

# **NAENAE COLLEGE**

## **FAMILY GUIDE**

**2023**

**Phone 04 567 7175**

**[www.naenae-college.school.nz](http://www.naenae-college.school.nz)**

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Dear Parents/Caregivers

Kia ora, Talofa lava, Malo e lelei, Kia orana, Taloha, Fakaalofa atu, Salaam, Halaw, Mingala ba, Néih hóu, Sok sabai jie te, Maalin wanagsan, Chào, Greetings and welcome to Naenae College for 2023.

In fact, if I were to greet you all in your own first language the list would be much longer because we are a wonderfully diverse community and it is great that we are all living and learning together.

Our School Motto is Kia Ihi, Kia Maru, which generally translates as ‘Be strong, Be steadfast’ in your own identity. The name of our College Marae is Te Whānau Tahī, which means The United Family. These are very important concepts for us and we refer to them every day.

It is important that you feel that this is your school. We are here to make life work for you and your children. Six years ago, we made many changes to the pattern of the school day, the grouping of students into new Whānau (Houses) and into new Roopu (Form classes) with Learning Advisors who are the key in the life of your son/daughter for all their time at College. The changes have led to stronger patterns of relationships, improved attendance and engagement and better learning outcomes. We have moved to three 90-minute teaching periods per day to deepen enquiry-based learning. This is working really well.

We are now part of the Naenae Kāhui Ako-Community of Learning. This will provide great opportunities for in depth discussion with Whānau and the wider community in relation to the learning progress and successes of our students. This year we have also become a part of the Ka kai ka ora programme and are pleased to be able to offer lunches to all students daily.

We hope that you will find this Family Guide useful. It is an instant ready reference for families to inform you of basic routines and everyday matters in relation to College life. I encourage you to keep it in a handy place: by the telephone or hanging off the fridge!

The College website has lots of good, up to date information, including copies of newsletters, which will also be emailed to all caregivers with an email address. The **parent portal** section allows you to see all the personal information for your children, including up to the minute attendance, timetables, notices and NCEA results. You will have a personal log in/password access to this section. If you do not know what this is, please email us and we will send it to you.

A handwritten signature in black ink, appearing to read 'Nic Richards'. The signature is fluid and cursive, written over a white background.

Nic Richards  
**Principal**

# NAENAE COLLEGE

**Our commitment is to offer:**

***Excellence in learning through:***

- Well ordered, safe, encouraging classrooms
- Effective extension and remedial programmes
- Close attention to marking, assessment, feedback and reporting
- Recognising and celebrating achievement
- The appropriate use of information technology

***Balanced, flexible programmes of study with:***

- A wide choice option structure
- Creative alternative pathways in the senior school for the diverse range of needs
- All senior courses linked to national qualifications

***High behavioural expectations emphasising:***

- The rights of all students to feel safe at all times
- Honesty and reliability with respect for self, others and property
- Self-management skills and initiative
- Respect for and celebration of cultural diversity

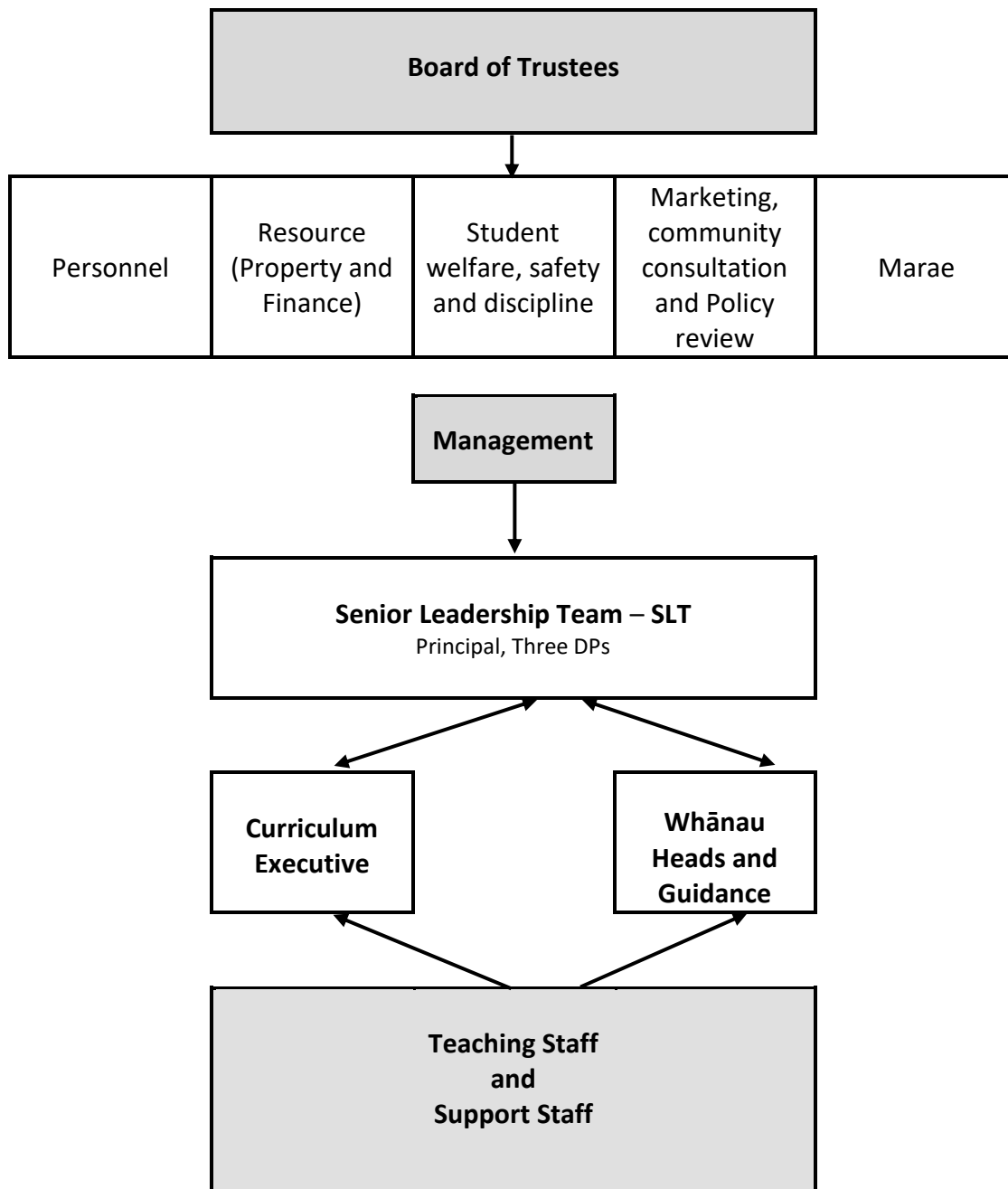
***Guidance and pastoral care featuring:***

- Effective and committed guidance network
- Commitment to working closely with families
- Full health care services
- Links to community specialist services

***Sports and cultural activities promoting:***

- Participation, commitment and fair play
- A wide range of choices
- Excellence and pride
- Parental and community involvement
- Deepening of cultural understanding and engagement

# NAENAE COLLEGE GOVERNANCE AND MANAGEMENT 2023



## BOARD OF TRUSTEES

Ms Karen Shepherd  
 Mr Nic Richards  
 Mrs Tafaoimalo Loudeen Parsons  
 Mr Derek Saumolia  
 Milica Zivanovic  
 Ms Nicole Rose  
 Mr Devon Turi  
 Eric Parker

Vice Chair  
 Principal  
 Parent Representative  
 Parent Representative  
 Parent Representative  
 Secretary  
 Staff Representative  
 Student Representative

## Key Personnel

Principal  
Deputy Principal  
Deputy Principal  
Deputy Principal  
Guidance Counsellor  
Social Worker  
Restorative Facilitator  
Special Needs Unit  
Learning Support  
Careers, Transition & Gateway  
Director of Sport

Mr Nic Richards  
Mr Alex Maehe  
Mrs Jane Hambidge  
Mr Chris Taylor  
Ms Kamaia Renata  
Ms Anh Doh  
TBC  
Mrs Tamsin Davies-Colley  
Ms Andrea Hay  
Ms Tanwyn Siencyn  
Mrs Yvonne Manuel

### Whānau Heads

Tokomanawa  
Maihi  
Amo  
Koruru

Megan McCarthy  
Mr Greg Clarke  
Ms Emily McHalik  
Ms Joti Lea

### Heads of Faculties

Languages  
Mathematics  
PAACT  
Science  
Social Science  
PE & Health

Mr Martin Laing  
Ms Jessica Kim  
Mr Anthony Yeo  
Mr Gareth Johnson  
Mr Dave Staite  
Ms Kiri Shaw

### Support Staff

Executive Assistant/Business Manager  
Office Receptionist  
Property Manager  
Property Assistant  
Administration Assistant  
Attendance Officer/Student Services

Ms Nicole Rose  
Mrs Dorothy Brown  
Mr Te Teira Davis  
Mr Allan Stanyon  
Mrs Joyeeta Joseph  
Ms Jasmine Tangaroa

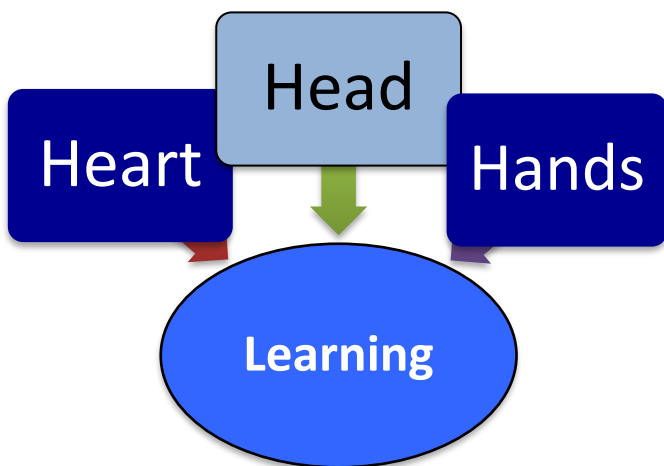
All staff have email addresses in the following form – [first.name.last.name@nnc.school.nz](mailto:first.name.last.name@nnc.school.nz)  
eg. Nic Richards is [Nic.Richards@nnc.school.nz](mailto:Nic.Richards@nnc.school.nz)

## THE BIG PICTURE SCHOOLING MODEL

Our goals are still focused on 4 outcomes. These are called our **AREA** goals

<b>A</b> ttendance	Students get to school and attend all classes
<b>R</b> etention	Students stay at school (or in education) until the end of year 13
<b>E</b> ngagement	Programmes meet student needs so that students are active learners
<b>A</b> chievement	Students get results everyone is proud of

### The Big Picture Schooling Model



- **Heart** - Commitment to the core Te Whānau Tahi (United family) values of the school and service to the school
- **Head** - Academic achievement
- **Hands** - Attendance, engagement in full range of activities and opportunities through the curricular and co-curricular life of the school.

## PASTORAL CARE

### Whānau Guidance System

All students are in one of four **Whānau**. This is about fostering a strong network of relationships and support structures.

The names of the Whānau connect to our Marae, Te Whānau Tahi (The United Family) and to our core values. They also capture the Heart/Head /Hands learning model.



**Amo** – the main front carved vertical side panels that hold up the maihi (the foundations and legs)

**Koruru** – the figurehead at the centre of the maihi (the head – thinking)

**Maihi** – the outstretched arms and hands of the bargeboards on the front of the Marae

**Tokomanawa** – the heart representing the inner being or interior of the wharenuī and our commitment to all we do.

## PASTORAL CARE

### WHĀNAU HEADS & LEARNING ADVISORS:

We have a **Vertical guidance system**. The **Whānau Heads** are responsible for the pastoral care, guidance and academic progress for all students (Years 9 to 13) in their Whānau. This is a quarter of the school each.

Students are in **LAR** with 16 - 25 students in each group. These groups are called **Roopu** (Roopu means a group working together on a task). Each Roopu is led by a **Learning Advisor**. It looks like this:

	AMO	KORURU	MAHI	TOKOMANAWA
Whanau Heads	Ms Emily McHalik MKE	Ms Lea LAJ	Mr Clarke CE	Mrs Megan Mcarthy MH
	Prefects 13RS			
Year 13	13ASED	13KYO	13MKYS	13TKM
	SHH			
Year 12	12ADN	12KXGA	12MTI	12T
	Mentors 12TRC			
Year 11	11AGNK 11AMH	11KSHR 11KHM	11MMT 11MMPE	11TSNS 11TMR
	11SKO			
Year 10	10AFYC 10JN	10KTUA 10KPUT	10MANC 10MKMS 10MLG	10TPY 10TSD
Year 9	9AEEC 9AHEF	9KELI 9KHJY	9MMDK 9MSH	9TFN 9TTA
	9NJL – TRM		TAMKIV – TE REO	

- In most Whānau there are 2 to 3 Roopu for each of Years 9 - 11 and one Roopu for Year 13.
- Teachers will keep the same group of students right through from Year 9 to when they leave school.
- Each student will therefore have the same **Learning Advisor** and be in the same **Roopu** for all their time at school. For example 11AMH is 10AMH (from the previous year) because it is a Year **10** Roopu in **Amo** Whānau. The Academic Advisor is Mr Staite whose teacher code is **SED** (each Teacher has their own code). Students in this group will stay together and become 12ASED and 13ASED as they move up each year. Mr Staite will remain as their advisor and their Whānau Head remain.
- Year 13 Roopu, Service Academy Roopu (HH/KO), Te ao Māori Roopu (TAMKIV) and Te Roopu Manaaki (TRM – 9NLJ) will all have students from a range of Whānau.

This model is aimed at ensuring every student has a strong sense of belonging and someone who is 'committed for life' to their successful journey through school, constantly mentoring and monitoring their progress and working in close partnership with the family. It is also aimed at students having a much stronger identity as part of a Whānau and more leadership and involvement opportunities. Teachers are working hard to develop the programme to go with the Roopu time.





# NAENAE COLLEGE CODE OF CONDUCT

## All students must:

- **come ready and prepared for class**
  - arrive on time
  - have the necessary equipment
  - follow entry routines as instructed by the teacher
  
- **work to their best at all times**
  - complete class work and homework to the best of their ability
  - use a school diary
  
- **respect the rights of others to learn without interruption**
  - remain in seats as allocated by the teacher and not move around the classroom unnecessarily
  - follow instructions as given by the teacher
  - work quietly when required
  - be focused on the class programme
  
- **respect the rights of others to feel positive about themselves**
  - no verbal abuse, put-downs, bad language
  - no physical violence to others
  - no damage to property

## TIGHT FIVE

### WE WILL:

1. Have the correct uniform
  2. Be on time, lined up outside the classroom
  3. Have the right equipment
  4. Be learning by doing the 'flying in five'
  5. Pack up, wait quietly behind our chairs till class dismissed
- If I am late to class I am required to make up time with that teacher
  - I need to have my cell phone in my bag, turned off during class time



# IMPORTANT SCHOOL EXPECTATIONS

## Attendance

Students are expected to attend classes at all times unless there is a legitimate reason for their absence such as a medical condition, health appointment or family crisis. All absences must be explained in a communication to the Learning Advisor. **Non-attendance in classes will be followed up by the school.** If a family is intending to take their child out of school during term time the expectation is that they will advise the Principal. (The Education Act 1989 does not provide any authority for schools to approve leave for students during term time. These absences will be recorded against the student's attendance percentage and classified as explained unjustified absences).

In New Zealand, attendance is defined as:

- **Regular attendance**, students attending school for more than 90% of available half-days,
- **Irregular absence**, students attending between 81% and 90% of available half-days,
- **Moderate absence**, students attending between 71% and 80% of available half-days, and
- **Chronic absence**, students attending school 70%, or less, of available half-days.

*Ministry of Education*

Parents/Caregivers should phone the school Attendance Officer ext. 820, first thing in the morning if their child is going to be absent for the day. A message can also be left on the answer machine.

The school will endeavour to make text or phone contact with parents/caregivers of students who are absent without explanation. Families and caregivers are asked to support the College to ensure that contact details are accurate and up to date at all times.

## Lateness

Classes start promptly at 8.45am in the morning on Monday, Tuesday, Wednesday and Friday and 9.25am on Thursday, and it is important that students are at school and ready to begin work at this time. Students who arrive late are missing important learning time and cause disruption to both the teacher and other students. **Persistent lateness will be followed up and dealt with.** If there is a legitimate reason for lateness parents/caregivers are expected to write an explanatory note which can be passed to the Learning Advisor. This is best done in the school diary.

## Signing Out of School

Students signing out of school during the day require a legitimate reason, such as a medical or dental appointment, for doing so. Students require an explanatory note that they can pass to the Attendance Officer who will issue a leave pass. No passes will be issued without a note from a parent/caregiver.

## Ka Ora, Ka Ako

In 2022 all students will be provided with lunch in their LAR classes. This is a great opportunity to ensure all students are provided with a lunch at school and for LAR to spend time building whanaungatanga.

## Lunch Passes

Students who wish to go home for lunch must apply for a lunch pass. Forms for this are generated through KAMAR. Learning Advisors issue permission forms to students. Parents/Caregivers need to give signed permission and return the form to school at which point the Learning Advisor will issue the pass and record that on KAMAR. A lunch pass only gives permission for a student to go to their own home at lunchtime and straight back to school. Students must carry their lunch pass with them at all times.

### **Vehicle Passes**

Students who drive to school must apply for a vehicle pass. Forms for this can be obtained through the Assistant Principal Mr Taylor. Passes are generated through KAMAR. Parents/caregivers need to give signed permission and return the form to school. Students who drive to school are expected to follow the road rules at all times.

Students on a restricted license must not carry other students in their car under any circumstances. The school reserves the right to withdraw this privilege at any time if students do not adhere to these guidelines and has a responsibility to report illegal traffic incidences to parents/Police.

### **Cell Phones/Electronic Equipment**

The school accepts no responsibility for cell phones or any other electronic equipment that students bring to school. Please re-enforce this with students in your classes.

All such items are to be switched off during class time and during important school occasions such as assemblies.

When a student is using their cell phone or any other electronic equipment during class time the teacher will give a warning the first time and allow the student an opportunity to put the item away. If the student continues to use the phone/electronic equipment or is found using the phone/electronic equipment again then the item will be removed from the student and stored in the school safe until the end of the school day. If use of phone during class time is an ongoing issue then appropriate action will be taken and parents/caregivers will be asked to come in to discuss the matter. Once a teacher has impounded an item it then becomes the responsibility of the school i.e. if the item is then lost or stolen then the school has a legal obligation to replace it.

### **Choice of Language**

All members of the school community need to treat each other with respect. Choosing to use abusive language to another person does not demonstrate the type of respect we expect at Naenae College. Offensive and abusive language is not tolerated, and appropriate action will be taken against such behaviours. Staff need to model respectful language at all times. Any student who swears abusively at a teacher will be referred immediately to SLT.

### **Equipment, School Books and Notebooks**

It is important that students always have the appropriate equipment with them when they go to class. It is frustrating for both the teacher and the student when this does not happen and does make learning difficult.

Students must come to class with the necessary equipment. Parents/Caregivers should ensure their child has the necessary school equipment. If this is an issue, please see the Whānau Head or Guidance Counsellor – equipment is available for students who struggle, for whatever reason to have equipment. Teachers should use their professional judgment – it may be appropriate to hold some students' books for them.

School books and notebooks are to be used for the purposes they were purchased for, which is to record school notes and information. Students need to take pride in the standard of presentation of their books. Naenae College notebooks are issued to all junior students and are compulsory all year. No school books or logbooks are to have graffiti on the covers or inside and where an acceptable standard is not maintained students will be required to fix things up or replace any books with new ones.

## Homework

Students should be issued with regular homework in each of their subjects. Each faculty sets its own homework policy. Parents/Caregivers are encouraged to contact the Head of Faculty if they have any concerns about the homework their child is receiving. The school expects that students will complete set homework. Staff must ensure that homework is meaningful, related to current learning and at a level that is appropriate to each student.

## The Homework Centre

Staff supervision, under a roster system arranged by the Faculty with Angela Sellwood is valuable and appreciated. We are always looking for parent support from across the school community. Parents do not need to teach students, but their presence is significant. If anyone makes contact with any parent who is interested in helping with the Homework Centre, please let Mr Richards (RS) know as well.

## Naenae College Curriculum 2023

	Year 9	Year 10	Level One	Level Two	Level Three
<b>Languages</b>	English Māori Spanish Samoan ESOL	English Māori Spanish Samoan ESOL	English Literacy Te Reo Māori Māori Performing Arts Spanish Samoan ELL 012	English Te Reo Māori Māori Performing Arts Spanish Samoan ELL 012/234	English English research and Writing Te Reo Māori Māori Performing Arts Samoan Spanish ELL 234
<b>Mathematics</b>	Maths	Maths	MAT100 MAS 101 MAS102	MAT 201 MAS 201 MAT 202	MAC 301 MAS 301 MAT 302
<b>Science</b>	Science	Science	Science 101 Science 102	Science Biology Physics Chemistry	Biology Physics Chemistry
<b>Social Sciences</b>	Social Studies Money Matters Media Studies	Social Studies Ancient History Media Studies Money Matters	Social Science History Social Science Geography Psychology Money Matters	Social Science History Social Science Geography Psychology Money Matters	Social Science History Social Science Geography Psychology Money Matters
<b>Arts &amp; Technology</b>	Art Drama Music Food Technology Hard Materials Digital Technologies	Art Sculpture Design & Photography Drama Music Food Technology Hard Materials Digital Technologies	Art Design & Photography Music Drama Indigenous Art History Digital Technologies Workshop Technology Food Studies	Painting Design & Photography Drama Music Indigenous Art History Digital Tech Building Trades Catering & Hospitality	Painting Design & Photography Music Digital Tech Building Trades
<b>P.E, Health &amp; Transition</b>	PE/Health Outdoor Education Hauora Service Academy	PE/Health High Performance Sports Outdoor Education Service Academy	PED Sports Studies Service Academy	PED and Sports Studies Services Academy	PED and Sports Studies Recreation & Leisure Studies Services Academy
<b>Career Pathways</b>				Trade Academies Pathways to Employment 200	Gateway Pathways to Employment

## Understanding Course Codes

Course codes are comprised of three numbers:

The **first number** indicates the course Level – **1** = Level 1, **2** = Level 2, **3** = Level 3

The **third number** indicates if the course offers standards which are internal, external or a mixture of both – **1, 0** = the course has external examinations at the end of the year, **2** = the course offers internal standards only.

## YEAR 9 LEARNING PROGRAMME

We have ten classes in Year 9 this year

- Nine classes are co-ed, evenly balanced mixed ability classes based on data and advice from contributory schools. Classes are not based on student or parental choice.
- One Class (9MSH) is a smaller class supported by Learning Support for students who need significant help with their literacy and numeracy.
- One Class (9NLJ) is based on increasing attendance, engagement and opportunities for students to have success as Māori.
- 9/10TAMKIV is a multi-level te ao Māori LAR class together for LAR time only (30 minutes, 4 days a week) and they will join one of the LAR classes at their year level for core subjects.
- All classes will place priority on implementing the key learning from this year's Professional Development, being:
  - Te Whānau Tahi relationships
  - Behaviour management based on restorative practices
  - A strong focus on literacy and numeracy
  - Reinforcement of key competencies
  - Agreed pedagogical practices - learning intentions, success criteria, feedback /feed forward etc.
  - Appropriate use of technology
  - Sharing student assessment data to improve outcomes
  - Student Wellbeing
- All classes will adopt the core principles of Te Whānau Tahi, Inquiry Learning and Key Competencies.
- Copies of work completed at Intermediate level will be made available to all teachers, in order to start the year off with high expectations.
- Project Based Learning – Student oriented inquiry built around student passions and interests.

## YEAR 10 LEARNING PROGRAMME

Year 10 is comprised of nine classes.

- There is our Learning Support Class (10AJN).
- The other nine classes (10AFC, 10KTUA, 10KPUT, 10MANC 10MKMS, 10MLG, 10TPY, 10TSD) are all mixed ability classes.

We are confident that the learning journey in the Junior School is an exciting one. This journey will prepare all students for NCEA and beyond.

### The Timetable

Classes start at 8.45am, except for Thursdays when we have staff Professional Development and classes start at 9.25am. Classes conclude every day at 3.05pm, however students are expected to be available until 3.20pm should the teacher require academic discussion and/or completion of class work. The timetable looks like this for all students:

**Times of School Day 2022**

	Monday	Tuesday	Wednesday	Thursday	Friday
Staff only				8.25am – 9.25am	
Period 1	8.45am – 10.15am	8.45am – 10.15am	8.45am – 10.15am	9.20am – 10.50am	8.45am – 10.15am
LAR	10.20am – 10.50am	10.20am – 10.50am	10.20am – 10.50am	X	10.20am – 10.50am
Interval	10.50am – 11.15am	10.50am – 11.15am	10.50am – 11.15am	10.50am – 11.15am	10.50am – 11.15am
Period 2	11.15am – 12.45pm	11.15am – 12.45pm	11.15am – 12.45pm	11.15am – 12.45pm	11.15am – 12.45pm
Ka Ora, Ka Ako	12.45pm – 1:00pm	12.45pm – 1:00pm	12.45pm – 1:00pm	12.45pm – 1:00pm	12.45pm – 1:00pm
Lunch	1:00pm – 1.35pm	1:00pm – 1.35pm	1:00pm – 1.35pm	1:00pm – 1.35pm	1:00pm – 1.35pm
Period 3	1.35pm – 3.05pm	1.35pm – 3.05pm	1.35pm – 3.05pm	1.35pm – 3.05pm	1.35pm – 3.05pm

- **There are 3 teaching periods each day** of 90-minute periods. The aim is to get more 'student-centred' learning as it produces better results.

**The 'LAR time' is for 30 minutes on four days of the week.** It includes assemblies, a **structured learning programme** and inter-group activities and competitions. It is active engagement time. NCEA credits may be available in the senior school for some of the learning programmes in this time.

- **Ka Ora, Ka Ako is for 15 minutes each day.** Students are in LAR classes to receive and eat their lunch and build whānaungatanga as a LAR.

## REPORTING TO PARENTS/CAREGIVERS

Reports are issued to parents/caregivers three times a year. For the first two report rounds, parents/caregivers are asked to come in and collect their child's report.

### Issuing of Reports 2023

<b>Initial Report</b>	<b>Tuesday 14 March</b> <b>Wednesday 15 March</b>	Academic Conferencing interviews between Whānau Heads and Learning Advisors
<b>Mid-year Report</b>	<b>Wednesday 29 June</b>	Reports collected at Parent report evening. Interviews available with all subject teachers
<b>End-of-year Report</b>	<b>Thursday 8 December</b>	Senior NCEA end of year report and Junior final reports posted home

## SCHOOL/FAMILY COMMUNICATION

### Newsletter

The Naenae College newsletter is published fortnightly and is available on our school website and is emailed home. Please contact the school to add your email to our database if we did not receive it on enrolment

### School Website ([www.naenae-college.school.nz](http://www.naenae-college.school.nz))

The special areas for parents on the school's website give access to information such as the school events calendar, newsletters, special email contacts and some key policy documents. The School Prospectus and Course Information Booklets are also available.

### Parent Portal

There is a parent portal for which there are several levels of access. Password and usernames have been sent out to parents. If you have forgotten your password/username, please email: [info@nnc.school.nz](mailto:info@nnc.school.nz) to have it sent to you, or alternatively ring reception on 04 567 7175.

### Computer network and internet services

All students are able to access the internet and school network and passwords are issued in the first week of the school year. This service is for educational purposes and uses other than this may see a student lose all computer privileges. Students must sign an internet user agreement before they are allowed to login to the school network.

## HEALTH SERVICES

The school is allocated VIBE Health Service hours and has a registered nurse rostered on site each day and a doctor (Emily Cavana) present one morning a week. The nurse's role includes the following:

- Year 9 Health Assessments
- Nurse led clinics
- Follow up referrals
- Health promotion/education
- Case management
- Development of school health plan
- Meeting with key staff and community members

Students book appointments with the nurse/doctor and will always return to class with a note. This is a free professional service.

### **Health Clinic/First Aid**

Health Clinic/First Aid services are available from the Student Centre and Jasmine Tangaroa is generally the staff member who will deal with this. Students report to the Student Centre and a judgement call is made as to whether a rest or return home is appropriate. If the student is considered sick enough to go home or has an injury that requires further medical attention then parents/caregivers are called to collect their child. If the school is unable to make contact the student remains in the Health Clinic. Minor injuries e.g. graze, sprain, blisters, are dealt with and the student then returns to class.

If there is a serious accident/incident in class, at the gym or out on the field a staff member will ring Jasmine Tangaroa. SLT are also informed. Jasmine Tangaroa the nurse will attend straight away and determine next steps, whether to call an ambulance or treat on the spot. Parents/caregivers are always notified. A formal incident report will be completed for every accident.

### **Student Health Records**

Where students have a specific health issue e.g. asthma, physical disabilities, specific conditions, this is recorded on KAMAR. Staff have access to this information.

Students requiring medication while at school are required to keep the medication with the nurse/Jasmine Tangaroa and it is distributed from there. On occasion, Learning Support oversees this for students they are working with.

### **First Aid**

There is a supply of first aid equipment available from the Student Centre. The school has a number of first aid kits and these go with the staff member in charge of students on all school trips.



## STUDENT WELLBEING

We are committed to promoting the wellbeing (hauora) of our students and recognise that our students' wellbeing directly affects their ability to learn. Our concept of wellbeing encompasses some or all of the physical, mental, emotional, social, and spiritual dimensions of health.

We aim to provide a safe physical and emotional environment and a positive, inclusive school culture which supports wellbeing. This involves a whole-school approach, through our school values, policies, and procedures; and collaboration with families, the community, and support services. Please see the 'Support Student Wellbeing' policy on <http://naenae-college.schooldocs.co.nz/>.

### In-School Wellbeing Services

School Councillor - Kamaia Renata, our in-school councillor is available to all students. Students may self-refer by connecting with Kamaia by email, text or in person at the councillor's office by the canteen. Students can also be referred by peers, teachers and parents. Counselling sessions are confidential unless students identify they are a risk to themselves or others.

Social Worker – Anh Doh, our social worker is available to support all students and can be seen in the awahi centre. Her main focus is to help students unpack their needs and then are able to access a range of resources to meet those needs. This can include on-going school-based programmes, outside agencies or accessing funding for material goods.

Social Worker – Challenge 2000 supports Naenae College by providing an in school Social Worker to support students by working with them to meet their needs.

Youth Workers - Te Paepae Arahi supports Naenae College by running in school programmes that support the development of our students and providing one on one mentoring.

Youth Workers – Ignite Sport run mana enhancing programmes through movement and whānaungatanga.

**Acts to Enhance Wellbeing** Students can enhance their wellbeing by utilising some of the strategies below:

- build resilience through reflection on thoughts, feelings and motivations to understand they have the ability to respond and change negative thoughts
- believe they can intervene effectively in their own lives, even in adverse situations
- can engage positively with others and maintaining meaningful relationships
- can maintain good self-regulation skills
- function in a healthy family and whānau
- have sound cultural engagement
- have a strong sense of positive identity
- has family, whānau, school and community connectedness
- have support from non-judgmental, understanding and supportive environment
- are encouraged to seek help.

## At Risk Behaviours

- Non-Suicidal Self-Injury (NSSI or 'self-harm') is best understood as a coping strategy that students use to gain relief from feeling distressed and overwhelmed. Ways to support those suffering with NSSI:
  - Adopt a compassionate, non-judgemental approach to NSSI
  - Discuss mental health concerns and general coping strategies
  - Respond empathetically and respectfully
  - Recognise that many young people engage in self-injury in a number of ways (there are about 16 distinct forms that are recognised)
  - Make a referral to the Guidance Counsellor or Social Worker to access non-harm strategies to release that stress.
- Signs and indications of suicidal ideation. Below is a non-exhaustive list of ways students may show they are at risk, or having suicidal ideation.
  - Disclosing suicidal thoughts to whānau, peers, teachers, counsellor, or social worker
  - Unexpected, out-of-character reduction of academic performance
  - Ideas and themes of depression, death and suicide
  - Change in mood withdrawal, tearfulness, profound unhappiness, despair, hopelessness, anger at self.
  - Grief about a significant loss
  - Withdrawal from relationships
  - Disengagement in activities
  - Physical symptoms with emotional cause – eating changes, physical complaints, reduced personal hygiene
  - High-risk behaviours
- In responding to concerns about suicide risk:
  - listen to the young person without judgement and let them know they are willing to help
  - ensure that the at-risk youth is safe
  - Speak to the young person about seeking support and offer to do this together, it is important that your concerns are acted on.
  - Seek professional support from a counsellor or social worker
- Dangerous games. At times students can become engaged in dangerous games in groups or on their own. These can start as an innocent risk-taking experience, but can result in serious if not fatal consequences. Parents can help students by:
  - Talk in a factual manner about the risk involved in any games that cause harm or death
  - Promote positive attitudes, coping strategies and healthy options
  - Promote ways for students to have fun together in non-risky ways
  - Promote help seeking behaviour
  - Remind students challenging times in our lives pass
  - Teach about risk taking behaviour, depression or mental illness
  - Talk about things that make people happy, such as giving to others, listening to music, playing sport or talking with friends.
- Signs to look for are:
  - Mentions of dangerous games
  - Marks or bruises on the neck
  - Bloodshot eyes
  - Confusion or disorientation
  - Presence of unusual items

- Severe headaches
- Secretive behaviour
- Bleeding under the skin

#### Resources for students and parents

- Ministry of Education's tools and resources for parents: Wellbeing at home and school (Secondary) <https://parents.education.govt.nz/secondary-school/wellbeing/mental-health/>
- KidsHealth: Emotional and mental wellbeing <https://www.kidshealth.org.nz/tags/emotional-mental-wellbeing>
- Mental Health Foundation: Helplines (a comprehensive list of contacts offering phone or online chat support) <https://www.mentalhealth.org.nz/get-help/in-crisis/helplines/>
- Help for the Tough Times (a resource connecting 12–19 year olds to four helpful websites) [https://www.hpa.org.nz/sites/default/files/Help%20for%20the%20Tough%20Times%20pocket%20reference%20guide\\_1.pdf](https://www.hpa.org.nz/sites/default/files/Help%20for%20the%20Tough%20Times%20pocket%20reference%20guide_1.pdf)
- 0800 What's Up (a phone and chatline for 5–19 year olds to talk about the challenges in their everyday lives) <https://www.whatsup.co.nz/>
- Wellbeing@school website: <https://wellbeingatschool.org.nz/>

## HOMework CLUB/LEVEL UP

### Homework Club

Homework Club runs in the College Library Tuesday and Wednesday Term 1 and 2, with the addition of Thursdays in Term 3 and 4 after school from 3.30pm to 5.00 pm. It provides a very positive working atmosphere for students to get their homework done with access to computers. There is teacher and student help available for those who need it.

### Level Up

Level Up is run for senior students from 5 to 7pm in Term 3. Everyone is welcome. Students 'contract' into the programme. They must complete a registration form and have it signed by a parent. They commit to attend. During each session students will get one on one support from subject teachers and peers through workshops and mentoring. Light refreshments are offered to students who attend.

## FEES AND ACCOUNTS

**Naenae College** has opted into the Government Donation scheme therefore all curriculum based learning costs are not charged for. This includes the school donation.

### Sports Registration Fees, Trip Fees

Students who register for competitive sports **are** required to pay registration fees before the season begins. The College subsidises sports teams and provides team uniforms generally through sponsorship money.

Invoices for fees for sports and trips are emailed or posted once per term. Additional invoices for school trips, damages, other charges, etc. will be posted as deemed necessary.

All fees can be paid by: Cash, Cheque, Eftpos, Automatic payment spread over the full year

An automatic payment (AP) can be set up at any stage. For example, an AP of \$10 per week from the start of Year 9 usually means sports fees, outdoor activities and even itinerant music lessons can be paid as they fall due because there are sufficient funds accumulated in your child's school account.

For any queries please contact the Accounts Office for a confidential discussion on 04 567 7175, ext. 821.

## UNIFORM

Uniform is to be worn correctly and well by students all year. Items of clothing/footwear that become too small or beyond repair need to be replaced **before** it becomes necessary to wear non-uniform items as an interim measure. This includes the last few weeks of school. All students are to be in correct Naenae College uniform at all times. This includes travelling to and from College.

To meet these standards, boy's trousers need to be of a correct size when they are purchased. Trousers need to fit at the waist, held by a plain black belt. Girl's skirts are to be between the knee and mid-calf in length. A long skirt is available for Moslem girls only.

The only shirts to be worn are those specially designed for the College. **All items of school uniform are to be well maintained.** It is not acceptable for students to wear ripped clothing, have tatty edges on jersey cuffs or write/draw on any parts of the uniform. There is to be **no unnatural colouring of hair**. Boys are to be clean shaven.

Students, who do not meet these standards consistently, will be disciplined. This may include being withdrawn from classes until matters are addressed.

### UNIFORM (Yr 9-13)

White Short Sleeve Blouse *	Hoodie*
White Long Sleeve Blouse *	Navy Polar Fleece *
Blue Short Sleeve Shirt *	Tie (optional)*
Blue Long Sleeve Shirt *	Le Faitaga (optional)
Tartan Skirt *	PE Top *
Tartan Long Skirt *	PE Short *
Black Trousers (Fitted)*	Scarf (optional)*
Black Trousers *	Jacket
Shorts*	Hijab
Navy Blazer (Optional) *	Cap (with logo) (optional)*
Socks White	Beanie (with logo) (optional)*
Socks Black	Bucket Hat (with logo) (optional)*
Navy Jersey *	

\*(only available from NZ Uniforms, 92 High Street, Lower Hutt)

For a full price list, visit our website on [www.naenae-college.school.nz](http://www.naenae-college.school.nz)

Please contact the relevant Whānau Head or Deputy Principal if you have any difficulties with uniform. Special applications can be made to a Trust fund held by the school to support those unable to pay at the time of need.

## CONCERNS/COMPLAINTS

We take seriously our commitment to maintain high standards and effectively resolve issues for all parties whenever possible. We therefore encourage feedback from parents, both positive and negative and recommend that if you feel concerned or aggrieved about anything in relation to the College, it is better to communicate that, either informally with a phone call or note in the school diary or formally by written correspondence (letter or e-mail).

Please direct concerns to the most appropriate person. If in doubt, please phone the Principal's Personal Assistant for advice or communicate directly with the Principal.

In general:

Issue	Refer to:
Subjects, classroom programmes, etc.	Learning Advisor Whānau Head
Low-level guidance/pastoral care, attendance, health, minor incidents, relationship issues.	Learning Advisors, relevant Whānau Head
Health and safety, bullying, abuse, assault, domestic issues.	Guidance Counsellor, DPs or Principal
Learning/behavioural difficulties, need for assessment, special support, remedial, extension programmes.	HOD Learning Support, Faculty Heads, HOD's or relevant Whānau Head
Sport	Sports Coordinator
Staff competence/ethics. Standards, expectations, etc.	Principal or DPs
Pupil misbehaviour in public (Buses, trains, etc.)	DPs, Principal
Financial matters, accounts, etc.	Accounts/Resource Manager
Property safety, security.	Property Manager

You may also refer matters directly to the Board of Trustees. However, if it is a management issue the Board will refer the matter back to the Principal. If the matter has not been resolved to your satisfaction by the Principal then refer the matter to the Board Chairperson, Sarah-Jane McCosh. [BOT@nnc.school.nz](mailto:BOT@nnc.school.nz)

Many issues can best be resolved by a telephone conversation, or if necessary, a personal meeting. Formal written correspondence, including emails will be acknowledged.

## RESTORATIVE PROCESSES

### Restorative Processes

Naenae College is committed to employing Restorative Processes and is working toward full implementation. Staff are encouraged to use the 'Restorative Chat' in their daily dealings with students.

### The Restorative Chat

The sole focus is on maintaining/restoring your relationship with the student in your class. The process is aimed at making things right. This is most likely to happen if your tone and demeanour is calm. Think about your timing, in Roopu time: away from others: when you can spare five minutes and not feel rushed.

1. **Tell the story**
  - What happened?
  - Tell me what happened when ...
  - What are you thinking when it happened?
  - What value was not used?
  - What are you thinking now about what happened?
  
2. **Explore the harm**
  - Who do you think has been affected?
  - In what way?
  - What do you think it must have been like for them?
  
3. **Repair the harm**
  - What needs to happen to put things right?
  - What do you think \_\_\_\_\_ needs to hear from you?
  - Is there anything else you can think of that might help?
  
4. **Reach an agreement**
  - If this happens again, what will you do differently?
  - What do you need from me/us to support you?
  - What will the plan for the future include?
  - If this happens again, what will we do about it?
  
5. **Plan the follow-up**
  - When would be a good time to check with you to see how you are going?
  - What will happen if our agreed outcomes have not been reached?

## **YEAR 13 GRADUATION**

An important part of the end-of-year Senior School closing ceremony is the presentation of Graduation Certificates to Year 13 leavers.

Students will be eligible for a Graduation Certificate if they meet the following conditions:

- Have completed a full-time course (five subjects). In some cases, there may be a specific formal arrangement for a reduced course though this will be rare.
- Have fronted to all internal assessments (or provided satisfactory evidence of inability to attend) and met basic work requirements in all courses.
- Have attended regularly – the minimum expected standard is 90% attendance excluding legitimate absences for school activities, verified medical situations etc.

### **Special Notes:**

- Students who leave prior to the Senior Closing Ceremony will not be eligible for a graduation certificate except in extenuating circumstances where the Principal at the request of the parent/caregiver (medical, family crisis etc) has granted the leave in writing.
- Students denied a Graduation Certificate based on attendance would have had official warning letters throughout the year. If attendance has deteriorated rapidly at the end or the student has not attended classes in the five days before the closing ceremony then no warning will be given and the student will not receive a Graduation Certificate unless evidence is provided to the Principal to legitimise the absence.
- Any student stood-down or suspended in Year 13 risks being denied graduation. If trust and good behaviour is restored prior to the closing ceremony then due consideration will be given. Any behaviour in the two weeks prior to the closing ceremony that is deemed inappropriate and unacceptable and that makes the student reasonably liable for stand-down or suspension will lead to non-graduation. That is, non-graduation may well be imposed instead of stand-down/suspension.
- Students graduating from Year 11 or 12 who have gained level 1 NCEA will be eligible to attend Graduation and will be presented with a certificate.

# NATIONAL QUALIFICATIONS INFORMATION

## YEAR 11, 12 & 13

### Gaining National Qualifications

If enrolled in the senior school, your child will be working towards:

- NCEA Level One                      **OR**
- NCEA Level Two                    **OR**
- NCEA Level Three   **OR**
- A combination of these

<b>To get NCEA Level One:</b>	80 credits which must include Literacy and Numeracy
<b>To get NCEA Level Two:</b>	80 credits (at least 60 credits at Level Two or higher – students may transfer 20 of their Level One credits)
<b>To get NCEA Level Three:</b>	80 credits (at least 60 Level Three credits – students may transfer 20 of their Level Two credits or include Level Four credits)
<b>To gain entry to university:</b>	A minimum of 10 Level One Mathematics credits A minimum of 10 Level Two literacy credits (4 reading, 4 writing) A minimum of 14 Level Three credits in each of three approved subjects; <b>AND</b> Level Three

Students should be aiming to achieve at least **16 credits** in each of their subjects in order to ensure they will gain a national certificate this year. Students are expected to keep a record in their school diary of the standards and credits they gain throughout the year. We will also provide students and their families with regular progress printouts.

### National Certificate of Educational Achievement Endorsements

Students require 50 credits at Excellence to gain an NCEA endorsed with Excellence, and 50 credits at Merit (or Merit and Excellence), to gain an NCEA endorsed with Merit.

**Credits counting towards endorsement may be gained over more than one year** and more than one level but must be gained at the level of the certificate or above. For example, Level 2 credits will count towards endorsement of a Level 1 NCEA, but Level 1 credits will not count towards endorsement of a Level 2 NCEA.

#### 2. Course Endorsement

Students require 14 credits at Excellence to gain a course endorsed with Excellence, and 14 credits at Merit (or Merit and Excellence), to gain a course endorsed with Merit.

At least three credits must be from externally assessed standards and three credits from internally assessed standards.



**Credits for course endorsement must be gained in a single school year.**

**If at any time during the year, you are not sure what stage your child is at and what it is that they still need to do to gain a full National Certificate then you should contact one of the following people:**

Mr Chris Taylor	(Deputy Principal)
Mr Martin Laing	(Principal's Nominee)
Ms Tanwyn Siencyn	(The School's Careers Advisor)

The school provides lots of support to students throughout the year to help them come to an understanding of the processes for National Qualifications.

## **Scholarship**

Scholarship examinations are intended for the highest academic students across the country. Students can opt to sit Scholarship examinations in any of their subjects (from an approved list). The examinations are held at the end of the year and students sit them in addition to their Level Three examinations.

Papers are marked and students are ranked. Top scholars are awarded with money. In essence, Scholarship is a competition and it is important to note that **it is not a qualification and it does not carry credits.**

Scholarship results are released later than Level Three results and are not used for entry to University. They will however help with entry to restricted courses.

**Students who wish to enter scholarship should discuss this with their teachers and Mr Taylor and Mr Laing as early as possible. There is a considerable workload in preparing for Scholarship and study needs to start early in the year.**

## **How Students are Assessed**

### **Standards Based Assessment**

All courses are assessed using Standards – these can be either **Achievement** Standards or **Unit** Standards. Many courses offer a combination of both Achievement and Unit Standards, but some courses offer only Achievement Standards and some offer only Unit Standards. Likewise, most courses will have a combination of Standards assessed internally and externally, but some courses will only offer Standards that are internally assessed.

In all classes students will be issued with a course outline and assessment plan. This will include:

- topics to be covered
- titles and credit values of standards to be assessed against (all standards – both internal and external)
- the timing and nature of assessment activities, including milestones, final due dates, and opportunities provided (NB: if there is only one possible opportunity, you will be told this)
- record sheets for you to track your progress
- reference to the student assessment guidelines.

Teachers will follow the school's assessment policies and procedures at all times. They will also:

- Report on student progress through school reports
- Inform you if your child misses any assessments
- Inform you if they believe your child's attendance patterns are such that they may be at risk of not being fully prepared when they come to sit assessments
- Ensure fairness by following Naenae College policy on moderation of internal assessments and appeal procedures

### **Moderation of Internal Assessment**

All assessments are checked within subject departments for consistency with the Standard and between teachers. All departments undergo a bi-annual audit of their assessment procedures – this is carried out as peer review by Heads of Faculty and reports monitored by the Principal's Nominee. The school's systems for this are checked every three years by the New Zealand Qualifications Authority.

Every year Departments are required to submit samples of student work for external moderation for the Standards nominated by the New Zealand Qualifications Authority.

### **Assessment Opportunities**

Course outlines clearly indicate to students **when** the internal assessments will take place. Each Department will have a policy on **how** assessments will be carried out. Make sure you and your child read the course outlines and that you are familiar with the policies. In many cases, students will have more than one opportunity to sit a standard during the year (i.e. the original assessment plus one resit opportunity).

### **Special Assessment Conditions**

If a student requires special assessment conditions teachers are informed of this. Provision will be made for the student to sit assessments under 'special assessment conditions' as required. The Learning Support Department will coordinate this with teachers. Please contact the Principal's Nominee, Mr Taylor and Mr Laing if there is a problem.

### **Derived Grade (applies for external assessments only)**

Students who are prevented from sitting examinations or otherwise presenting materials for external assessment, or who consider that their performance in an external assessment has been seriously impaired because of exceptional circumstances beyond their control, may apply to NZQA to be granted a result through the derived grade process. **Any student needing to apply for a derived grade must contact the Principal's Nominee, Mr Taylor and Mr Laing, immediately. They will ensure that all paperwork is completed and forwarded to NZQA.**

An applicant for a derived grade must:

- complete The New Zealand Qualifications Authority's application form and submit it to the school by the closing date
- supply a copy of their admission slip with the application
- supply appropriate medical or documentary evidence.

Except in exceptional circumstances, a derived grade will only be granted as a result of a circumstance that occurred no more than one month before the start of examinations or the submission of work for other external assessment. The New Zealand Qualifications Authority may vary these conditions for performance-based external standards.

## **Some Important Points – Policies and Procedures**

### **Attendance in Class**

Students are expected to attend all lessons unless they are at a legitimate school activity. A note, outlining the reasons for absence, must cover any other absences.

Students will not be excused from any lessons to complete assessments in other subjects.

**The school will inform parents/caregivers if students are not attending class.**

### **Attendance at Assessments – Missed Assessment Applications**

It is very important that students attend scheduled assessments. If they cannot hand in an assignment on time, or do an in-class test or practical activity on the day, then they must apply to their teacher as soon as they know they will be late with an assignment or will be absent, or as soon as they return to school. Valid reasons for requesting an extension of time or a new assessment date are:

- Sickness: a medical certificate or a note from a parent/caregiver must be supplied
- Family trauma: a note from the parent/caregiver, Guidance Counsellor, Whānau Head, or Learning Advisor must be supplied
- School sporting/cultural activity: the teacher in charge of the activity signs the 'Missed Assessment' form. (Note: this reason is only valid if the student informs the teacher in advance of the assessment or due date.)

In **all** cases, a 'Missed Assessment' application form must be filled in and given to the teacher concerned (*see Appendix 1*). Mr Taylor and Mr Laing will be able to provide these. **Requests for extension of time must be made before the due date.**

Based on the information presented in the 'Missed Assessment' application, the Head of Department and/or Principal's Nominee may decide to:

- Grant an extension
- Set a new assessment date
- Deny the application and award no credit for the standard(s) concerned.

Teachers keep records of student progress toward externally assessed standards. Candidates for externally assessed achievement standards who have suffered from a temporary illness, non-permanent disability or other event close to or during the external assessment, and which they believe has significantly impaired their performance, may apply to NZQA for a derived grade in those external assessments.

### **Authenticating Student Work**

Work submitted by students must be their own. Each Department will have procedures for authenticating student work for assessment. These will be practicable and compatible with the assessment and may very well mean requiring students to sign a declaration of authenticity.

The teacher has the right to challenge the authenticity of an assessment if they believe it is not the student's work. **(See below for further information.)**

### **Breaches of Rules (Misconduct/Cheating)**

If a student's behaviour has disrupted an assessment, the Head of Department and/or Principal's Nominee must be informed and will determine the course of action to be taken and what penalties will apply, with the possibility of a Not Achieved awarded.

If there is a question about authenticity then the class teacher shows the suspect work to the Head of Department/Principal's Nominee. Students may be asked to offer proof of authenticity (drafts etc.). Students suspected of having offered inappropriate help to their peers are also interviewed.

If the Head of Department judges that cheating has occurred then the student(s) concerned will gain Not Achieved for the item of work. Parents/caregivers will be contacted.

Further penalties may be imposed by Senior Leadership. The seriousness of the penalty will be dependent on the seriousness of the cheating.

### **Appeals**

Students may appeal any assessment related decisions. This includes:

- the outcomes of internal assessment
- decisions relating to misconduct
- decisions relating to authenticity
- decisions relating to any other breaches of the rules

The appeals pathway is from students to their class teacher, to the Head of Department, and then to the Principal's Nominee. Appeal Application Forms may be picked up from the Student Centre or Mr Taylor or Mr Laing. **(See Appendix 2 for the Appeal Application Form.)**

### **Appeals Procedure**

1. The Teacher will give students an opportunity to check that they agree with the results given. If a student thinks that work has been incorrectly assessed they can ask the teacher to reconsider.
2. The teacher should explain the result and make any necessary alterations. If the assessing was done by another teacher in the department, that teacher must be consulted.
3. If a student is unhappy with the teacher's explanation, they may ask the Head of Department for a decision, using an appeals form. The teacher is able to provide this form. This must be done within two weeks of the work being handed back.
4. If a student is still unhappy and disagrees with the Head of Department's decision, they may ask the Principal's Nominee to consider the case. The Principal's Nominee may consult with the Head of Department and other subject experts as deemed appropriate. The Principal's Nominee's decision is final.

## Appendix 1

### Missed Assessment Application Form

Fill in the top section, attach appropriate letters or certificates and hand in to the Principal's Nominee or your teacher.

Name:	Form Class:
Date of application:	
<b>Missed assessment details:</b>	
Subject:	
Name of teacher:	
Standard number and title:	
Type of assessment ( <i>practical, assignment, test, etc.</i> )	
Date of assessment or due date:	
<b>Reason for missing assessment: (please tick one)</b> <input type="checkbox"/> <b>Illness:</b> medical certificate or a note from a parent/caregiver must be attached <input type="checkbox"/> <b>Family/personal trauma:</b> documentation must be attached (e.g. letter from parent, counsellor, or form class teacher/Whānau Head) <input type="checkbox"/> School sporting/cultural activity: _____	
Signature of teacher-in-charge of activity: _____	
<b>Decision by HOD/NCEA Co-ordinator:</b> <input type="checkbox"/> <b>Extension granted.</b> New due date: _____ <input type="checkbox"/> <b>New assessment date granted.</b> New date: _____ <input type="checkbox"/> <b>Application denied.</b> Comment: _____	
<b>The reason for this decision has been explained to me and I accept the decision.</b>	
Signed: _____ (student)	
Signed: _____ (staff member)	
Date: _____	

## Appendix 2

### Appeal Application Form

Fill in the top section and hand in to the Principal's Nominee or to your teacher/HOF within two weeks of getting your assessment back.

Name:	Form Class:
Date of application:	
Subject:	
Name of teacher:	
Standard number and title:	
Grade awarded:	
Date assessment returned to student:	
<b>Reason for appeal:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> I have discussed my grade with my subject teacher in the first instance.</li><li><input type="checkbox"/> I would like the HOD/Principal's Nominee to reconsider my grade. My reasons for this request are: <b>(please explain, using an extra sheet if needed)</b></li></ul>	
<b>HOD's Decision:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> The grade awarded by the teacher stands.</li><li><input type="checkbox"/> The grade awarded has been changed to _____</li></ul> <p>The reason for this decision has been explained to me and I accept the decision.</p> <b>Signed:</b> _____ (student)	
<b>Signed:</b> _____ (HOD) <b>Date:</b> _____	
<b>NCEA Co-coordinator's Decision/Comment:</b>	
<b>Signed:</b> _____ <b>Date:</b> _____	