AUP</li> </ul>  |
| <b>SAFETY</b>                          | <ul style="list-style-type: none"> <li>Stay on school grounds unless permitted to leave</li> <li>Report unsafe activities/ accidents</li> </ul>   | <ul style="list-style-type: none"> <li>Line up quietly and carefully outside classroom</li> <li>Stay in class during class time</li> <li>Enter and exit room in an orderly fashion</li> <li>Follow safety instructions/ procedures</li> </ul> | <ul style="list-style-type: none"> <li>Walk</li> <li>Report hazards</li> <li>Safe interaction with peers</li> <li>Keep bags out of walkways</li> </ul>                                      | <ul style="list-style-type: none"> <li>Be cyber SMART and make SMART decisions</li> <li>Only post content that you and your whanau would be proud of</li> <li>Keep your passwords secure and lock your devices</li> <li>Report any harmful posts</li> </ul>   |

## Rewarding Positive Behaviour

There are many ways that we acknowledge and reward students following the school-wide expectations of learning, respect, responsibility and safety.

The PB4L Team which includes staff and parent and student representatives meet and use a data driven process to select a behavioural focus from the matrix found on page 2. This behaviour is then explicitly taught to students and a reward system is set in place to acknowledge students who meet this expectation during the focused time. These rewards may be individual or class based rewards.

# Rewarding Effort and Achievement

## Classroom Reward Systems

Classroom teachers often have their own reward systems in place to recognise effort and achievement in class during the year.

For example: stickers, positive notes, stamps, phone call or postcard home

## Well Done Certificates

Classroom teachers will award well done certificates for substantial academic achievement or effort. These should be kept by your child until they have three and they should then be handed in to their mentor teacher.

## Tohu Kahurangi Awards

When your child receives three well done certificates, these are passed on to the Year level Dean. The Dean will look at your child's pastoral record and decide if he/ she is entitled to receive a Tohu Kahurangi Dean's award.

## Principal's Award

When your child receives two Tohu Kahurangi awards, the Dean will again review your child's pastoral record and decide if they are entitled to receive a Principal's award. The names of students who receive Principal's awards are published in our school newsletter.

# Behaviour Management System

Our aim is to have a behaviour management system that all students, parents and teachers understand. This involves the school wide expectations, consequences and rewards.

Greymouth High School has the following shared beliefs that have influenced our behaviour management procedure:

- **Learning is the priority**
- **It is the right of every student to learn unhindered by others**
- **Maintaining positive relationships is important**
- **Teachers should have high expectations for their students**
- **Students, teachers and family/ whanau have a shared responsibility for making the system work and upholding the school wide expectations**
- **Strengthening the contact between home and school is imperative**
- **Positive behaviour of students should be acknowledged and rewarded**
- **Consequences should include a continuum of responses to problem behaviours**

Our school-wide behaviour management system has been developed to:

1. **Reduce the number of students choosing inappropriate behaviours**
2. **Reinforce the fact that students perform better when teachers have high expectations and consequences are clear and consistent**
3. **Give a consistent approach to classroom management for all staff**

## Consequences v Punishment

At Greymouth High School, we don't see consequences as punishment, but rather as a process to help students reflect and learn the expected behaviour. These consequences help students develop self-control and self-discipline over their behaviour.

| A Consequence                          | Punishment                              |
|--|---|
| Emphasises what a student should do    | Emphasises what a student should not do |
| Is an ongoing process                  | Is a one time occurrence                |
| Sets an example to follow              | Insists on obedience                    |
| Leads to self control                  | Undermines independence                 |
| Helps students change                  | Is an adult release                     |
| Is positive                            | Is negative                             |
| Accepts student's needs to assert self | Makes students behave                   |
| Fosters students ability to think      | Thinks for student                      |
| Shapes behaviour                       | Condemns behaviour                      |

## Behaviour Management Procedures: In Class

| What's happened   | Who's involved   | Protocol   |
|---|--|--|
| 1st offence   | Classroom<br>Teacher<br>Student                                      | <ul style="list-style-type: none"> <li>Behaviour is named.</li> <li>Teacher makes it clear that behaviour being portrayed is not appropriate.</li> <li>Expected behaviour stated – refer to school wide expectation</li> <li>Redirect, reteach.</li> </ul>   |
| 2nd offence   | Classroom<br>Teacher<br>Student                                      | <ul style="list-style-type: none"> <li>Teacher keeps track in roll book (if that is teacher's chosen method or agreed class consequence)</li> <li>Student is warned that repeat of this behaviour will result in a consequence</li> <li>Redirect, reteach.</li> </ul>  |
| 3rd offence   | Classroom<br>Teacher<br>Student                                      | <ul style="list-style-type: none"> <li>A consequence is issued by the classroom teacher.</li> </ul> <p>At this point, the student will be informed that anymore of this particular behaviour will not be tolerated and the only step left is a DRF (discipline referral form).</p>   |
| 4th offence   | Classroom<br>Teacher<br>Student<br>Allocated Senior<br>Class<br>Home | <p><b>Discipline Referral Form (DRF) is issued. Students are removed for one of three reasons:</b></p> <ul style="list-style-type: none"> <li>Ongoing refusal to follow teacher instructions</li> <li>Unwanted talking</li> <li>Verbal or physical harassment</li> </ul> <p>See DRF procedures on page 15.</p>   |
| Ongoing, disruptive behaviour                               | Classroom<br>Teacher<br>Student<br>Year Level Dean<br>Home           | <ul style="list-style-type: none"> <li>Dean initiates home contact based on referral data or classroom teacher refers to Dean for ongoing, disruptive behaviour.</li> <li>Dean may issue appropriate consequences</li> <li>If the issue is based in one particular class, in the interim, the student might have to attend the Student Support Centre during lesson time with particular teacher.</li> </ul> |
| <b>Outrageous Classroom Behaviour</b><br>See further detail | Classroom<br>Teacher<br>Student<br>SLT / DEAN<br>Home                | <ul style="list-style-type: none"> <li>Teacher will send an <b>Emergency Response Card</b> to the Student Office and a member of SLT will come and collect student.</li> <li>Teacher will be required to fill in an in-depth report.</li> <li>Outside agencies may need to be involved.</li> </ul>   |

## Discipline Referral Form (DRF) Procedures

If your student has received a DRF, they have been referred out of their own class and sent to a senior classroom. They will have been removed for one of three reasons:

1. Ongoing refusal to follow teacher instructions
2. Unwanted talking
3. Verbal or physical harassment

**By being issued with a DRF, your child will have automatically obtained a 1 hour after school detention which they must attend the following school day. This will be held from 3.15pm – 4.15pm.**

The classroom teacher will phone home on the day the DRF is issued to advise you that a detention has been issued.



Your child will attend the after school detention the following day, run by one of the school deans. Here they will complete a reflective thinking sheet, which will form part of the discussion with their classroom teacher. The student does not go back to class until this step has been completed. They may need to be placed in a senior referral class for a period on the day the detention is to take place.



During the after school detention, the classroom teacher who issued the DRF will arrive. The teacher reviews the completed reflecting thinking sheet and has a restorative chat with your child in an attempt to work the problem out.



If the issue is resolved, your child will be free to leave at 4.15pm and they will return to class the following period. If issue is unable to be resolved after restorative chat with student, then further support will be required from the Dean, where the Dean may call a meeting with teacher, student and parents/ caregivers in an attempt to resolve issue.



On-going disruptive behaviour will involve the Dean contacting home and administering a further Dean's detention/ consequence.

## Outrageous Classroom Behaviour

It is the right of every child to learn unhindered by others. Outrageous classroom behaviour is wilful, deliberate and makes continuation of the lesson difficult while the student is still present. The behaviour could include:

- Direct abuse of/ swearing at teacher
- Ongoing defiance of teacher request or instruction
- Endangering the safety of others
- Vandalism
- Total refusal to go to the particular referral room
- Refusing to comply with a teacher's instructions in a referral room

Outside agencies may need to be involved.

In such instances the student's teacher will send an Emergency Response Card to the Student Office and a member of SLT will come and collect the student.

The teacher will need to complete an in-depth written account of what happened to SLT as soon as is practical after the lesson.

## Stand-downs/Suspensions

The Principal may stand-down or suspend a student should the misbehaviour be extreme, continual or a dangerous example to others. A stand-down involves the Principal deciding a student is not to attend school for up to five days. A suspension involves a student being referred to the Board of Trustees for a decision about his/her future at the school.

## School Rules

The school has rules designed to ensure each student's learning needs are met, to promote their welfare and safety and to promote co-operation between students and between students and teachers. It is important to the Board that the school has a good reputation in its community.

1. Physical and/or emotional violence is unacceptable (this includes verbal and physical, cyber harassment, bullying and intimidation).
2. Follow instructions from staff.
3. Respect others' property.
4. Offensive and/or abusive language is unacceptable.
5. Do not possess or use alcohol, tobacco, recreation and illegal drugs or harmful substances including vapes or the equipment intended for the consumption of banned substances.
6. Attendance at all classes is essential.  
(When absent, a note or phone contact from parents/caregivers is required).
7. Stay on the school grounds unless you have (written) permission to leave and have signed out at the office at any time during the school day.
8. Look after our school environment (grounds and buildings).
9. Follow the uniform/dress code.
10. Glass bottles and large (over 700ml) soft drinks bottles are not permitted.
11. Energy drinks are not permitted.
12. Aerosol cans are not permitted.

## Smoking, Drinking, Drugs

No pupil is allowed to smoke, consume or be in the possession of tobacco, vapes, recreational drugs, alcohol, or other harmful substances while they are under the control of the school (including breaks during the day, before and after school, and while in school uniform).

This also applies to all students at any school function or on any school camp or trip or at weekends and holidays if the students are under the control of the school at the time.

The school takes a strong line on these issues. This involves making every effort to prevent the use of harmful substances and ensuring strong support for students identified consuming or in possession of these. Consequences may include stand down or suspension and will always involve referral to the Police and Health Services.



## Cellphones / Digital Devices

It is expected that cellphones/digital devices will be used appropriately at all times. Each student has to sign and adhere to a **Responsible Use Agreement** to be allowed to have a cellphone/digital device at school. Smart phones may be used in class under teacher direction. Teachers have the right to confiscate cell phones/digital devices should that be necessary. If this is for longer than the lesson, the phone will be stored in the office for collection.

## Leaving the School Grounds

No student should leave the school grounds without official permission.

Students are not permitted to be off the school grounds during the day unless they have written permission.

Lunch Passes **may** be issued to students in response to a request from a parent/caregiver for students in Years 9, 10, 11 & 12. The pass will only permit them **to go home** for lunch – the address will be shown on the pass. Year 11 students can request a lunch pass to go to Parky's on Marsden Road. Year 12 students can request a Lunch Pass enabling them to go to either the High Street shops or Parky's.

Year 13 are permitted off site during intervals and lunchtimes, but should sign out if they are leaving during class time.

# School Charges

## School Donation

The Board of Trustees sets a school donation each year of **\$85.00 for one student and \$120.00 per family**. You will be sent a request for payment in Term 1 or if you wish you may pay at enrolment time. Although this donation is voluntary, we rely on it to offer a good range of sporting and cultural activities. Donations help subsidise some sports and cultural activities, van running costs, and activities such as the Year 10 Sewell Peak Challenge. These are just some examples and we really appreciate your support.

## Contribution for Activities and Materials

The funding received by schools only provides for the very basic curriculum delivery. We pride ourselves on offering enhanced learning opportunities for all students. To allow this we rely on contributions from parents/caregivers. These contributions are detailed in the course outlines and on the stationery lists.

## Fundraising

The Board of Trustees supports the idea of fundraising in principle, for special projects. The School may have fundraising projects from time to time involving staff and students.

# Emergency Plans

Given our living on a shaky isle, we thought it would be useful to remind all our school community of emergency plans for all students, staff and visitors.

## In the event of an emergency in school hours

(fire, earthquake, pandemic or any other emergency resulting in whole school evacuation)

- The school will assume responsibility for all students until they are collected.
- No student will be released from the school unless a parent or authorised person (emergency contact) collects them. Authorised persons are those persons who the parent has nominated on the student's enrolment form.
- Any parent or authorised person collecting a student is to report to the reception area at the main office. School can then record that the student has been collected. In the instance that the main office is unusable, we will leave written instructions on the front doors of the alternative reporting area.
- Students should not leave school premises; however, the school recognises that some students may make their own decision to leave, without school permission and without signing out.
- At some stage, it may be necessary to close the school. Be assured that any students who have not been collected will be looked after to ensure your child remains safe. Parents will be notified as possible and the information will also be deposited at the Grey District Council's Civil Defence Emergency Operations Centre. Handover of students will only be made to authorised Civil Defence Emergency Operations Centre welfare staff.
- **In the event of an emergency out of school hours**  
(dependent on power, internet, phone coverage)

Our staff will endeavour to message all families. We will communicate as best as circumstances allow to advise of any school closure. This communication could come via any of the following ways:

- Email
- Text
- Greymouth High School Facebook page
- Greymouth High School Website - [www.greyhigh.school.nz](http://www.greyhigh.school.nz)
- Notices on main entry points to the school.
- Radio - The Hits 93.1 FM

## Do you have an emergency plan?

We urge all our families to make sure that you have in place your own plan to cover your family in these circumstances and that all family members fully understand the plan. Make sure that you have an emergency survival kit set up so that your family can take care of itself for between three to seven days following an emergency. See [www.getthru.govt.nz](http://www.getthru.govt.nz) for assistance with this.

## Are your emergency contacts up to date?

If a person is not listed as an emergency contact with the school, then they will not be able to take your child from school until contact has been made with a listed emergency contact. Sometimes this causes frustration and delays in your child being able to leave the school. Please make sure we have all the correct details for any person that may arrive at school wanting to pick up your child in any situation.

## Have any of your details changed?

Notify the school of any changes to:

- Email addresses
- Phone numbers, including cell phones
- Residential addresses
- Postal addresses

Contact our office or your child's mentor teacher to update your details.

**Ph: 0800 GREY HIGH or  
[office@greyhigh.school.nz](mailto:office@greyhigh.school.nz)**

# Uniform

In 2017, we started to bring in a revised uniform, with a 'phasing in' period as follows:

| 2018  | 2019                        |
|---|-----------------------------|
| Year 9 and 10 in new uniform                | All students in new uniform |
| Rest of school option of new or old uniform |                             |
| Year 13 in uniform pre-2017 or new uniform  |                             |

## The Board of Trustees has set the following rules for uniform in 2018:

- Only school uniform items as defined in the table below may be worn on the school grounds
- Uniform items should be clean, tidy and worn with respect

| Year 9-11 Female  | Year 9-11 Male  |
|---|---|
| Charcoal Macpac softshell optional.<br>Navy GHS jacket (pre-2017) accepted for year 11  | Charcoal Macpac softshell optional.<br>Navy GHS jacket (pre-2017) accepted for year 11.                                       |
| Navy V-neck jersey optional.<br>2017 or earlier acceptable for year 11.   | Navy V-neck jersey optional.<br>2017 or earlier acceptable for year 11.   |
| Navy V-neck cardigan optional.  |   |
| Pale blue short sleeve blouse.<br>Pre-2017 white blouse acceptable for year 11.   | Pale blue short sleeve shirt.<br>Pre-2017 white polo or dress shirt acceptable for year 11.                                   |
| Optional tartan (blue-green with yellow fine line) skirt to be worn at top of knee.<br>Pre- 2017 Blackwatch tartan skirts and kilts acceptable for year 11 OR | Optional long trouser in dark navy (pre-2017 grey trousers accepted for Year 11)  |
| Optional navy school shorts OR  | Optional navy school shorts OR  |
| Optional long trouser in dark navy  |   |
| Plain black tights or plain black socks   | Plain black socks   |
| Plain black shoes (any material) with flat or low heel. Note, covered-toe shoes must be worn in science and technology areas.                                 | Plain black shoes (any material) with flat or low heel. Note, covered-toe shoes must be worn in science and technology areas. |

| Year 12-13 Female  | Year 12-13 Male   |
|--|---|
| Navy blazer optional.  | Navy blazer optional.   |
| Charcoal Macpac softshell optional.<br>Navy GHS jacket (pre-2017) accepted.  | Charcoal Macpac softshell optional.<br>Navy GHS jacket (pre-2017) accepted.   |
| Navy V-neck jersey optional.<br>2017 or earlier acceptable.  | Navy V-neck jersey optional.<br>2017 or earlier acceptable.   |
| Navy V-neck cardigan (single colour) optional.   |   |
| White short sleeve blouse.   | Blue/white check long sleeve or short sleeve shirt.<br>Pre-2017 white polo shirt acceptable.  |
| Optional tartan (blue-green with yellow fine line) skirt to be worn at top of knee.<br>Pre-2017 Blackwatch tartan skirts and kilts acceptable OR |   |
| Optional navy school shorts OR   | Optional navy school shorts OR  |
| Optional long trouser in dark navy   | Optional long trouser in dark navy  |
| Plain black tights or plain black socks  | Plain black socks   |
| Plain black shoes (any material) with flat or low heel and dark sole. Note, covered-toe shoes must be worn in science and technology areas.      | Plain black shoes (any material) with flat or low heel and dark sole. Note, covered-toe shoes must be worn in science and technology areas. |

### Unisex accessories

- White plain (no obvious writing) short sleeve thermals under shirts or blouses
- School sunhat (navy or black) for terms 1 and 4
- School beanie (navy or black) for terms 2 and 3
- School scarf (navy or black) for terms 2 and 3

### Dress Code for Mufti

The appearance of students is expected to be a credit to the school at all times.

The following dress code will apply to the wearing of mufti:

1. The standard of dress is tidy, casual clothing. Please bring a change of clothes for Outdoor Education and Physical Education classes where appropriate.
2. Footwear is to be safe, clean and worn at all times. Covered shoes must be worn in workshops and labs. Non marking shoes must be worn in the gym.
3. Clothing which is drug, alcohol or tobacco-related, offensive or abusive, is not to be worn.
4. Hats and hoods must be removed in the classroom.

### Year 13 'Dress Up days'

A tradition of special dress up days for Year 13 has been established. These are to be arranged in advance through the Student Leadership Team.

### Physical Education Uniform

Students must have an appropriate change of clothing for Phys Ed. Black shorts and plain t-shirt is preferable. Non-marking gym shoes or trainers must be used for Phys Ed. School shirts **may not** be worn for Phys Ed.

## Personal Presentation

1. **Extreme hairstyles**, untidy facial hair, excessive jewellery, excessive makeup and offensive piercings are not permitted at school. Common sense applies in manner of presentation that could bring discredit to the school. The discretion of the Principal will apply. It is expected that students express their individuality tastefully and in a manner that does not cause offence or bring negative comment.
  2. **Jewellery**. Not to be excessive. Must be removed for health and safety reasons eg in workshop and sport situations.
- Cultural considerations, such as ta moko or turbans, will be respected.
  - Any exemption or variation from these rules is at the discretion of the Principal after an approach from parents or caregivers of the student concerned.

## Uniform Shop

The Uniform Shop is located in the Gym Quad on Tuesdays and Thursdays, 2.00 - 5.00pm term time. If you are wanting to purchase uniform items outside of shop hours, please come to the school office. It is also open in the last two weeks of January and the first week of school in Term 1. If you have any queries about any school uniform item, please contact the school office.

**EFTPOS/Cash/Cheque/Credit Card & LAYBY available.** You are welcome to use our layby system for all your uniform requirements. Please note credit card payments incur an additional 3% fee.

## Layby for 2018 Uniforms

Parents can start layby payments for uniform at any time. Payments can be made to the school office and held for your uniform purchase. In January the Uniform Shop will be given a list of payments.

Please give the office both the student and the parent name as a reference.

If you would like to make direct credit payments please contact the school office for the details you will need.

# Complaints Policy



## Policy Statement

All concerns and complaints are dealt with fairly and effectively, in the interests of all parties concerned and in line with the schools values and beliefs.

Staff members who wish to report incidents of serious wrongdoing within the school and wish to be protected should follow the Greymouth High School protected disclosures procedure.

## Procedures for Complaints

These procedures cover the way the School treats any concern or complaint.

At all times attempts will be made to resolve complaints informally by the complainant, where appropriate, communicating initially with the person whose actions have given rise to the complaint. If the complainant is not satisfied then the complaint should be made, preferably in writing, to the Principal.

Complaints will be treated in confidence, however in the interest of natural justice the person (or persons) the complaint is about must have the opportunity to hear all details of the complaint and formulate a reply.

The Principal will discuss all complaints with the Board Chairperson to determine the level of the complaint.

Examples of serious complaints:

- By school staff against parents/caregivers/students
- By parents against teachers or other staff regarding treatment of children
- Alleging any criminal conduct or unlawful contact
- Alleging sexual harassment
- Against the Principal
- Against a Board member or the Board

## Principal's duties on receipt of a complaint

The Principal will deal with a complaint by:

- ensuring the issue is heard (by the Principal or designated staff member) to the satisfaction of all parties or the Principal is able to adjudicate on the complaint;  
*Or by*
- referring the complaint to the Board providing a written report with all relevant information affecting the complaint.
- noting the complaint in the complaints register.

Where parents/caregivers are dissatisfied with the Principal's actions or decisions concerning any complaint they should place their concerns in writing to the Board of Trustees chairperson. The Board Chairperson cannot decide Independently as to what action will be taken and must refer all complaints to the whole Board.

## Board's duties on receipt of a complaint

Any complaint received by the Chairperson shall in the first instance be referred to the Principal and then be dealt with in the Public Excluded session by the whole Board and will be:

- considered on the information presented in writing.
- either concluded with no further action, referred back to the Principal with or without recommendations, or referred to a Complaints Committee of no less than three people.
- based on the principles of natural justice which require that all parties have the opportunity to present their views in writing and/or orally
- answered by the Board by writing to the complainant with appropriate information as to how the complaint was resolved or what action is to be taken next.
- referred back to the Principal for further information or mediation as appropriate.

The Board recognises that not all complainants will be satisfied with the outcome of a complaint. If a complainant is not satisfied with the Board's decision then the chairperson should advise the complainant of other avenues e.g. Ombudsman.

## Complaints Committee

Should it be necessary to establish a complaints committee, the Board has the authority to include personnel from outside the Board who have appropriate expertise.

The Complaints Committee will have the responsibility of deciding whether a complaint has been established. No one with a personal interest or predetermined view will become a member of the Complaints Committee or take part in any Board deliberations.

The Complaints Committee will:

- consider all relevant information.
- entitle any party to have a supporter, lay advocate or legal representation. The Board will not be liable for any expenses incurred by the other parties.

After a hearing the Complaints Committee may:

1. Find the complaint not established.
2. Find the complaint established and make recommendations on a course of action to the Board.

## Complaints against the teaching or support staff

In addition to the preceding procedures the Board shall have regard to the following principles when addressing complaints (either serious or otherwise) against staff:

- All complaints against staff shall be dealt with in accordance with the relevant Employment Agreement.
- All complaints against staff are to be referred in the first instance to the Principal.
- Copies of the letter of complaint should be given to the staff member for a written response.
- The staff member should be advised that they can seek representation from a professional and/or union representative.
- In the case of allegations that may have disciplinary implications, the Board should convene the Complaints Committee to investigate and report on the substance of the complaint. This committee could hear submissions from the staff member's designated support person.

## Complaints against the Board

Complaints against the Board alleging misconduct and/or dereliction of duty will be referred to a panel (appointed by an independent Advisor) comprising three or more people and may include:

1. A Principal of a local school
2. A STA representative
3. Any other suitable person.

It is recognised that the Board has no power of discipline over individual Board members under any Act of Parliament.

## Complaints against the Principal

Complaints against the Principal shall be in writing and referred to the Board chairperson who will inform the Board and where appropriate initiate mediation.

All complaints against the Principal will be dealt with in accordance with the relevant employment agreement and the procedures for complaints against staff members.

## Complaints against Students

Complaints against or about students will be dealt with under the student behaviour management procedures.

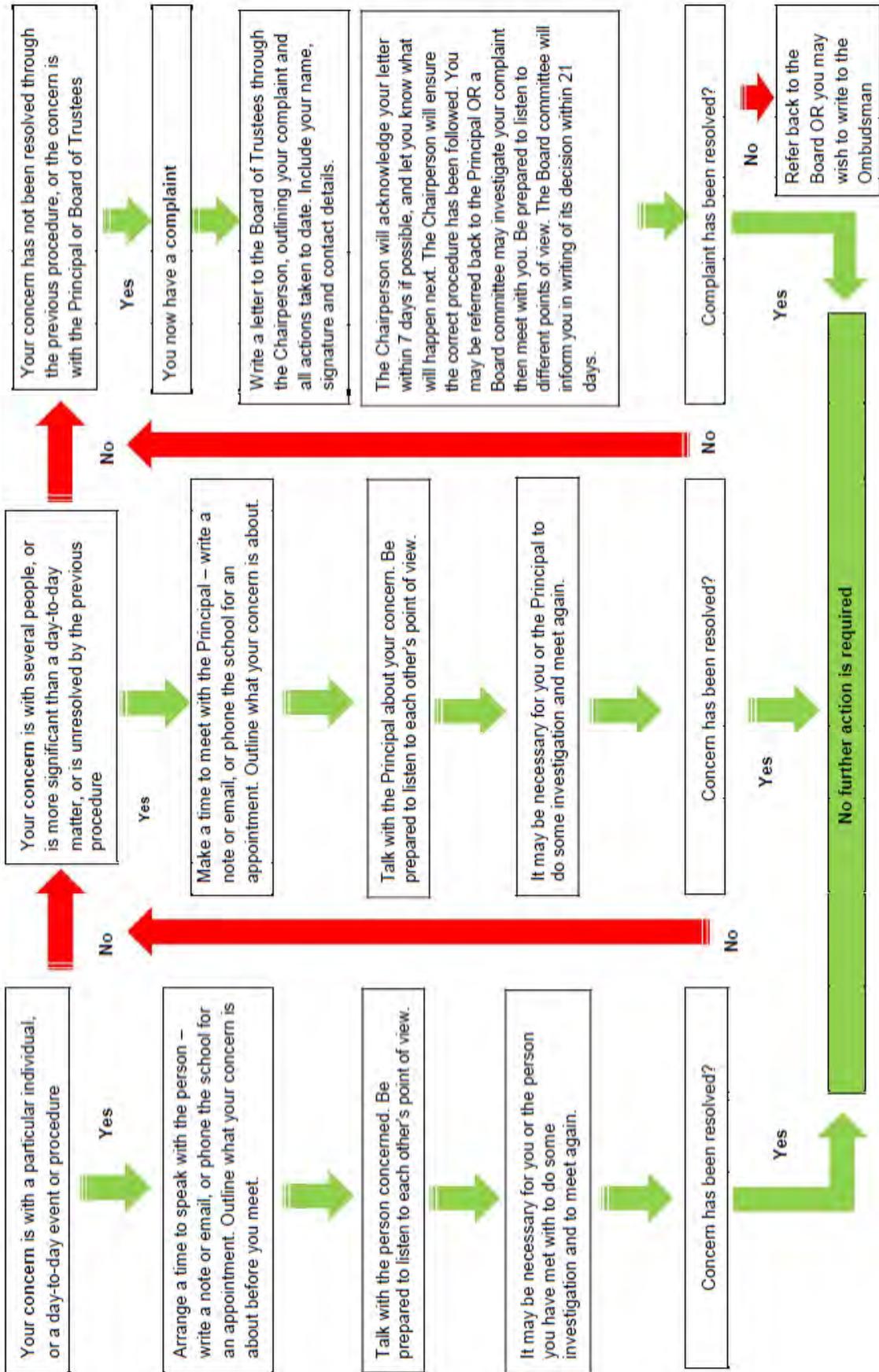
## Administration

- All complaints are recorded in the complaints register.
- All letters of complaint responded to within 3 days.
- Where possible all complainants are advised of process and timeline.
- Regular updates are given if the process is longer than one month.
- A formal closure letter will be sent when the complaints process has been concluded.
- Any employee who has material placed on their personnel file as a result of a complaint will be advised.
- Complaints material will be filed and held confidentially to prevent unauthorised access to this data.

Review Date: 2017

## GREYMOUTH HIGH SCHOOL PROCEDURE FOR DEALING WITH CONCERNS OR COMPLAINTS

When concerns from any member of the school community arise they will be handled promptly with care and sensitivity. Following this procedure will ensure that a fair resolution is reached. Everyone has a right to a support person throughout this procedure.







Telephone: (03) 768 0472 | 0800 GREYHIGH  
E-mail: [office@greyhigh.school.nz](mailto:office@greyhigh.school.nz)

[www.greyhigh.school.nz](http://www.greyhigh.school.nz)