



GREYMOUTH  
HIGH SCHOOL  
TE KURA TUARUA  
O MĀWHERA

# Parent and Whānau Guide 2024



The heart of learning in our thriving community

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## Term Dates 2024

Term One	Wednesday 31st January	→	Friday 12th April
Term Two	Monday 29th April	→	Friday 5th July
Term Three	Monday 22nd July	→	Friday 27th September
Term Four	Monday 14th October	→	Thursday 12th December

## 2024 Holidays

Waitangi Day	Tuesday 6th February
Good Friday	Friday 29th March
Easter Monday	Monday 1st April
Easter Tuesday	Tuesday 2nd April
Anzac Day	Thursday 25th April (during the holidays)
King's Birthday	Monday 3rd June
Matariki	Friday 28th June
Labour Day	Monday 28th October
Westland Anniversary Day	Monday 2nd December

Telephone: (03) 768 0472 Absence line: 0800 GREY HIGH Email: [office@greyhigh.school.nz](mailto:office@greyhigh.school.nz)  
 Website: [www.greyhigh.school.nz](http://www.greyhigh.school.nz) FIND US ON FACEBOOK AND INSTAGRAM

# 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, 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

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. 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, sexuality, abilities). We acknowledge the role of mana whenua Ngāti Waewae in setting the tikanga for our area.

### Community

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

This is essential as 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 and 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 our school. Greymouth High School belongs to you and your community: we want to work with 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](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.

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### 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](mailto:russellk@greymouth.school.nz) **Phone:** 768 0472 ext. 850  
**Mobile Call or Text:** 027 200 5666

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### Senior Leadership Team



**Samantha Mortimer**  
Principal



**Jayne Wheeler**  
Deputy Principal



**Rowan Haigh**  
Deputy Principal



**Ian Johnson**  
Assistant Principal



**Raewyn McKnight**  
Executive Officer

# Parent/Whānau 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](mailto: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 through the online parent portal.

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

Through the Parent Portal you can view:

- 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.

Newsletters are sent by email and published on the school website, [www.greyhigh.school.nz](http://www.greyhigh.school.nz), the school app and on our Facebook page.

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, make an appointment with the student guidance counsellor 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](mailto:attendance@greyhigh.school.nz).

## Reporting

We report on student achievement and progress reports are done twice per year for juniors and once a year for seniors. 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 Weekly Notes 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 children 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.

## GHS PTA and Friends

Our Parent Teacher Association has the aim of supporting Grey High, helping to share information and being a link between the school and the community. The PTA is a great way of being involved with the school and learning about what happens within the school. As an association we fundraise each year in order to support GHS and see the students flourish, and also help out at the Senior Ball and Senior Prize-Giving. But this only happens with the help of you! If you want to make a positive contribution to the life of the school, then take the time to consider becoming part of the PTA. We meet together for about an hour on the second Wednesday of each month, and hear from the Principal as well as other teachers about the great work our school does for the benefit of our children.





# Student services

## Guidance

We have a guidance team consisting of two School Counsellors, a Careers Advisor, Deans, Learning Support Coordinator (LSC), and Learning 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: Student Board members, 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 improvement 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.

## Electives

In 2024 we will be offering 1 hour per week of 'electives'. Electives are courses that students opt into so they can participate in an area of interest. Each student will take part in their chosen elective for two terms.

The intent of electives is to:

- Provide opportunities for students to participate in a field of interest.
- Meet weekly with a trusted adult they can connect with through a mutual interest and encourage positive connections with students in different year levels.
- Enhance student wellbeing and improve attendance.

## 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

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 Dave McKenzie gym during interval and lunchtime, as well as supporting competitions and tournaments.

## Kapa Haka

Kapahaka is open to all who are interested. There are times where students need to attend outside of school times so it does require commitment. We work toward being ready to compete and striving to be our very best.

## Health and wellbeing - Hauora

The school has a school nurse provided by Te Whatu Ora. In the enrolment form we ask for known health problems to be identified and we rely on parents to keep us informed of changes.

Understanding and developing positive hauora is important. Counsellors are available to speak with students and parents/caregivers. You can make an appointment from our school website. Just visit [www.greyhigh.school.nz](http://www.greyhigh.school.nz), hover over the Wellbeing tab at the top and click on Guidance Counsellor Bookings.

## The Arts

Drama, Music and Art are offered as full subjects at every level and students are encouraged to take part in choirs, bands, 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.

## Career pathways education and guidance

Career pathways planning is an essential aspect of our students' learning and development. Students are supported in this through the use of Career Central, an online platform that can be accessed by students and parents. Career Central enables students to access the relevant information to make good career pathways choices and provides parents, caregivers, whānau, mentors, and school staff with information to help support our young people plan for their future. Students are expected to regularly update their information on Career Central and are supported to do this during extended mentor times.

Junior students are introduced to the Career Management Competencies: Developing Self-Awareness; Exploring options; Deciding and Acting; and Transitioning from one step in their pathway to the next. The Career Management Competencies form the basis for making good Career Pathways choices. In Year 9 students are instructed on how to access and use Career Central. Junior





students are also given opportunities to attend Career events as they arise. Subject teachers are encouraged to support students to explore career pathways linked to the subjects being taught.

Students who are in the senior school will also use Career Central to make their subject choices for the following year.

All students, their parents, families and whānau can access careers advice and guidance through the school by appointment.

### **Ka Ora, Ka Ako | Healthy School Lunches programme**

We are a part of Ka ora, Ka ako, the Healthy Schools Lunch Programme. Every student will receive a free meal, every day. We will work with our community to ensure that special dietary requirements are considered. Please ensure you update us of any special dietary requirements at the time of enrolment.

### **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 Health/Physical Education and take a range of modules, including Te reo/Tikanga Māori, the Arts, Technology and Language curriculum areas. All classes are mixed ability. Our curriculum is connected between subjects through termly themes and we also offer a class called QWest, offering inquiry into an area of the students' interest.

In Year 10, students continue to study English, Mathematics, Science, Social Studies and Health/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.

Students who have a clear trades based pathway in mind can choose to enter the West Coast Trades Academy (WCTA). 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 Te Pūkenga where students are enrolled part-time 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.

## 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 on site 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.



## Ngā Here Kahikatea - Kaupapa Māori Pathway

### *Kahikatea tū i te uru - Standing strong together*

The Kaupapa Māori Pathway creates a space where our 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.

Ngā Here Kahikatea is a whānau core class, which has learners from each year level, taking in new year nines each year and sometimes some older students. An interview process happens to help determine new students and their commitment to kaupapa Māori. We have flexible options for subject choices in Years 11, 12 and 13, it can also be a mentor class for interested students.

- An environment where our rangatahi can feel proud to be Māori.
- Daily karakia, waiata, mihi mihi and use of tikanga and te reo Māori.
- Based in te Ao Māori (Maramataka, Matariki/Puanga, manaakitanga, raranga, kapa haka, mau rākau, pūrākau etc).
- Uses an increasing amount of te reo Māori.
- A place where everyone is welcome.
- Requires whānau 'buy in' and there is constant contact, with whānau helping out where they can.
- A place to discover what being Māori can mean, to learn the aspects we haven't yet experienced, and to share the experiences we have had.
- A school whānau, giving us a sense of belonging.
- A place with high expectations on individuals to be part of something bigger - uplifting our own mana and the mana of others.



# Student management

## Relational learning culture

Underpinning our relational learning culture is Restorative Practice. This is a relational approach to managing school life grounded in beliefs about equality, dignity, mana and the potential of all people.

The Restorative Practice model focuses on building and maintaining positive, respectful relationships across the school community and offers school staff best-practice tools and techniques to maintain and restore relationships. We believe that by building and maintaining positive, respectful relationships within a school, staff to staff, staff to student and student to student, issues are more easily managed.

Alongside positive relationships, we also use the Positive Behaviour for Learning (PB4L) framework. This 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.

## 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

# Rewarding positive behaviour

## 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 into 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 they are 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.

## Key expectations of our students:

1. Our students are expected to treat each other and all staff with respect. This includes:
  - The use of positive language
  - Respecting others people's property, including the school's grounds and property
  - No forms of physical and/or emotional violence (this includes verbal and physical, cyber harassment, bullying and intimidation)
2. Follow instructions from staff.
3. Attendance at all classes. (When absent, a note, email or phone contact from parents/ caregivers is required).
4. During classes, cellphones must be turned off or on silent and be stored in students' bags, or in the box provided in the classroom. Please see below for more information
5. Stay on the school grounds or within the offsite areas allocated to your year group unless you have permission to leave and have signed out at the office.
6. Follow the uniform/dress code.

### No Smoking/vaping, alcohol, drugs, energy drinks and large soft drinks over 700 ml

No student is allowed to smoke, consume or be in the possession of tobacco, vapes, recreational drugs, alcohol, energy drinks 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.

### 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.



# School charges

## Donations

Parents will not be asked to automatically provide donations because GHS is part of 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.

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 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 and Instagram page
- Greymouth High School website - [www.greymouth.school.nz](http://www.greymouth.school.nz)
- 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, your child's Mentor Teacher or Kiri Russell to update your details**  
**Ph: 0800 GREY HIGH or [office@greymouth.school.nz](mailto:office@greymouth.school.nz)**

# Uniform

All students must wear our uniform.

The Greymouth High School Board states that uniform items should be clean, tidy and worn with respect.

We have introduced a new sweatshirt for all year levels. It was designed by our students for our students.

## TOPS

- |                     |   |
|---------------------|---|
| <b>Year 9 - 11</b>  | <ul style="list-style-type: none"><li>• Blue tailored/fitted</li><li>• Blue relaxed fit</li></ul>   |
| <b>Year 12 - 13</b> | <ul style="list-style-type: none"><li>• White tailored/fitted</li><li>• White relaxed fit</li></ul> |

## BOTTOMS

- |                  |  |
|------------------|--|
| <b>All years</b> | <ul style="list-style-type: none"><li>• Optional tartan skirt (blue-green with yellow fine line) skirt to be worn at top of knee</li><li>• Shorts tailored/fitted</li><li>• Shorts relaxed fit</li><li>• Pants tailored/fitted</li><li>• Pants relaxed fit</li></ul> |
|------------------|--|

## OUTWEAR

- |                     |   |
|---------------------|---|
| <b>All years</b>    | <ul style="list-style-type: none"><li>• Charcoal MacPac softshell jacket tailored/fitted - inner pocket</li><li>• Charcoal MacPac softshell Jacket relaxed fit - outer pocket by the zip</li><li>• Sweatshirt</li></ul> |
| <b>Year 12 - 13</b> | <ul style="list-style-type: none"><li>• Blazer - tailored/fitted</li><li>• Blazer relaxed fit</li></ul>   |

## EXTRAS

- |                  |  |
|------------------|--|
| <b>All years</b> | <ul style="list-style-type: none"><li>• Bucket hat</li><li>• Tie</li><li>• Plain black socks or plain black tights</li><li>• Plain black shoes (any material) with flat or low heels.</li></ul> <p><i>Note, covered toe shoes must be worn in science and technology areas</i></p> |
|------------------|--|

**We support gender-neutral options. Please discuss with your child's mentor teacher or Dean if you have any questions.**

### Dress code for non-uniform day

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 non-uniform:

The standard of dress is tidy, casual clothing. Please bring a change of clothes for outdoor education and physical education classes where appropriate.

- 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.
- Clothing which is drug, alcohol or tobacco-related, offensive or abusive, is not to be worn.
- 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 Physical Education. Black shorts and plain t-shirt is preferable. Non-marking gym shoes or trainers must be used for Physical Education. School shirts may not be worn for Physical Education.

## Personal presentation

1. 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 off the Marlborough Street carpark, and is open on Tuesdays and Thursdays, 1.30pm - 4.30pm during 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. A range of sizes are available or can be sourced if needed. If you have any queries about any school uniform item, please contact the school office.

EFTPOS/Cash/Cheque/Credit Card and LAYBY are 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.





# Greymouth High School Board

The overall responsibility for the school is with the Board.

Our whole community has worked together to create a school that is caring, inclusive and determined to see each student succeed in their own way. We're focused on our vision of being the heart of learning in our thriving community.

When you trust your child to us, we our responsibility seriously. We won't always get things right, and we believe in learning from mistakes, so open and honest communication is really important to us.

If you would like to contact the Board, you can do so via the school office or email: BoTchair@greyhigh.school.nz or write to: Greymouth High School Board, Greymouth High School, PO Box 192.

Current Board members, meeting minutes and the School Charter can be found on the school website.

## Te Tiriti o Waitangi

### **Pūtake - Rationale**

Te Tiriti o Waitangi, as the foundational document for Aotearoa-New Zealand, creates an ongoing and enduring relationship between Māori and non-Māori. Greymouth High School, as a Crown entity, has a legal and moral obligation to whakamana Te Tiriti o Waitangi in all that we do.

### **Whāinga - Purpose**

To ensure that Greymouth High School creates conditions where Māori can feel acknowledged, respected and valued through ensuring that Māori rights are honoured, that our Te Tiriti relationship is a healthy one, and that we take continuous and meaningful steps towards decolonisation in our setting.

### **Te Ture Matua - Policy**

The intention and principles of Te Tiriti o Waitangi must be considered, enacted and visible in order to become embedded in all aspects of governance, management and delivery at Greymouth High School.

### **Ngā Kōrero Hei Ārahi i te Poari - Guidelines for GHS Board**

Board members continue to deepen their understanding of Te Tiriti o Waitangi, tikanga and te reo Māori through undergoing annual training with a provider who has been approved by the Ngāti Waewae Kōmiti Mātauranga.

- The Board will actively seek to include and embed te reo and tikanga Māori into our practice. Where te reo Māori is used, we will seek expert advice and input to ensure the reo we are using is accurate and appropriate.
- This policy is our primary policy: all other policies, when created and/or reviewed, are guided by this Te Tiriti o Waitangi policy and the framework set out below.
- Once approved, all policies will be made available to all other education providers within the Ngāti Waewae takiwā. This is a means for supporting equitable educational outcomes for all Māori within the Ngāti Waewae takiwā, and reflects Greymouth High School's vision and role as Treaty partner.
- Every Board meeting, the Board will answer the question:  
What have we done in this hui in relation to our Te Tiriti o Waitangi policy?

## Te Tukanga Whakarite/Whakahou - Framework for Policy creation and/or review

1. Policies Committee commits to ensuring that new policies will be co-constructed with, and existing policies will be reviewed by, Ngāti Waewae, in line with agreement with the Ngāti Waewae Kōmiti Mātauranga
2. To ensure that the intention and principles of Te Tiriti o Waitangi are embedded in all aspects of governance, management and delivery at Greymouth High School, all current and future policies must state and answer the following question:  
How does this Policy enact the purpose of Greymouth High School's Te Tiriti o Waitangi Policy?
3. Consider the 10 Decolonisation Actions for Tauīwi Led Organisations and their relevance and impact for the Policy being created/reviewed.



## Ngā Kōrero Hei Ārahi i Ngā Kaiwhakahaere - Guidelines for management

1. Strategic actions will be prioritised to promote equity and the status of Māori in the school community.
2. The process to develop education pathways for Māori students is an expression of the rangatiratanga of each student, in that the process is led by each student, with whānau involvement encouraged.
3. Recruitment of new staff must seek to reflect the school's community. Currently, this means increasing the proportion of Māori on staff. All advertising for new staff will be copied directly to the office of Te Rūnanga o Ngāti Waewae.
4. All new staff recruitment will include a requirement to display a commitment to Te Tiriti o Waitangi in personal qualities and expectations.
5. Staff will continue to deepen their understanding of Te Tiriti o Waitangi, tikanga and te reo Māori through undergoing annual training with a provider who has been approved by the Ngāti Waewae Kōmiti Mātauranga.
6. Staff will actively seek to include and embed te reo and tikanga Māori into all aspects of our practice. Where te reo Māori is used, we will seek expert advice and input to ensure the reo we are using is accurate and appropriate.
7. All developments (including but not limited to curriculum, property and procedures) will be developed through engagement with rangatahi and hāpori Māori, with respect for tikanga Māori and the needs of mana whenua and our Māori community.
8. All new teachers will engage in pōwhiri and wānanga at Arahura Marae at the earliest opportunity.
9. Signage will be bilingual, with equal weighting given to te reo Māori and English.

## How this policy was created and how it should be reviewed

This policy was developed in partnership with Ngāti Waewae. It sets a new direction for Policy development and review at Greymouth High School. Further reviews must be in accordance with this policy.

## SchoolDocs

Our school uses SchoolDocs, an online policy and procedure service for schools. All our policies and procedures have been tailored to our school and can be accessed by our whole school community. Please see our website for more information.

# Compliments, concerns and complaints policy

## **Nāu te rourou, nāku te rourou, ka ora ai te iwi**

*With your food basket and my food basket the people will thrive*

Greymouth High School works with our whole community to ensure that we are a school that is caring, inclusive and determined to see each student succeed in their own way. We believe that home and school need to work in partnership to provide the best teaching and learning programmes possible so we also highly value our school communities ideas and suggestions. We welcome whānau coming into our school and getting to know our school environment and our staff.

### **Compliments**

We appreciate any compliments you believe we deserve.

We are always striving to provide the very best schooling experience for our rangatahi and when we get things right, we are always thrilled to receive positive feedback so we welcome you to share any directly with a particular teacher, the principal or the Board if you wish to. Any compliments you give will be passed on to the person or group you mention. Compliments also contribute to the school reviews we conduct and to feedback we give to our staff.

### **Concerns and complaints**

It goes without saying that sometimes, despite our best efforts, we don't always get things right. Our policy and our procedures enable us to:

- ensure whanaungatanga - supporting each other to grow and learn
- treat all people fairly and transparently
- uphold our school ARCH values and the mana and the dignity of our staff, students, whānau and local community in a safe, respectful and culturally appropriate way
- maintain a safe environment for our rangatahi and staff
- resolve matters of concern early, if possible
- respond to feedback and concerns constructively
- deal with complaints fairly, effectively, and in a timely manner
- take into account individual circumstances
- maintain confidentiality
- preserve and enhance school and community relationships
- restore what has been fractured to create utu (reparation) between yourselves and our school
- monitor and record complaints and concerns about student safety and well-being.

At Greymouth High School we encourage open communication and would prefer that you come to us to talk through any issues as promptly as possible. Most concerns can be resolved informally through discussions face to face with the people concerned. You are always more than welcome to bring someone else with you; we understand that this is not always appropriate and you are more than welcome to approach the principal. Complaints about events that occurred more than three months earlier, do not involve you or your children, or which have been made anonymously, will not usually be formally investigated.

Our policy has clear guidelines for raising and resolving concerns and complaints.

In the first instance please;

1. Call/email the office directly and ask to make an appointment with the person who you would like to talk to in person.
2. Call our Kaitakawaenga (School-Home Partnership Promoter) Kiri Russell and ask her to make an appointment for you; she could attend as well. We want to work with you as partners to ensure that all of our rangatahi strive for success - Whāia te iti Kahurangi.

All GHS Board Policies and Procedures can be found on our website, [www.greyhigh.school.nz](http://www.greyhigh.school.nz)



# Concerns and Complaints Process

Most concerns can be resolved informally by discussions with the people involved.

## STEP 1

Your concern is **GENERAL IN NATURE**

**OR ...**  
involves a particular **STUDENT OR STAFF MEMBER**.

**Contact the person involved to arrange a time to discuss the matter privately.**

Indicate what the concern is about and let them know if you'll bring a support person to the meeting. If the concern is about a student, contact the student's teacher (or principal).

**Meet with the person involved to discuss the matter.**

Be prepared to listen to different points of view and try to work towards a resolution.

This may require another meeting and/or involve senior management.

**Is the matter resolved?**

Provide feedback as to whether you were satisfied with the outcome, or if the matter is not resolved.

**YES**

**NO FURTHER ACTION REQUIRED**

## STEP 2

Your concern has **NOT** been resolved by meeting with the person concerned

**OR ...** does **NOT** involve a particular student or staff member

**OR ...** you **DO NOT** wish to approach the person concerned

**OR ...** involves the principal or a trustee (board member).

**Contact the principal, senior management, or board member (as appropriate) to arrange a time to discuss the matter privately.**

Indicate what the concern is about, any steps taken to resolve the matter, and let them know if you'll bring a support person to the meeting.

**Meet with the appropriate person (as above) and discuss the matter.**

Be prepared to listen to different points of view and try to work towards a resolution.

**The principal may involve other people to help resolve the concern.**

**Is the matter resolved?**

Provide feedback as to whether you were satisfied with the outcome, or if the matter is not resolved.

**YES**

**NOTE:** Unless there are exceptional circumstances, **a complaint will not be considered unless the correct process has been followed.** You may be directed back to the staff member or principal to follow the process.

## STEP 3

Your concern has **NOT** been resolved by previous steps

**OR ...** your concern is more serious

**OR ...** your concern is serious and it's not appropriate to contact the principal (senior management) about it.

**You can make a formal complaint.**

See the school's **Making a Formal Complaint or Serious Allegation** procedure (SchoolDocs).

**Put the complaint in writing (email or letter), giving as many facts and details as possible, and any steps taken to resolve the matter.**

Include your name, signature, and contact details.

Send to the principal, presiding member (board chair), or deputy board chair/other board member, as appropriate.

**Your complaint will be acknowledged.**

The school will decide whether a formal investigation is necessary or appropriate. See the **Making a Formal Complaint or Serious Allegation** procedure (SchoolDocs).

**If a formal investigation is required,** subject to privacy, confidentiality, or other ethical and legal requirements, the school may keep you informed about the investigation process and timeframes, including confirmation of when the matter is concluded.

**Once a formal complaint has been resolved, there are no further avenues to pursue the complaint with the school.**

If you are not satisfied with the outcome of your complaint, you are encouraged to take advice and may wish to consider contacting other agencies. See the school's **Making a Formal Complaint or Serious Allegation** procedure (SchoolDocs).

This flowchart aligns with the school's Concerns and Complaints policy and procedures | Copyright © SchoolDocs Ltd

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## NOTES

Handwriting practice lines consisting of 20 horizontal dotted lines.





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