



GREYMOUTH
High School
Te Kura Tuuruu O Māwhera

Parent Guide 2021



The heart of learning in our thriving community

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Term Dates 2021

Term One	Monday 1st February	→	Friday 16th April
Term Two	Monday 3rd May	→	Friday 9th July
Term Three	Monday 26th July	→	Friday 1st October
Term Four	Monday 18th October	→	Monday 13th December

2021 Holidays

Waitangi Day	Monday 8th February
Good Friday	Friday 2nd April
Easter Monday	Monday 5th April
Anzac Day	Sunday 25th April (during school holidays)
Queen's Birthday	Monday 7th June
Labour Day	Monday 25th October
Westland Anniversary Day	Monday 29th November

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 Strive for success	The heart of learning in our thriving community	Akoranga	Respect
		Community	Hauora

Our vision is to be *The Heart of Learning in our Thriving Community*. As the biggest school on the West Coast, with over 80% of this district's rangatahi learning with us, we recognise that it is our responsibility to engage every student in learning for life. In this way, by giving each one a positive experience of learning, we should play a key role in our whole community thriving.

Our values guide how we work well together by giving us priorities:

Akoranga, learning, is obvious but it's not about teachers just telling kids stuff (like in the old days)... we want a learning community in which relationships allow for both the student and the teacher (all of us in fact) to be learners and teachers.

Respect for ourselves, for each other, for our guests and for our environment is essential for any community's success. I have a deep belief about respect, that every person is entitled to be treated with respect regardless of their role in life or any other aspect of their person (for example gender, ethnicity, abilities). I acknowledge the role of mana whenua Ngati Waewae in setting the tikanga for our area.

Community is key for us – we represent our community and we influence our community. We work for strong and positive relationships throughout our school community, with associated rights and responsibilities, to give a positive sense of belonging and maximise opportunities for everyone.

Hauora, wellbeing, can be hard to look after but we need to be OK in ourselves before we can learn and we need to look after ourselves before we can look after others. We use the Te Whare Tapa Whā model of hauora throughout the school – this is in its infancy but we're getting better at incorporating hauora into daily life for the benefit of everyone.

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 whānau of our students.



Staff and Facilities

Office Hours

8.15am – 4.30pm during term time.

Staff

For contact details please refer to the Greymouth High School website: 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.



Kiri Russell - Kaitakawaenga/School-Home Partnership Promoter

My role is to help bridge the gap between school and home, as a partnership. I help families/whānau be involved with school and their children's education by helping demystify 'school stuff'. I can assist you around how to stay in touch with the school by using the likes of the Parent Portals and the best way to communicate with you. Plus I am here to help understand what we can do better for you.

Email: russellk@greymouth.school.nz

Phone: 768 0472 ext. 850

Mobile Call or Text: 027 200 5666

Parent Services

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.

If you have any questions about enrolments, please contact enrol@greyhigh.school.nz.

Partnership

A good partnership between school and parents, caregivers and whānau helps students to be successful. We know that parents, caregivers and whānau 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'.

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 whānau, and are provided at the start of each year.

Weekly Newsletters are sent by email and published on the school website, www.greyhigh.school.nz, the school app, and on our Facebook page. Facebook can also be used to ask questions.

In addition we encourage parents to download the school app. Through the app you can read newsletters, report student absences, be notified of any important alerts, access the parent portal and even complete a consent form, all electronically. Download to your device now by going to the App Store, search 'SchoolAppsNZ', then search Greymouth High.

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.

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: The school phone app, **0800 GREYHIGH (0800 473 944)** or by emailing attendance@greyhigh.school.nz.

Reporting

We report on student achievement and progress via live reporting and Weekly Notes. Parent/Teacher meetings are scheduled twice a year. We are very happy to organise meetings for individual parents, caregivers or whānau 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.

Live reporting gives students and whānau feedback on assessments and feedforward to lift achievement. This happens 3 - 4 weeks after an assessment takes place and can be viewed on the portal.

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. Meetings are held on the 2nd Wednesday of each month and are listed on the School Calendar in the weekly newsletter.

Whānau Hui

Whānau Hui provide for two-way communication and consultation as well as an opportunity to support our rangatahi and Kaupapa Māori. They are held in Te Whare Akoranga and are advertised by email.

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

Student Services

Guidance

We have a guidance team consisting of two School Counsellors, a Careers Advisor, Deans, Learning Support Coordinator (LSC), and Hauora Coach.

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 Trustee, Head Students, Pūmanawa, Arts Leader, Sports Leader, student council chair 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.

Mentor class in the junior school will be mixed Year 9 and 10 for 2021.

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 and 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 and Wellbeing - Hauora

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.

Understanding and developing positive hauora is important. We teach this in classes in Years 9 and 10 and we have a Hauora Coach available to all students by appointment. Appointments for counsellors, Hauora Coach, Careers Advisor or any other staff are made through the student office.

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 gaming. In most years there is a musical or drama production, either large or small.

Careers

Students in Year 9 and 10 begin preparing a **Learning Career Plan (LCP)** through a programme called Career Central 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.

Student Café and Kitchen

There is a café on site for students to use. This is located in the Technology Building. Facilities for students to heat their own food are available in the café area. It is open during break times.

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 of a small weekly amount over three years, without interest and including insurance and extended warranty. 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 English, Mathematics, Science, Social Studies and Physical Education and take a range of modules, including Te Reo / Tikanga Māori which explore the Arts, Technology and Language curriculum areas. All classes are mixed ability. Our curriculum is connected between subjects with a class called Qwest, offering enquiry into an area of the students interest.

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. Our Year 10 curriculum is connected across subjects.

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 are compulsory.

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. Our Gateway Programme works 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 11, 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', called CACTUS.

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



Kaupapa Māori Pathway

The Kaupapa Māori Pathway started in 2020 with the aim to create a space where rangatahi can be engaged in Te Ao Māori every day, with a culture of high expectations where learners grow from their strengths to become the best versions of themselves. Our goal is to provide a kaupapa Māori pathway so that our students learn and stand empowered as Māori.

The day starts at 8.30, beginning and ending with karakia and waiata. Time for reflection and kotahitanga to finish each day.

Te reo Māori, karakia, waiata and tikanga are used daily, although students don't need a high level of te reo Māori to begin with (just a strong interest and positive attitude). The majority of class time will be held in TWA. Kaiako reo Māori will teach a holistic Māori-centric curriculum, and specialist curriculum teachers will come into the class to teach their subjects. Students will also go out into the wider school facility for subjects such as Science, Art, Technology, PE, etc.

Learning will be woven together, using an 'integrated curriculum.' Students will work on a topic or theme that incorporates many different subject areas. A place-based curriculum will be co-constructed with input from Kāti Waewae as mana whenua. Enrolment for each student will be conditional on whānau involvement, input and commitment to the kaupapa. Nā tō rourou, nā taku rourou, ka ora ai te iwi. We aim to have additional adult presence and te reo Māori in this class each day through the involvement of whanau and a teacher aide.

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 20 years' research in creating positive school cultures, and is supported by research.

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 (ARCH)

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

- Akoranga
- Respect
- Community
- Hauora

GREYMOUTH HIGH SCHOOL IS A PLACE OF...	All areas	All Learning Areas This includes: All classrooms, labs, workshops, EOTC, library, hall, gymnasiums, courts	Walkways & Corridors	Device Use This includes: Chromebooks, computers, laptops, cell phones, iPads
Akoranga	<ul style="list-style-type: none"> Take ownership of your learning Take advantage of opportunities to learn Have a positive attitude 	<ul style="list-style-type: none"> Actively participate in the learning process Allow others to learn 	<ul style="list-style-type: none"> Read information on notice boards 	<ul style="list-style-type: none"> Be a savvy digital learner Use assigned sites/ apps as instructed by your teacher Store your work in appropriate folders Share your knowledge and expertise with others Seek help and support if you are unsure
Respect	<ul style="list-style-type: none"> Use polite and appropriate language Take care of the school environment Be considerate towards other people and their property 	<ul style="list-style-type: none"> Take care of furniture, equipment Listen to the person speaking Care for learning areas 	<ul style="list-style-type: none"> Allow others to move through Use polite and appropriate language 	<ul style="list-style-type: none"> Take care of your device and the devices of others Leave others' devices alone If the teacher is talking or students are presenting, "SHARK IT!!" Consider the privacy of others
Community	<ul style="list-style-type: none"> Follow instructions given Dress in correct uniform Be in the right place at the right time Put rubbish in bins Stay on school grounds unless permitted to leave Report unsafe activities/ accidents 	<ul style="list-style-type: none"> Follow instructions given Arrive on time with the correct equipment Complete learning activities to the best of your ability Clean up your work area Line up quietly outside classroom Stay in class during class time Enter and exit room safely Follow safety procedures Bring your drink bottle, filled with water 	<ul style="list-style-type: none"> Move around without disturbing other classes Tidy up your rubbish using bins provided Move to class quickly and quietly Report hazards to an adult Interact safely with peers Keep bags out of walkways 	<ul style="list-style-type: none"> Keep your work authentic Ensure your device is charged and ready for use Follow class guidelines for use of devices Keep your cellphone in the box or your bag Follow the kawa of care and AUP Be cyber SMART and make SMART decisions Only post content that you and your whanau would be proud of Keep your passwords secure and lock your devices Report any harmful information
Hauora				

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 12. 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/ whānau 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 Teacher Student	<ul style="list-style-type: none"> Behaviour is named Teacher makes it clear that behaviour being portrayed is not appropriate Expected behaviour stated – refer to school wide expectation Redirect, reteach
2nd offence	Classroom Teacher Student	<ul style="list-style-type: none"> Teacher keeps track in roll book (if that is teacher's chosen method or agreed class consequence) Student is warned that repeat of this behaviour will result in a consequence Redirect, reteach
3rd offence	Classroom Teacher Student	<ul style="list-style-type: none"> A consequence is issued by the classroom teacher <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 Teacher Student Allocated Senior Class Home	<p>Discipline Referral Form (DRF) is issued. Students are removed for one of three reasons:</p> <ul style="list-style-type: none"> Ongoing refusal to follow teacher instructions Unwanted talking Verbal or physical harassment <p>See DRF procedures on page 16.</p>
Ongoing, disruptive behaviour	Classroom Teacher Student Year Level Dean Home	<ul style="list-style-type: none"> Dean initiates home contact based on referral data or classroom teacher refers to Dean for ongoing, disruptive behaviour Dean may issue appropriate consequences 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
Outrageous Classroom Behaviour See further detail	Classroom Teacher Student SLT / DEAN Home	<ul style="list-style-type: none"> Teacher will send an Emergency Response Card to the Student Office and a member of SLT will come and collect student Teacher will be required to fill in an in-depth report Outside agencies may need to be involved

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 - 3:05pm – 4:05pm.

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 4.05pm 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, which will be passed on 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.
13. During classes, cellphones must be turned off or on silent and be stored in students' bags, or in the box provided in the classroom. Failure to comply with this rule may result in the cellphone being confiscated and the student being referred from class.

Smoking, Drinking, Drugs

No student 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.

During classes, cellphones must be turned off or on silent and be stored in students' bags, or in the box provided in the classroom. Failure to comply with this rule may result in the cellphone being confiscated and the student being referred from class.

Leaving the School Grounds

No student should leave the school grounds without official permission. Once a student has arrived at school, they may not leave without specific permission. This means not going off school grounds at the start of the day.

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 and 12. The pass will only permit them **to go home** for lunch – the address will be shown on the pass. 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

Donations

Parents will not be asked to automatically provide donations because GHS will join the Ministry of Education's Donations Scheme. There may still be some requests for contributions to costs, eg for school trips which are not part of a specific course or general curriculum, optional activities such as attending visiting groups, school tournament teams etc.

If you as parents/whānau agree to purchase items made in classes with a take home component, eg technology there is a charge to be paid before release of the item.

The school magazine will not be linked to donations but will need to be ordered and paid for separately.

Anyone is welcome to make a donation to Greymouth High School, please contact our Principal or Executive Officer if you would like to discuss donations.

Fundraising

The Board of Trustees supports the idea of fundraising for special projects, in principle. 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 phone app
- Greymouth High School Facebook page
- Greymouth High School Website - www.greymouth.school.nz
- Notices on main entry points to the school

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 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@greymouth.school.nz**

Uniform

All students must wear our uniform.

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

- 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	Charcoal Macpac softshell optional
Navy V-neck jersey optional	Navy V-neck jersey optional
Navy V-neck cardigan optional	
Pale blue short sleeve blouse	Pale blue short sleeve shirt
Optional tartan (blue-green with yellow fine line) skirt to be worn at top of knee	Optional long trouser in dark navy
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	Charcoal Macpac softshell optional
Navy V-neck jersey optional.	Navy V-neck jersey optional
Navy V-neck cardigan (single colour) optional	
White short sleeve blouse	White shirt
Optional tartan (blue-green with yellow fine line) skirt to be worn at top of knee	
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

We support gender neutral options. Please discuss with your child's mentor teacher or Dean if you are unsure.

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**, 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.
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, 1:45pm – 4:45pm 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 and 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 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 school's 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.

All staff members need to be made aware of the Complaints Procedure.

All concerns must be treated with respect and the person raising the concern listened to actively. The complaints procedure should be outlined to the complainant.

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, except for complaints against the Principal or the Board (see below), 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 who should consult NZSTA.
- 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, beyond the Principal's delegation, 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 should be notified to the Ministry of Education and may 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 NZSTA 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, following advice from NZSTA, 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

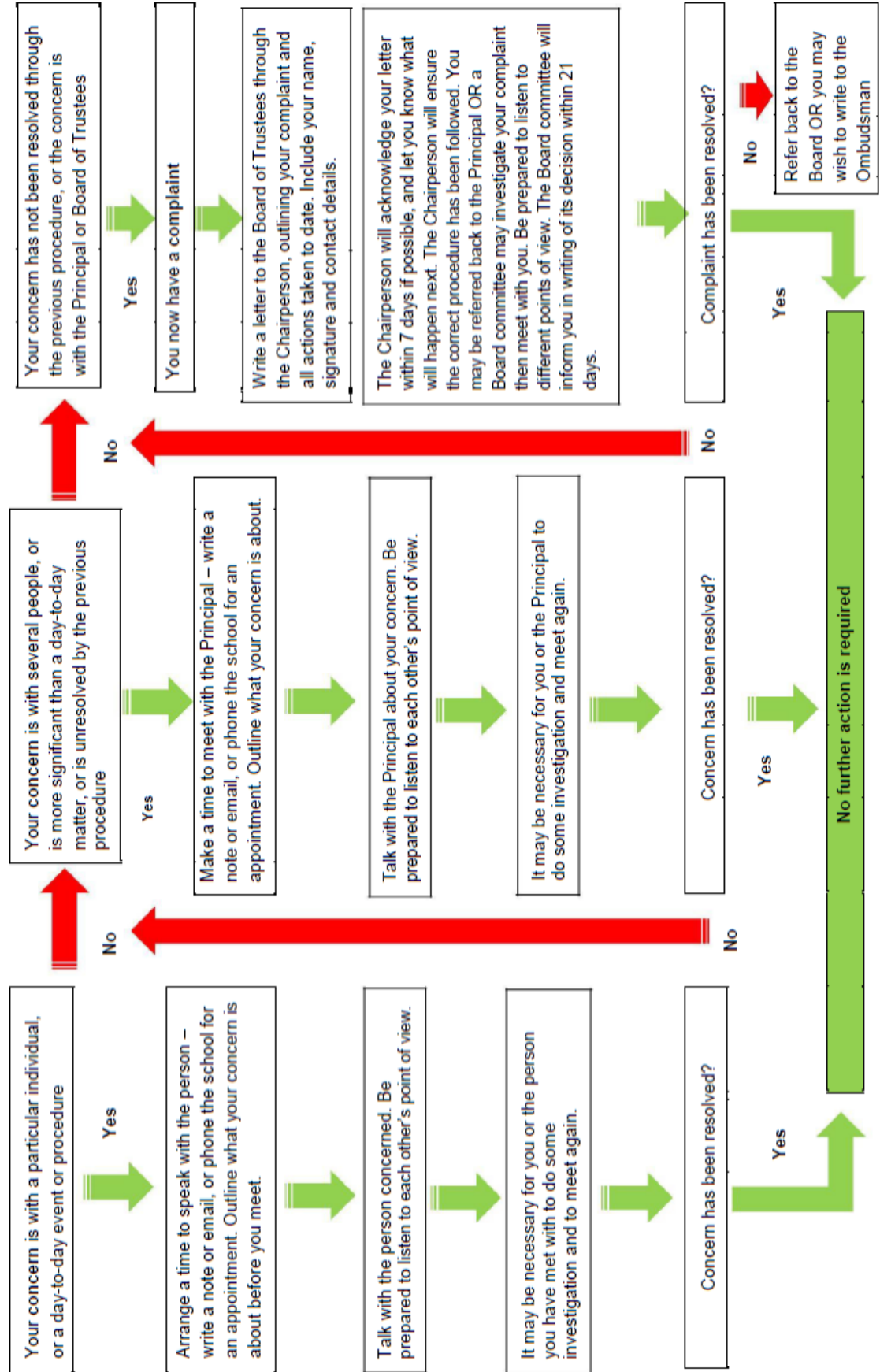
- All complaints are recorded in the complaints register.
- All letters of complaint responded to within 3 days.
- Where possible all complainants are advised of process and timeline.
- Regular updates are given if the process is longer than one month.
- A formal closure letter will be sent when the 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.

Raising concerns and complaints is important and valued by us.

This complaints policy is currently being reviewed, please check the Greymouth High School website for the most up to date details.

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

www.greyhigh.school.nz