

Papanui High School



Senior student handbook 2018

This handbook replaces the student diary. It contains important information about assessment and computer use at Papanui High School. It also contains important dates for the year and the names of important people you should know about within the school.

The school website www.papanui.school.nz contains all the information about behavioural expectations and attendance. Please refer to this if you want any more information about how things work at our school. You should also download the school app if you have a smartphone. Search Papanui High School on the android or apple store.

We want you to be the best that you can be and one of the keys to success is organisation. We haven't provided a diary for our senior students this year, you may wish to purchase a paper diary for yourself or use an app on your phone or device. Our school is a google school and all teachers use google classroom and its apps. The easiest calendar tool for you to use is google calendar. This will easily sync with the google classroom apps you are using.

There is a form that has been handed out with this handbook that you and your parents or caregivers need to sign to say that you understand the assessment and ICT conditions at Papanui High School.

Please talk to your form teacher or Dean if you have any problems or queries.

Please store this document in a safe place.

*My School, My Success, My Responsibility
Tōku Kura, Tōku Tiketike, Tōku Haepapa*

MISSION STATEMENT

**“To provide the best possible education
for all our students in a safe, balanced, caring environment”.**

Our school is a full service school that facilitates learning by catering for all students’ academic, emotional, social, cultural, physical and medical needs.

Our school sets out to provide a well balanced education.
Papanui High School is a community school for North-West Christchurch.

We can achieve these goals through our PHS values:



Important Dates 2018

TERM ONE

Tuesday 30 January - Friday 13 April (11 weeks)

- Tuesday 6 February Waitangi day - school closed
- Friday 30 March Good Friday - school closed
- Monday 2 April Easter Monday - school closed
- Tuesday 3 April Easter Tuesday - school closed

TERM TWO

Monday 30 April - Friday 6 July (10 weeks)

- Friday 1 June Teacher Only Day - school closed
- Monday 4 June Queens Birthday - school closed

TERM THREE

Monday 23 July - Friday 28 September (10 weeks)

- Friday 24 August Mid-term break - school closed

TERM FOUR

Monday 15 October - Friday 14 December (9 weeks)

- Monday 22 October Labour day
- Friday 16 November Show day

Important People

Deans

Ms Lynette Starr	Year nine
Mr Joe Holland	Year ten
Mr Tony Phillips	Supported Learning Dean
Mrs Carole Petrie	Head of Junior Level
Mr Paul Anderson	Year eleven
Ms Tanya Sapwell	Year twelve
Mrs Josie Welch	Year thirteen
Mr James Stewart	Senior course tutor and careers teacher

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Senior Leadership Team

Ms Rachel McConnel	Assistant Principal	(year 11)
Ms Lynette Archer	Assistant Principal	(year 12)
Mr Tim Kirby	Deputy Principal	(year 10)
Ms Louisa Clissold	Deputy Principal	(year 9)
Mr Mike Vannoort	Associate Principal	
Mr Jeff Smith	Principal	(year 13)
Mrs Gaye Parlane	Executive Officer	

Assessment in the senior school

PART A THE QUALIFICATIONS

National Certificate of Educational Achievement (NCEA)

NCEA is administered by the New Zealand Qualifications Authority. The authority is responsible for publishing a wide range of standards.

A Standard is a statement which describes the outcomes for a particular piece of learning that a student must reach and the number of credits which will be gained when the student has produced the evidence required. The judgements are performance based and you are not assessed in comparison to other students.

There can be multiple outcomes for each standard and all must be achieved before all of the credits for that standard are awarded. It is either all the credits or no credits.

A school course will be made up of a number of topics and usually each topic will have associated with it at least one standard.

There are two types of standards – Unit and Achievement

Unit Standards are assessed within the school (there is no end of year examination) and are usually either Achieved (pass) or Not Achieved. Unit Standards are often related to skills and knowledge required in vocational settings.

Achievement Standards are school based standards. They can be assessed totally within school (**internally assessed** with school staff both written and assessing) or assessed by an end of year examination or submission of portfolios in November (**externally assessed**). In this case the assessment is written and marked by people outside of school.

There are three levels of achievement for achievement standards – Achieved, Achieved with Merit and Achieved with Excellence. The evidence required for each grade is specified in the standard and your teachers will explain how you can move from one level to the next.

There are three levels of NCEA with increasing difficult standards. In Year 11 most students will attempt standards at level 1, Year 12 at Level 2 and Year 13 at Level 3. However it is possible to do multi-level courses to meet the needs of the student.

NCEA Level 1

To gain your NCEA Level 1 Certificate you will need to gain 80 credits at Level 1 or above. 10 of these must contribute to Literacy and a further 10 for Numeracy. Certain standards have literacy or numeracy components attached to them as decided by NZQA. Your course statement will indicate which standards also contribute to literacy and numeracy. Please note that literacy and numeracy credits are also available in subjects other than English and Mathematics.

NCEA Level 2

To gain your NCEA Level 2 Certificate you will need to gain 60 credits at Level 2 or above and have gained 20 other credits at any level. There is no specific literacy and numeracy requirement for Level 2. Some courses will also provide credits for a National Certificate in specific areas such as Electronics or Employment Skills.

This can be monitored by using the Vocational Pathways information which is available on the NZQA website and the school portal.

NCEA Level 3

To gain your NCEA Level 3 Certificate you will need 60 credits at Level 3 and have another 20 credits at Level 2. Like Level 2, there are no specific literacy or numeracy requirements to gain your Level 3 Certificate. However, there are specific requirements to gain University Entrance.

University Entrance

Students will need all of the following to be awarded UE:

- attain NCEA Level 3
- achieve 14 credits at level three in each of three subjects from the list of approved subjects. The list of approved subjects will consist of subjects derived from the New Zealand Curriculum with achievement standards at Level 3
- achieve UE numeracy - 10 credits at Level 1 and above from specific achievement standards, or three specific numeracy unit standards
- achieve UE literacy - 10 credits (five in reading and five in writing) at Level 2 and above from specific standards.

The University Entrance (UE) qualification is the minimum requirement for entry to university. Universities and other tertiary providers sometimes have other specific requirements for entry to particular courses. If you have a particular university programme in mind, check the entry criteria with our Career Advisors Mr Stewart, Mrs Langdon or Ms Herbert, for clarification as soon as possible, to ensure you are entering the appropriate standards/courses at Level 3.

Note: It is possible to achieve NCEA Level 3 without gaining University Entrance.

Certificate Endorsement

Your NCEA certificate can be endorsed with Merit or Excellence.

To gain a Merit endorsement the student will need to gain 50 credits at Merit or Excellence level.

To gain an Excellence endorsement the student will need to gain 50 credits at Excellence level only.

Course Endorsement:

A course endorsement recognises high levels of achievement within individual courses eg Mathematics 11F or Chemistry 31F.

A student will gain a course endorsement if they achieve the following requirements in a single school year,

- 14 or more credits at Excellence for an Excellence endorsement or 14 or more credits at Merit and/or Excellence for a Merit endorsement.t

- At least 3 of these credits from externally assessed standards and 3 credits from internally assessed Standards. This does not apply to Physical Education or Level 3 Visual Arts.

New Zealand Scholarships

New Zealand Scholarship is designed to extend very high achieving students in each subject. The content for the exam in each subject is the same as for the Level 3 course but the examination tests the ability of the student to link ideas and show higher order thinking skills.

All scholarship students are assessed externally by either an extra examination at the end of the year or by submitting a portfolio of work where applicable. The qualification is at Level 4 on the National Qualifications Framework but is worth any credits towards NCEA Level 3. Scholarships are monetary awards which can be gained in one or more subjects.

The Scholarship coordinator is Ms Amanda Taylor (tya@papanui.school.nz).

Monitoring Achievement

Students are encouraged to monitor and check their achievement by logging into the Student Portal on the school website and looking at the NCEA summary section as well as by checking the NZQA website using their personalised login. Students new to NCEA will get details of how to log in in June.

Websites which may be useful

<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/>

<http://www.studyit.org.nz>

Contact People

If you have any queries about NCEA please contact Anita Attwood (ata@papanui.school.nz) or Graeme Hall (hlg@papanui.school.nz).

Ensuring Consistency

Between classes – all classes in a subject will use the same assessment for a given standard. Departments must formally record the procedures they will use to make sure all teachers involved in assessing do so to a consistent standard. These statements are checked in accordance with the school's quality assurance process by both internal audit and by NZQA in their Managing National Assessment audit.

Ensuring assessment reflects the national expectation – each year marked assessments for a significant proportion of standards used at Papanui High are sent to NZQA. National moderators then check that the assessment and its marking to ensure it is in line with expectation set across the country .

PART B: STUDENT GUIDELINES

Course Information and Assessment Statements

Subject teachers must give students a full assessment statement and course information at the beginning of the year.

They will include information about

- details of the assessment programme (internal and external, formative and summative),
- title registration number and version of each standard,
- credit value of each standard
- method of assessment
- whether or not further assessment opportunities will be available for each standard
- specific dates when tasks are due

A calendar for the year showing topics and assessments should also be provided.

When an assessment is set the assessment designer needs to include detail about the length of time available, timing of milestones, procedures for handing in work, explanation of how the consistency of marking between classes will occur, authenticity requirements and the consequences of non-authenticity, consequences of lateness and clarity with regard for students who may need to seek extensions or alterations to deadlines.

Authenticity

All work submitted must be your own and correctly referenced.

To help to verify that the student's work is authentic they are need to

- Keep all drafts, working documents (paper or digital) and hand them in to the teacher as required.
- Keep records of all resources that are used including hand written plans and URLs of websites.
- Acknowledge the source of all material citing where whether it is text, digital or people. (Teachers will explain how these references will need to be recorded).
- Be prepared to discuss your work further with your teacher
- Sign the Authenticity document.

A student must not:

- Copy another student's work.

- Quote material from written or electronic sources without acknowledging the source (no acknowledgement is plagiarism).
- Allow someone else to copy your work.
- Allow someone else to do your work.
- Use forbidden notes or technology in a test or exam (non-standard calculator, cell phone etc)

A student should inform the teacher if they have outside tutorial assistance for their assessed work.

Breaches of rules:

Dishonest practices or any other breach of the following rules will be investigated:

1. **Influencing/assisting/hindering candidates** – when a person is alleged to have influenced, assisted or hindered candidates, whether dishonestly, fraudulently or unwittingly
2. **Dishonest practice by candidate** – when a candidate is alleged to have attempted or dishonestly or fraudulently access information or materials not permitted in an assessment, or access information or materials or other help from other person, or altered an assessment prior to seeking a review or reconsideration.
3. **Performance based authenticity** – when a candidate is alleged to have submitted material for assessment that is not their own, or not verified as their own, whether dishonestly, fraudulently or unwittingly.

The school takes breaches of the rules very seriously.

If student is found to have breached any of the rules, they will not receive any credits and forfeit any opportunity for a further assessment opportunity. It could involve meeting with the Disciplinary Committee of the Board of Trustees if the incident is considered serious enough.

If there is collusion between students then all students will be liable for the same consequence.

Process for students breaching the rules when undertaking internal assessment:

1. The Subject Teacher will report and show evidence for suspecting there is a breach to their HOD/TiC.
2. There will be a discussion with the subject teacher, HOD/TiC and the student.
3. If a breach is found to have occurred and the student acknowledges it, the information is passed to the Dean and the Principal's Nominee.
4. A meeting will be arranged with the student and their parent/caregivers where the consequence of the breach will be explained.
5. If the student does not acknowledge the breach the information is passed to the Dean and the Principal's Nominee and/or their assistant who will investigate the possible breach.
6. The student will be interviewed again with their parent/caregivers.

7. The information gained will be used to make a decision and this will be communicated to the parent/caregivers.
8. Candidates have the right to appeal to the Principal any decision made by the school relating to any possible breaches of the rules.
9. Where a candidate has been found to have breached the rules a 'Not Achieved' grade must be reported for that standard and any further assessment opportunity is forfeited.
10. If the incident is considered serious enough the student and caregivers could be required to meet with the Board Trustees Discipline Committee.

Deadlines and Extensions

1. To be eligible for assessment, work must be handed in or carried out on the agreed date. This date is set by the teacher in charge of the assessment. Students will be given at least seven days' notice of the specific date and time for assessments however longer timeframes are preferable.
2. Students need to check this date against other commitments.
If there are likely to be circumstances which the student can determine, which will make it difficult to meet that date, the student must approach the teacher to negotiate an acceptable deadline that is fair to all concerned. The student should not be advantaged compared to other students.
3. Once this date is fixed the student must take this into account when arranging work, doctor's and dentist's appointments, holidays etc. Avoidable absence is an **not** acceptable excuse after the deadline has been agreed.
4. Extensions to the agreed deadline will only be granted if there are exceptional and unforeseen circumstances. These will be similar in nature to those which are used to grant derived grades for external exams.
To apply for an extension the students must:
 - a. apply to their teacher as soon as possible.
 - b. provide reasons with evidence (medical certificate or other professional, signed letter from the parent/caregiver) to the teacher. The reason and evidence will be discussed with the teacher in charge of the assessment and/or the HOD to ensure no one is unfairly advantaged by the extension.
5. Students who miss the assessment or are unable to hand in an assignment on the due date, due to extreme circumstances can be given an extension, reassessed at another time or in exceptional circumstances be considered for a derived grade. It is the caregivers/students' responsibility to ensure the teacher is informed by email or

letter within 24 hours of the extreme circumstance occurring and ensure evidence is available.. HOD's will be required to respond to the request promptly. Failure to inform the teacher within these time frames will result in the student being given a 'Not Achieved' for that assessment.

6. Derived grades for Internally Assessed Standards will be granted in rare circumstances:
- students may apply for a derived grade for any assessment that has been missed but it is preferable they complete the assessment themselves.
 - the student must make their application to the Principal's Nominee, who will then liaise with the HOD/TIC.
 - students can only gain a derived grade for NCEA if teachers have standard specific evidence.

Derived Grades for Externally Assessed Standards

If a student is unable to sit an external examination or has their performance significantly impaired by illness or exceptional circumstances, they can apply using the appropriate form for a derived grade. Similarly if their ability to complete a portfolio of work (eg Technology or Art) is impeded.

A derived grade is based on standard specific evidence that the student has produced during the year. The evidence must be standard specific, reliable and authentic. To be authentic it must be gathered in the same way as the actual examination. It is important then the students attend the school examinations and tests so they can produce the evidence required. If a student is absent without an acceptable reason then he/she will not have a derived grade should they be unable to attend the external exam in November.

The form is available from the school (contact Mrs Attwood or Mr Hall) or it can be downloaded from the NZQA website.

<http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/managing-national-assessment-in-schools/derived-grades/information-for-candidates/>

The key is to get external corroboration for the reason for the absence as quickly as possible – medical certificate, police or counsellor etc.

If a student is chosen for to represent New Zealand during the examination period then they can apply for derived grades. It is important to let the school know as soon as possible after the selection as the application needs to be pre-approved..

Further Opportunities to Demonstrate Achievement

This section is to explain procedures for students who do not demonstrate the required skills and/or knowledge to gain their best possible grade in their first attempt at an internally assessed standard.

Further opportunities for assessment are given when a student has either not achieved a grade for a standard, due to minor errors or where more learning needs to take place.

Resubmission:

A resubmission of a student's work will be offered if the teacher believes the student has missed achieving a standard because of small errors which the student can fix themselves or they need to clarify an answer. The teacher will give them a general idea of where the problem is and it is the student's task to find and correct or clarify the error. If they do this successfully, then they will be awarded the grade. This will be done before the class is given feedback and no new teaching of the standard will have occurred. It can occur for any grade of the 3 possible grades for Achievement Standards.

Further Assessment Opportunities:

Further assessment opportunities are offered to students who have not performed to the standard expected and wish to improve their grades. If there is a further assessment opportunity then there will be further teaching and learning so the student can improve their skills and/or knowledge. This provides the teacher opportunities to give the student feed forward to improve your skills and knowledge.

The new assessment will be different to the previous assessment but must be comparable to it.

However, if you have missed the first assessment because of unacceptable reasons then you will not be given a further assessment opportunity.

There is only one further assessment opportunity (whole new assessment) per year for a standard.

Not all assessments will have further assessment opportunities.

The teaching staff will decide if an assessment has a further assessment opportunity. This is usually based on the manageability of the task.

If there is no further assessment opportunity, then staff are obliged to tell you before the assessment is undertaken. It also should be clear in the assessment statement given out at the start of the year.

Where evidence for a standard is collected over a period of time, then the teacher will give plenty of feed forward initially, but this will lessen as the completion of the assessment comes closer. This is to ensure the work produced is created or demonstrated by the student and is not unduly influenced by the teacher.

Appeals

Students are able to lodge an appeal if they are unhappy about an assessed or recorded result, have not being given a reassessment opportunity (if applicable) or believe there is inconsistency in the moderation of the work.

Procedures:

1. the students must firstly approach the teacher conducting the assessment (normally the subject teacher) and discuss the problem. Unless otherwise stated in a specific subject department's appeals procedure, **the appeal must be made within seven school days of the assessment result being given to the student.** By mutual agreement, a satisfactory solution can usually be worked out at this stage. Work that has been altered will not be considered for appeal.
2. if the problem is not resolved, the student can approach the subject HOD who is responsible for overseeing the assessment policies and recording of marks and appeal the decision of the marker or recorder. At this point, the student will need to complete the appeal form which will be made available by the HOD. (If the teacher is the HOD, then the NZQA Principal's Nominee is to be approached).
3. the HOD will investigate the appeal and make the decision. The student will be informed of the result in writing.
4. a further appeal can be made to the Principal, whose decision is final.

Keeping Student Work

The school will keep student assessments for the purpose of moderation.

However students will be given the opportunity to look at the assessed work to check marking and for the purpose of signing off the grade.

Acknowledgment and Recording of Assessments Guidelines

1. Subject teachers keep a record of student assessment results in their markbook and on KAMAR and students are able to check the record of their own results.
2. The assessments are retained by the department so that results can be checked later if necessary.
3. When an assessment has been marked the teacher hand back their work and ask the student to sign off that they accept the grade.
4. Should the student decide that they would like to appeal the grade they need not sign until the appeal has been resolved.
5. Students are to be encouraged to keep a record of their own assessments for each subject.

Privacy

Schools are required to comply with the Privacy Act 1993.

Teachers are to comply by:

- keeping student information confidential. No student is entitled to view the results of another student without their permission. Teachers should take care when handing back assessments or when getting students to check their final results.
- seeking permission from the student before using their work as an exemplar and ensuring that the student is not identified.

Special Assessment Conditions

Some students will have the need for special assessment conditions (SAC) for learning, medical or physical disabilities.

Mrs Mathias (mdb@papanui.school.nz) is the teacher who is in charge of this process. If it is felt that an application for a student should be made she should be contacted.

Generally, students requiring SACs are identified in Year 9 and 10 but if the parent/caregiver is concerned for a student going into Year 11 as applications should be made as soon as possible as they need to be processed by end of Term 1 of that year.

Please note that NZQA requires the school to hold current, documented evidence. This evidence is supplied by the teaching staff and / or by a suitably qualified, independent professional, such as a psychologist or a Level C Assessor.

When SACs are approved, they are offered for internal assessments, the school practice examinations and external examinations.

In February, and on occasions throughout the year, teachers will be notified of those students with SACs.

Students are required to speak to their teacher a week prior to any assessment to confirm that SAC has been arranged.

Costs

All domestic students who are entering NCEA pay a flat annual fee of \$76.60 (2017). This includes external examination charges.

Students undertaking Scholarship examinations pay \$30 per extra subject.

International students need to discuss fees with International Student Director as they are higher.

Financial assistance is available for

- be currently receiving a Work and Income or Study Link benefit, or have a current Community Services Card (benefit-based applications)

- are not currently receiving a benefit, or do not have a current Community Services Card, but do have a joint family income that would entitle the caregiver to receive a Community Services Card (income-based applications)
- have two or more children who are candidates, irrespective of family income, and the total fees to be paid would otherwise be more than the \$200 multiple candidate maximum (multiple candidate applications).

Further information is available from

<http://www.nzqa.govt.nz/ncea/entry-into-ncea/fees-for-ncea/financial-assistance/>

International fee-paying students cannot claim financial assistance

Use of ICT at Papanui High School

At Papanui High School ICT (Information, Communication, Technology) is an integral part of our school culture. In order for you to get the most out of these opportunities, you will need to become a digital citizen.

A digital citizen:

- is a **confident and capable** user of ICT
- uses technologies to **participate** in educational, cultural, and economic activities
- uses and develops critical **thinking** skills in cyberspace
- is literate in the **language, symbols, and texts** of digital technologies
- is aware of ICT **challenges** and can manage them effectively
- uses ICT to **relate to others** in positive, meaningful ways
- demonstrates honesty and **integrity** and **ethical behaviour** in their use of ICT
- **respects** the concepts of privacy and freedom of speech in a digital world
- **contributes** and actively **promotes the values** of digital citizenship

(www.mylgp.org.nz)

All year nine students will participate in a 5 period ICT programme which will help them to meet and understand these criteria.

All students are issued with a user name and password. These will give the student access to the school network, papNET and Google Apps (Google Mail, Google Docs, Google sites & Google Calendar). In order to use the school network and ICT equipment students will need to adhere to the Cybersafe rules below. Please sign on the attached form to acknowledge you understand The Conditions of Use of ICT at Papanui High School.

1. I will not allow anyone else to use my user name.
2. I will not tell anyone else my password.
3. While at school or a school-related activity, I will not have any involvement with any ICT material or activity which might put myself or anyone else at risk (e.g. bullying or harassing).
4. I understand that I must not, at any time use ICT to upset, offend, harass, threaten or in any way harm anyone connected to the school or the school itself, even if it is meant as a joke.
5. I understand that these rules also apply to mobile phones. I will only use my mobile phone at times that I am permitted to during the school day.
6. While at school, I will not:
 - a. access, or attempt to access, inappropriate, age restricted, or objectionable material

- b. download, save or distribute such material by copying, storing, printing or showing it to other people
 - c. make any attempt to get around or bypass security, monitoring and filtering that is in place at school.

- 7. If I accidentally access inappropriate material, I will:
 - a. not show others
 - b. turn off the screen or minimise the window and report the incident to a teacher immediately.

- 8. I understand that I must not download any files such as music, videos, games or programmes without the permission of a teacher. This makes sure that the school complies with the Copyright Act 1994. I also understand that anyone who infringes copyright may be personally liable under this law.

- 9. I understand that these rules apply to any privately owned ICT equipment/device (such as a laptop, mobile phone, ipad, ipod, USB device) I bring to school or any school-related activity. Any images or material on such equipment/devices must be appropriate to the school environment.

- 10. I will ask a teacher's permission before giving out any personal information (including photos) online about myself or any other person. I will also get permission from any other person involved. Personal information includes name, address, email address, phone numbers, and photos.

- 11. I will respect all ICT systems in use at school and treat all ICT equipment/devices with care. This includes
 - a. not intentionally disrupting the smooth running of any school ICT systems
 - b. not attempting to hack or gain unauthorised access to any system
 - c. following all school cybersafety rules, and not joining in if other students choose to be irresponsible with ICT
 - d. reporting any breakages/damage to a staff member.

- 12. I understand that the school may monitor traffic and material sent and received using the school's ICT network. The school may use filtering and/or monitoring software to restrict access to certain sites and data, including email.

- 13. I understand that the school may audit its computer network, Internet access facilities, computers and other school ICT equipment/devices or commission an independent forensic audit. Auditing of the above items may include any stored content, and all aspects of their use, including email.

- 14. I understand that if I break these rules, the school may inform my parent(s). In serious cases the school may take disciplinary action against me. I also understand that my family may be charged for repair costs. If illegal material or activities are involved, it may be necessary for the school to inform the police.

- 15. I understand that my electronic devices are my own responsibility and that I must keep them safe both physically and online. The school is not responsible for loss or damage to a student's personal electronic devices.

Uniform

Students accepted at Papanui High School must agree to wear correct uniform to, from and at school and on all official school occasions.

School uniform is to be worn in a manner which reflects positively on the school, reinforcing our PRIDE values. The only jacket to be worn is the school navy blue shower-proof jacket.

Caregivers are advised to discuss any concerns with the Deputy Principal responsible for uniform, prior to the purchase of any item.

A school uniform promotes school identity and pride, minimises the social pressures of over dressing in a school environment and is generally less expensive for parents.

Wearing our uniform correctly is important for our school tone because it shifts the emphasis from competition back to academic performance, personal achievement and mutual respect. These values are reflected in the school's PRIDE values.

*Students enrolled at Papanui High School agree to wear correct uniform **to, from and at** school and on all official school occasions.*

If there is any doubt about uniform items, caregivers are advised to discuss concerns with the senior manager responsible for uniform prior to the purchase of any item.

Responsibility for interpretation of regulations lies with the senior management.

Regulation items can be purchased from Mainland Uniforms and Uniform section of The Warehouse Northlands. Items such as shorts and trousers need to be purchased from the suppliers above or the second hand uniform store.

These include:

- Kilt in Black Watch Tartan
- Dark navy trousers or shorts
- Light Weight skirt or culottes in Black Watch tartan
- White long sleeved school blouse or white skivvy (the skivvy will be phased out over the following 4 years)

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- White open-necked short sleeve shirt or white polo shirt
- White long sleeved business style shirt
- V Neck Bottle green jersey with PHS logo— **Years 9 and 10**
- V Neck Dark navy jersey or cardigan **for senior students**
- Plain navy polar fleece
- Navy shower-proof jacket with PHS monogram
- Navy, white or black socks or tights.
- Camel colour walk socks (these will be phased out over the following 4 years)
- Plain black covered leather or leather like shoes. No coloured insignia, logos or trims.
- Laced shoes are to be worn with black laces only. *Due to health and safety regulations sandals and canvas shoes are not acceptable.*

**winter uniform may be worn on any cold day, similarly, summer uniform on warm days*

Headgear, etc

- Plain navy, black or bottle-green sun hats, caps or beanies can be worn outside the buildings. No logos or contrasting insignia unless it is the Papanui High School logo.
- Plain navy, black or bottle green headscarves may be worn for cultural reasons.
- Scarves — either green/gold, black, navy
- Tie — Bottle Green (optional)

Jewellery:

Students may wear :

- unobtrusive studs/sleepers in ears
- one unobtrusive culturally or personally significant necklace or bangle

Body piercing is discouraged for safety reasons but if worn only small studs are acceptable. Note that the rule of one unobtrusive piece of jewellery still applies.

General:

Visible undergarments such as tshirts / polyprops can only be white.

The expectation is that students are presented in a neat and tidy manner reflecting the school values.

Physical Education And Dance

All students Years 9—12: PE uniform compulsory ie. Navy and white polyester airmesh sports top with school logo. Navy polyester shorts with drawcord, or black three quarter or full length leggings, without logos. PE top and shorts are available at Mainland Uniforms.

Year 13 and above:

Tidy mufti. Please note mufti must meet the safety requirements for certain subjects. This includes enclosed shoes for Science and technology subjects.

Sports Teams Uniforms:

Jackets and other clothing purchased or issued as part of a school sports team are not part of the day to day classroom uniform. They are to be worn when representing the school at a sports event.