GOLDEN BAY HIGH SCHOOL

PROSPECTUS
2021
SCHOOL CREST  Represents the visit of Abel Janszoon Tasman to Golden Bay on 19 December 1642.

SCHOOL MOTTO  "Ake Ake Kia Kaha" : For ever and ever be strong.

COLOURS  Our gold and green colours celebrate the abundance of sunshine, bush and pasture in Golden Bay.
INDEX

Page          Page

1:1 Devices Information.......................... 11 Library.............................................. 19
Absence, Sickness, Emergency ............ 21 Literacy Support ............................... 9
Adult Students................................... 1 Parents & School Communication ... 20
Aims .................................................. 1 Property ........................................... 21
Behavioural Expectations................... 24 Ready for Work Programmes ............... 8
Board of Trustees ............................... 1 Relational Learning.............. 15, 16, 17
Buses............................................... 25 School Council ................................. 18
Te Whare Kai :Canteen ......................... 21 School Reports ............................... 20
Computer Network............................... 12 Senior Leaders................................. 18
Contacting the School......................... 20 Senior School Qualifications .......... 9
Costs ............................................... 22 Behavioural Expectations............... 24
Courses & Subject selection ... 6, 7, 8, 9 Sports Days, Music Concerts etc ......... 21
Cultural & Sporting Activities .............. 18 Staff & Responsibilities ............... 3, 4
Daily Routine.................................... 5 Stationery......................................... 22
DEAR............................................. 9 Students & Cars ............................... 24
Education Outside the Classroom .. 10 Student Support Fund ..................... 23
FAQS ............................................. 29 Terms & Holidays............................. 5
Guidance Network............................... 13, 14 Uniform ................................. 26, 27, 28
Home & School Association ............... 22 Who's Who..................................... 2
International Students ...................... 19 Work Outside of Class .................... 12
Leaving the School Grounds ............... 24

Please keep this booklet handy so you can refer to it when needed.
MOTTO

Ake Ake Kia Kaha. Forever and ever be strong.

VALUES

Kindness, Respect, Creativity and Passion
THE AIMS OF GOLDEN BAY HIGH SCHOOL

Our aim is to promote and encourage the following within a balanced education:

- Open-mindedness
- Resilience
- Sociability
- Strong work ethic

Students graduating from Golden Bay High School will be:

- Literate
- Numerate
- Digitally competent
- Culturally competent (including manawhenua tikanga)
- Critical thinkers
- Capable participants

ADULT STUDENTS

We welcome adult students in our school:

- Places are available for adult students in most regular day school classes
- Our facilities are available for educational hire

Please contact the Office for details.
OUR SCHOOL WHO'S WHO

Listed on these pages are Trustees and Staff expected to be here in 2020.

Beside the teachers' names are their major responsibilities, so you know who to contact with particular questions you may have about your student’s work, our organisation, etc.

In most cases, your first point of contact is your student's Class Teacher, Form Teacher or Dean. Every Head of Department (HOD) and Teacher in Charge (TIC) of a subject has special professional and administrative tasks related to the teaching of one or more subjects.

BOARD OF TRUSTEES

Chair Andy Williams
Deputy Chair Cynthia Sampson

Parent Trustees Brian Nesbit
Gabby Hollis
Susie Struck

Staff Trustee Dan Padial
Student Trustee Imogen Harris

Principal Linda Tame

Co-opted Members:
Manuwhenua Ki Mohua Haydon Ward-Holmes
Home & School Rep Julie Gill

Minutes Secretary Jude Edmondson
### TEACHING STAFF AND THEIR MAJOR RESPONSIBILITIES

<table>
<thead>
<tr>
<th>Name</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linda Tame</td>
<td>Principal; Year 13</td>
</tr>
<tr>
<td>Richard Baker</td>
<td>Deputy Principal; Years 7, 9, 11</td>
</tr>
<tr>
<td>Coralie Stopford</td>
<td>Deputy Principal; Years 8, 10, 12</td>
</tr>
<tr>
<td>Greg Allum</td>
<td>Physical Education &amp; Health, Outdoor Education</td>
</tr>
<tr>
<td>Gareth Batten</td>
<td>Geography, Careers, STAR courses</td>
</tr>
<tr>
<td>Enfys Bellamy</td>
<td>HOD Art</td>
</tr>
<tr>
<td>Paul Childs</td>
<td>HOD Mathematics</td>
</tr>
<tr>
<td>Fleur Murray</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Bradley Edmondson</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Kat Fort</td>
<td>Mathematics (Maternity Leave)</td>
</tr>
<tr>
<td>Abbey Gilligan</td>
<td>Guidance Counsellor</td>
</tr>
<tr>
<td>April Hay</td>
<td>HOD Performing Arts, Photography</td>
</tr>
<tr>
<td>Dominic Hammond</td>
<td>Gateway, Ready for Work</td>
</tr>
<tr>
<td>Glenda Allinson</td>
<td>Home Economics, Hospitality</td>
</tr>
<tr>
<td>Ben Knoef</td>
<td>HOD Technology</td>
</tr>
<tr>
<td>Margie Little</td>
<td>TIC Māori</td>
</tr>
<tr>
<td>Mark Mackenzie</td>
<td>Science, Biology, Chemistry, Aquaculture</td>
</tr>
<tr>
<td>Heather McKendry</td>
<td>Literacy Support and SPEC students</td>
</tr>
<tr>
<td>Peter Mitchison</td>
<td>HOD Social Sciences</td>
</tr>
<tr>
<td>Sue Mitchison</td>
<td>TIC International Languages, Social Sciences, English</td>
</tr>
<tr>
<td>Dan Padial</td>
<td>HOD Physical Education &amp; Health; Kāhui Ako across school teacher</td>
</tr>
<tr>
<td>Katrina Robbie</td>
<td>English, Social Sciences, Te Kura</td>
</tr>
<tr>
<td>Emma Rouse</td>
<td>Year 7 Home Room Teacher</td>
</tr>
<tr>
<td>Paul Skerten</td>
<td>Physical Education &amp; Health, Outdoor Education</td>
</tr>
<tr>
<td>Jan Stark</td>
<td>HOD English</td>
</tr>
<tr>
<td>Chris Stephenson</td>
<td>HOD Science, Physics</td>
</tr>
<tr>
<td>Jeanine Taylor</td>
<td>SENCO (Special Education Needs Coordinator)</td>
</tr>
<tr>
<td>Roisin Warner</td>
<td>English</td>
</tr>
<tr>
<td>Bridget Wren</td>
<td>TIC Digital Technologies</td>
</tr>
</tbody>
</table>
MUSIC TUTORS (TBC)  
Hera Livingstone  
Joachim Maurer  
Judy Murray

TEACHER AIDES  
Bronwynn Billens  
Michelle Domett  
Helena Keatley  
Sally Oates

SPORTFIT CO-ORDINATOR  
Mac Bowmar

ARTS CO-ORDINATOR  
Elvira Van der Waay

OFFICE STAFF
  Principal’s PA  
Jude Edmondson
  Business Manager  
Stephanie Hartill
  Student Administrator  
Linda Mason
  School Secretary  
Rosie Astill
  Administrator/Gateway/Careers  
Raewyn Solly
  Computer Network Manager  
Yvette Ireton
  Computer Technician  
Greg Powell (Bluey)

INTERNATIONAL DIRECTOR  
Leigh Riley

CARETAKER  
Phil Rawiri

GROUNDSKEEPER  
Richard Barham

CLEANERS  
Fay Brownlie  
David Lewis  
Jillian Webb

CANTEEN STAFF  
Jess Brien

WORKSHOP TECHNICIAN  
Richard Watson

LABORATORY ASSISTANT  
Lizzy McAlindien

LIBRARY MANAGER  
Angela Berkett
**DAILY ROUTINE**

<table>
<thead>
<tr>
<th>M, T, Th, F. and Wednesday Week 1</th>
<th>Wednesday Week 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.50 – 9.00 Form Time</td>
<td>8.50 – 9.00 Form Time</td>
</tr>
<tr>
<td>9.00 – 9.55 Period 1</td>
<td>9.00 – 9.55 Period 1</td>
</tr>
<tr>
<td>10.50 – 11.15 Interval</td>
<td>10.50 – 11.15 Interval</td>
</tr>
<tr>
<td>11.15 – 12.10 Period 3</td>
<td>11.15 – 12.10 Period 3</td>
</tr>
<tr>
<td>12.10 – 1.05 Period 4</td>
<td>12.10 – 12.40 Assembly</td>
</tr>
<tr>
<td>1.05 – 1.55 Lunch</td>
<td>12.40 – 1.20 Lunch</td>
</tr>
<tr>
<td>1.55 – 2.15 DEAR</td>
<td>1.20 – 2.15 Period 4</td>
</tr>
<tr>
<td>2.15 – 3.10 Period 5</td>
<td>School ends at 2.15 for staff PL</td>
</tr>
</tbody>
</table>

**TERMS AND HOLIDAYS FOR 2021**

**TERM 1**  
Tuesday 2 February to Thursday 9 April  
Nelson Anniversary Day Friday 16 April  
Waitangi Day Monday 8 February  
Good Friday Friday 2 April *(occurs in school, holidays)*  
Easter Monday Monday 5 April *(occurs in school holidays)*  
Easter Tuesday Tuesday 6 April *(occurs in school holidays)*

**TERM 2**  
Monday 3 May to Friday 9 July  
Anzac Day observed Monday 27 April *(occurs in school holidays)*  
Queen’s Birthday Monday 7 June

**TERM 3**  
Monday 26 July to Friday 1 October

**TERM 4**  
Monday 18 October to Wednesday 15 December  
Labour Day Monday 25 October

Staff only days are to be advised.
### COURSES AT GOLDEN BAY HIGH SCHOOL

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
</tr>
<tr>
<td>Health/PE</td>
<td>Health/PE</td>
<td>Health/PE</td>
<td>Health/PE</td>
</tr>
<tr>
<td>Art</td>
<td>Art</td>
<td>Art</td>
<td>Art</td>
</tr>
<tr>
<td>Home Economics</td>
<td>Home Economics</td>
<td>Home Economics</td>
<td>Home Economics</td>
</tr>
<tr>
<td>Digital Technologies</td>
<td>Digital Technologies</td>
<td>Digital Technologies</td>
<td>Digital Technologies</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>Performing Arts</td>
<td>Performing Arts</td>
<td>Performing Arts</td>
</tr>
<tr>
<td>Māor i</td>
<td>Māor i</td>
<td>Māori</td>
<td>Māori</td>
</tr>
<tr>
<td>Spanish</td>
<td>Spanish</td>
<td>Spanish</td>
<td>Spanish</td>
</tr>
<tr>
<td>Resistant Materials Technology</td>
<td>Resistant Materials Technology</td>
<td>Resistant Materials Technology</td>
<td>Resistant Materials Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>South Pacific Education Courses (SPEC)</td>
<td>South Pacific Education Courses (SPEC)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Notes
- **Underline Type** indicates compulsory courses
<table>
<thead>
<tr>
<th>NCEA Level 1</th>
<th>NCEA Level 2</th>
<th>NCEA Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Year 11)</td>
<td>(Year 12)</td>
<td>(Year 13)</td>
</tr>
<tr>
<td>Digital Technologies</td>
<td>Building and Construction</td>
<td>Building and Construction</td>
</tr>
<tr>
<td>Building and Construction</td>
<td>English OR Literacy</td>
<td>English</td>
</tr>
<tr>
<td>English</td>
<td>Gateway</td>
<td>Gateway</td>
</tr>
<tr>
<td>Gateway</td>
<td>Hospitality</td>
<td>Hospitality</td>
</tr>
<tr>
<td>Hospitality</td>
<td>Humanities</td>
<td>Humanities</td>
</tr>
<tr>
<td>Humanities</td>
<td>Geography</td>
<td>Geography</td>
</tr>
<tr>
<td>Geography</td>
<td>History</td>
<td>History</td>
</tr>
<tr>
<td>History</td>
<td>Classics</td>
<td>Classics</td>
</tr>
<tr>
<td>Classics</td>
<td>Tourism</td>
<td>Tourism</td>
</tr>
<tr>
<td>Tourism</td>
<td>Māori</td>
<td>Māori</td>
</tr>
<tr>
<td>Māori</td>
<td>Mathematics</td>
<td>Calculus</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Or Mathematics Statistics</td>
<td>Mathematics - Statistics</td>
</tr>
<tr>
<td>Or Mathematics Statistics</td>
<td>Or Numeracy</td>
<td>Statistics</td>
</tr>
<tr>
<td>Or Numeracy</td>
<td>Mechanical Engineering</td>
<td>Mechanical Engineering</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Outdoor Education</td>
<td>Outdoor Education</td>
</tr>
<tr>
<td>Outdoor Education</td>
<td>Practical Art</td>
<td>Practical Art</td>
</tr>
<tr>
<td>Practical Art</td>
<td>Painting</td>
<td>Painting</td>
</tr>
<tr>
<td>Painting</td>
<td>Photography</td>
<td>Photography</td>
</tr>
<tr>
<td>Photography</td>
<td>Printmaking</td>
<td>Printmaking</td>
</tr>
<tr>
<td>Printmaking</td>
<td>Ready For Work</td>
<td>Ready For Work</td>
</tr>
<tr>
<td>Ready For Work</td>
<td>Science*</td>
<td>Aquaculture</td>
</tr>
<tr>
<td>Science*</td>
<td>Aquaculture</td>
<td>Aquaculture</td>
</tr>
<tr>
<td>Aquaculture</td>
<td>Biology</td>
<td>Biology</td>
</tr>
<tr>
<td>Biology</td>
<td>Chemistry</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Physics</td>
<td>Physics</td>
</tr>
<tr>
<td>Physics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- All Courses are available subject to student numbers and staffing
- Underline Type indicates compulsory courses
- * Except with Principal’s approval
- Students not meeting prerequisites may be able to enter the course at the discretion of the teacher responsible for the course
COURSE SELECTION

Course selection for students in Year 8 and 9 options takes place in Term 4 allowing for students in Years 9 and 10 to have some choice over the courses they wish to study. Spanish, Māori, Performing Arts and SPEC are optional at Year 9, and in Year 10 optional subjects include Home Economics, Resistant Materials Technology, Art, Performing Arts, Spanish, Māori, SPEC and Outdoor Education. These are presented to students at a Year 8 and 9 options evening.

In Years 10, 11 and 12 students are provided with information about the following year’s courses at an information evening in September and this is followed by an individual course selection interview with whānau to ensure that choices being made for the following year are appropriate to student goals and aspirations.

READY FOR WORK PROGRAMMES

Using our relational approach to education, we consider the needs of our students on an individual basis. Most will leave the Bay for further education, training or work. We make a special effort to help them in this difficult transition, through Work Exploration for all students and ‘STAR’ courses.

We are proud of our student record relating to placements and successes at tertiary level.

Our students tend to have a good work ethic and good conversation skills, as well as optimism for the future.

Students are encouraged to set goals and plan for the future, accept responsibility for determining the quality of their lives and understand how they can benefit from the experience of both success and failure.

- Career Education - Year 10. Interests, strengths, career choices and subject choices for Year 11 are considered.
- Ready for Work is a subject option for Years 12 & 13. This course aims to help students develop necessary life skills in areas of communication, independence, areas of the law, career planning etc.

- Work Exploration:
  - Year 11 - three days in Takaka
  - Year 12 - three days (offered) in Takaka OR outside Golden Bay
- Courses which introduce students to vocational pathways are actively promoted to enhance future opportunities
- Gateway Courses in Years 12 and 13
**SENIOR SCHOOL QUALIFICATIONS**

Students from Year 11 upwards will work towards the *National Certificate of Educational Achievement (NCEA)* at Level 1 (Year 11), Level 2 (Year 12) and Level 3 (Year 13). In addition they can gain credits towards NZ Certificates in vocational areas while they are still at school. See the Course Information Booklet for more information on qualifications.

**LITERACY SUPPORT**

Our Learning Support personnel develop and provide programmes specific to the needs of children with a variety of learning deficits or special aptitudes.

Disabilities range from severe impairment to just one area of learning difficulty, while giftedness can require an extension programme.

Teachers and teacher aides staff the Learning Support Department. They use a wide range of diagnostic techniques to monitor students’ progress.

In addition, they:

- Give withdrawal and in-class help
- Set regular home/school remedial work
- Design suitable programmes
- Make appropriate resources
- Have regular conferencing with staff
- Hold Individual Education Plan meetings
- Generally, provide an environment that supports and motivates the learners

If you have any concerns about your student’s performance, please contact the Special Education Needs Coordinator (SENCO) Mrs Jeanine Taylor.

**DEAR (Drop Everything and Read)**

We believe that reading is a cornerstone in life-long learning and in school-based education. After lunch there is usually a 15 minute sustained silent reading period.

Students may choose what they read, including magazines and e-books. Parents are asked to encourage their students to read and can assist by reminding them to bring suitable reading material, suggesting titles and sources to students and by talking to them about what they are reading.
**EDUCATION OUTSIDE THE CLASSROOM (EOTC)**

The school organises a comprehensive EOTC programme each year. Each trip is carefully planned with the needs and strengths of each particular year group in mind. In some instances this programme may be changed because of the mix of students, the staff available and other factors.

In 2020 our tentative programme is:

<table>
<thead>
<tr>
<th>Year</th>
<th>Activity</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>Sailing</td>
<td>½ day</td>
<td></td>
<td></td>
<td>4 days</td>
</tr>
<tr>
<td></td>
<td>Teapot Outdoor Education Camp</td>
<td></td>
<td></td>
<td>Term 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Approximate cost $250)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Year 8 | Sailing                                      | ½ day   |         |         | 4 days  |
|        | Abel Tasman National Park                    |         |         | Term 4  |         |
|        | (Approximate cost $120)                      |         |         |         |         |

| Year 9 | Rotoiti Lodge 1 week                         |         | August  | 5 days  |         |
|        | (Approximate cost $450 including skiing)    |         |         |         |         |
|        | ‘Big Day Out’ & Mentoring                    |         | Term 4  | 4 days  |         |

| Year 10 | Odyssey                                      |         |         | Term 4  | 3 days  |
|         | (Variable costs)                            |         |         |         |         |

| Year 11 | Work Experience                              |         |         | Term 3  | 3 days  |
|         |                                              |         |         |         |         |

| Year 12 | Tertiary Investigation & Work Exploration     |         |         | Term 3  | 3 days  |
|         | (Cost according to destination)              |         |         |         |         |

| Year 13 | Leadership Day                               |         |         | Term 1  | 1 day   |
|         |                                              |         |         |         |         |

Some camps offer fundraising opportunities to reduce these costs. Please contact the Guidance Counsellor or the teacher in charge of the activity if finance is a problem.

Many subjects have field trips to apply classroom learning in the wider environment. Those field trips held in Years 11-13 are detailed in course information booklets. In addition there are school exchanges and cultural activities.
1:1 DEVICES INFORMATION

We are committed to ensuring our students graduate with the skills and attributes they need to thrive in a world where change is happening at a very rapid pace and the future is unknown. The intention is that 1:1 devices will be used as a learning tool, to varying extents across different subjects as appropriate, but not to replace all pen and paper work.

There is evidence that using an appropriate digital device as a learning tool significantly improves student outcomes. This, alongside the Cabinet decision that NCEA will be online, and the compulsory introduction of the new Digital Technologies curriculum by 2020, led us to compulsory 1:1 devices for Years 7 and 8 in 2019. In 2020 this will include Years 7, 8 and 9.

The recommended 1:1 device for Junior students is a Chromebook, so that students who already own one from primary school can continue to use them. Chromebooks offer a full Internet experience with the Google Chrome browser, running all G-Suite Apps including Gmail, Drive and other apps. For Senior Students, we recommend a Windows Laptop or Apple Laptop - these are the most functional but they require greater management.

We highly recommend and encourage students to use web-based applications, such as Google Docs, which are available under their school email accounts (G-Suite, formerly known as Google Apps for Education). Chromebooks have long battery life, built-in antivirus, automatic updates, fast performance and have enough hard drive storage capacity for the essentials.

G-Suite has an extensive range of functionality for email, word processing, presentations, spreadsheets and creating websites. A Google Chrome App, or commonly just Chrome App, is a web application that runs on the Google Chrome web browser. Chrome apps can be obtained from the Chrome Web Store where apps, extensions, and themes can be installed or bought. There are many free apps that will support and supplement student learning.

For students who have laptops we do offer a free download of Microsoft Office for those who are interested.

More information can be found on our website [http://www.gbh.school.nz/byod-and-wifi.html](http://www.gbh.school.nz/byod-and-wifi.html)

When considering a 1:1 device, please also bear in mind that the students will be responsible for ensuring that it is kept in good working order. All devices must be labelled. The school’s ICT support can provide assistance in connecting devices onto the wireless network, but will not provide ongoing technical support.
Following community voice we have decided to ban the use of phones and devices for Years 7 and 8 during break times. We are able to selectively turn off access to the school wifi during breaks.

All students and parents must sign the CyberSafety Agreement before students can connect to our network and use their G-Suite account. Additionally, to connect and use personal devices through our school wifi the BYOD & 1:1 Device Student and Parent Agreement needs to be signed by students and parents.

Year 7 students will undertake learning in Digital Citizenship and CyberSafety before their personal devices are connected to the network. This will happen in the first few weeks of Term 1.

**COMPUTER NETWORK**

Golden Bay High School has about 200 computers which include classroom computers, computer suites, library laptops and Chromebooks. All computers are on a fully integrated, stable, gigabit fibre-optic network. A wireless network is also available throughout the school.

Students are given a set amount of printing funds which is usually enough to cover the majority of required work; any excess printing can be purchased from the office in the form of a top-up card. All students have access to colour printers, filtered internet, general educational software and other shared resources.

A Network Manager and a part-time Computer Technician are onsite to maintain and develop the network.

**WORK OUTSIDE OF CLASS**

This is intended to:

- Solidify learning, especially through practising skills that have been taught
- Ensure that practical and theoretical work are mutually supportive
- Ensure students are well prepared for their next lessons
- Develop study skills, including organisation and motivation
- Ensure that the syllabus is covered as fully as possible, while making best possible use of teacher-student contact time
- Ensure that the essential work not covered during school time is completed in students’ own time
GUIDANCE NETWORK

Our school Guidance Network involves all staff.

Form Teachers, Heads of Departments, Deans, Deputy Principals, Principal and the Guidance Counsellor are all involved in the pastoral care of our students, and are committed to meeting their individual needs.

While our students are our main concern, we also try to meet the needs of parents and other caregivers. This is done through the Home and School Association, workshops, report evenings, newsletters, our facebook page and other forms of communication, which we hope parents find valuable.

The school also has an excellent student/whānau support hub on the school website which has many useful links to support networks. See https://www.gbh.school.nz/studentwhanau-support-hub.html

Please feel free to contact the school if you have any concerns: it is usually better to deal with a problem in its early stages before it becomes too serious.

COUNSELLING AT GOLDEN BAY HIGH SCHOOL

In this world, there are many different experiences that can be difficult for people to cope with. Most of the time, we get on with life. Sometimes we are stopped in our tracks by an event or situation that we may not, at that moment, have the resources to manage. Counselling is a useful option that enables people to tell their stories in ways that make them stronger and is an opportunity for people to:

- Gain insight, awareness and self-acceptance
- Discover and extend their skills, knowledge and strengths
- Explore difficulties, concerns and extend their ability to discover solutions and resilience
- Become better able to develop, maintain meaningful and satisfying relationships
- Move in the direction of their potential, hopes and dreams

In counselling, students can talk about any problems or concerns in a safe place with somebody who will support them. Counselling is free, voluntary and confidential. Students can decide what works for them, how frequently they attend appointments and for how many sessions. They can also bring a support person or friend if they wish. Counselling, supports people to explore their difficulties and concerns, and to develop more satisfying and resourceful ways of living.
A Counsellor can help students to...
- explore emotions, thoughts, and behaviour
- become more self-aware, identify values and what motivates them
- plan and set goals
- improve their relationships
- reduce their stress
- develop their sense of well being
- do things differently

A Counsellor may...
- see them on their own or with support people
- give them information
- discuss with them who they could talk to about their difficulties
- act on their behalf with your consent
- refer them to someone more appropriate
- promote healthy communication between families, peers and staff
- provide student advocacy, mediation or restorative practices
- access support from a variety of external agencies and social services

A Counsellor is expected to...
- be trustworthy
- respect their confidentiality
- listen to them carefully and sensitively
- help them sort out how they would like things to be different

Students can make appointments in the following ways:
- Ask their Form Teacher, Dean, or another member of staff who the trust
- Place a note with their full name and form class under the guidance counsellor’s door
- Email the guidance counsellor on abbey@gbh.school.nz
- Text their name and form class to 027 352 0232
DEVELOPING LEARNING RELATIONSHIPS

At GBHS we are striving to forge positive relationships so that all students have the opportunity to be passionate and creative in their learning.

**Strengthening our learning relationships through structure, expectations, support and care**
**RELATIONAL LEARNING**

Learning the relational way will allow our students to build and maintain healthy, respectful and kind relationships with their teachers and their peers in order to better prepare them for their future endeavours.

*The essence of relational practices is disarmingly simple: that human beings are happier, more productive and more likely to make positive changes in their behaviour when those in positions of authority do things with them, rather than to them or for them.*

*adapted from Wachtel 2004*

Learning the relational way will better support student skill development in literacy, numeracy, digital, cultural competency, critical thinking and participation. Through a relational way of learning our students will be encouraged to grow personal qualities in resilience, sociability, strong work ethic and open mindedness.

*“It is teachers who have created positive teacher-student relationships that are more likely to have the above average effects on student achievement.”*

*John Hattie*

These strategies foster the school values of Respect and Kindness.

**Supportive Learning Strategies**

These strategies are low key, subtle reminders of expectations. They intentionally aim to minimize drawing attention to misbehaviour and, they place the responsibility for behaviour back on to the student. In this way they facilitate consideration and respect and encourage personal responsibility.

**Corrective Learning Strategies**

These strategies are used to give assertive verbal messages when unacceptable behaviour persists that is affecting learning in the classroom or life at school. Corrective learning strategies are used to constructively remind students of appropriate behaviour and should outline clear expectations for the student moving forwards.
Relational Conversation

For ongoing and unresolved issues that are impacting learning or life at school, a relational conversation may be needed. The aim is to explore the problem with the student, establish the harm that has been caused and who has been affected. There is a three step process to a relational conversation:

1. **Preparation Phase** - this involves gathering evidence and making sure that all parties are ready for the conversation.

2. **Participation Phase** - the conversation
   a. **T - Tell the story**  What happened?
   b. **E - Explore the harm**  Who do you think is affected? In what ways?
   c. **R - Repair the harm**  What needs to be done to put things right?
   d. **M - Move on**  How can we make sure this does not happen again?

3. **Follow-up Phase** - touching base and following up on agreed undertakings, with further support and guidance where needed.

Facilitated Relational Conversation

The Facilitated Relational Conversation can be called for by students or teachers, where parties need support to have the relational conversation in order to move forward. It may also be used with behaviour management that has taken place outside of the classroom. The facilitated relational conversation may be necessary when earlier obligations are not being met or where relationships have broken down to a point where support is needed to move forward.

Exploring the issues through independent parties can be extremely helpful in difficult situations.

Facilitators could be one of the following: Dean, Heads of Learning Areas, Deputy Principals or Counsellor (Abbey) or another teacher. A facilitated conversation follows the same process as that used in the Relational Conversation. The outcome will be a learning plan or future expectations for the student.
CULTURAL AND SPORTING ACTIVITIES

All students are encouraged to take part in activities outside the classroom.

- We have a winter sports exchange with Queen Charlotte College and participate in Top of the South Year 7 and 8 Tournament, and Winter Tournaments.

- We offer individual music tuition and depending on demand can provide tutoring in some of the following: brass, clarinet, flute, guitar, recorder, saxophone, keyboards, drums.

- We currently offer the following sports and activities: Athletics, Badminton, Basketball, Climbing, Cricket, Cross-country, Gymnastics, Hockey, Lifesaving, Netball, Rugby, Soccer, Swimming, Table-tennis, Tennis, Volleyball and Ki-o-Rahi, Caving and Chess.

- Students taking part in extra-curricular activities during class time are generally required to have a 90% attendance rate.

SENIOR LEADERSHIP OPPORTUNITIES

All Year 13 students can become Senior Leaders, taking on a variety of activities and responsibilities throughout the year. Activities include Big Brother Big Sister, Tuakana teina, mentoring, sports coaching and assistance, representation of the school, etc. Involvement of this sort helps develop the skills such as leadership of the senior students while providing positive contact between them and younger students, encouraging both groups to participate fully in school life.

SCHOOL COUNCIL

The School Council is made up of class representatives from Years 7 - 13 and meets regularly with a Teacher.

The role of the School Council is to:

- Represent the student body
- Provide a forum for discussing all aspects of school life
- Lead by positive example
- Research, prepare and present ideas
- Organise fundraising activities
- Organise lunchtime activities
THE LIBRARY

Library managers, Yvonne Whiting and Angela Berkett are available during school hours to help students find recreational reading, relevant material for research and support classroom teaching. Senior students wanting to work in the library when there is a time-tabled class in there should be courteous and check with the class teacher.

To keep up with what’s happening in our Library check out the Home Page on the library website: http://gbhslibrary.weekly.com

INTERNATIONAL STUDENTS

Each year we welcome students from other countries. Some come as exchange students and some as fee-paying students. In previous years we have had students from Venezuela, Brazil, Australia, Finland, France, Japan, Thailand, Hong Kong, USA, Korea, Norway, Denmark, Germany, Iceland, South Korea and Sweden. We value the international perspective they bring to our small community, and the friendships that are made help bring an awareness of other cultures.
The exchange organisations arrange host families for their students, and the school arranges host families for fee-paying students.
Golden Bay High School organises ESOL classes for students who need extra tuition in English, and provides them with support to help them settle into their new environment.
Students from GBHS can also apply to go on exchange. The Deputy Principal has information on such schemes.
PARENTS AND SCHOOL COMMUNICATIONS

"Goldie", the school newsletter, is published every fortnight and sent out by email. This will have details of any changes to routine, information on what is happening at school and notices of meetings, as well as students’ work and community notices. It is issued every second Friday. Contact the office if you would like to receive the Goldie by paper copy.

Parents have access to their child’s information online via the Student Management System (KAMAR).  http://kamar.gbh.school.nz. Login and password is issued by the school via email on enrolment. For further information contact richardb@gbh.school.nz.

The school website www.gbh.school.nz is also a good source of information. Teacher contact details are available here and if you wish to contact teachers, email is the preferred method.

The school also communicates notices and events through the school facebook page https://www.facebook.com/gbh.school.nz/.

SCHOOL REPORTS

- For all students in Years 7-10 there will be two written reports issued by email. The first of these will be issued in the second half of Term 2. The second report will be in Term 4.
- A written report for Years 11-13, along with interim results for NCEA, will be issued by email twice a year in Terms 2 and 3.
- Formal report meetings for consultation between staff, caregivers and students will be held following the issue of the first reports.
- Reports will also be available on line through the school Student Management System (KAMAR).
- Details of dates etc. will be published in the School newsletter “Goldie”.

CONTACTING THE SCHOOL

If you are concerned about your student, please:
- Ring the school office
- Give the student’s name and form class
- Ask that the year group Dean contact you
- Email the teacher (all teacher’s email contacts are on the school website), or
- If the matter is serious, ask to speak to a Deputy Principal or the Principal.
- For emergencies or serious matters, the Principal may be contacted on 027 2224798.
SPORTS DAYS, MUSIC CONCERTS ETC.
Parents are always welcome at sports and cultural events, especially as volunteer helpers. Details are published in the "Goldie" and/or the Facebook page, website and emails home. The end of year itinerant music concert is for whānau to attend.

ABSENCE, SICKNESS, EMERGENCY

- **All absences must be explained as soon as possible** by a parent or other caregiver, preferably with a telephone call first thing in the morning or texting 027 923 5931.
- A student who becomes sick or injured while at school must report to the office.
- Only when a parent or other responsible adult has been contacted and can take care of an ill student will she or he be released from school.
- Medical help will be secured where necessary.
- **Students MUST sign the Exit book when going out of the school grounds**

Absence for reasons other than health, bereavement or special family occasions

- Notifications of these absences should be made to the Principal.
- Please note that the school is not permitted to give permission for time out of school for holidays. This is a parental decision and will be recorded as an unjustified absence.
- Please note full time attendance is considered to be 90% or greater. Students will generally not be eligible for extra-curricular activities if attendance is less than this.

PERSONAL PROPERTY

- **All personal property must be clearly named.**
- Money and valuables should be handed in to the office for safekeeping.
- Scooters and skateboards maybe brought to school and used on the courts and driveway by the Performing Arts Block at intervals and lunchtimes but NOT between classes.
- Laptops and Digital devices should either be carried or stored in a locker when not in use.

TE WHARE KAI - CANTEEN
Te Whare Kai provides nutritious and tasty food for morning interval and lunch. Most of the food that is sold is made on site, thanks to our skilled and friendly canteen staff. If sufficient warning is given, they will cater for special dietary needs. We endeavour to keep prices as low as possible. The canteen is not for profit but we do need to cover costs.
There is no student access to the shop across the road from the school.
**COSTS**

We have opted for the Government $150 per student scheme so will no longer be seeking parent donations.

Class materials and day trips will be funded by the school.

We will be seeking parental funding for material costs for take home workshop projects and overnight trips and camps.

At various times throughout the year there will be costs associated with optional activities such as sports trips, field trips, shows, school ball, plays, defensive driving etc.

**School Bank Accounts:**

*The bank account number to make payments for subject costs, trips etc. is:*

```
0 3 1 3 5 4 0 3 7 0 1 3 4 0 0 0
```

**HOME AND SCHOOL ASSOCIATION**

- We are a small, fun, committed and innovative group of parents joined by a teacher and the Principal. Our main task is to raise funds for the benefit of the whole school.
- We ensure that the parents’ voices are heard and promote co-operation between Home and School.
- We aim to have as few meetings as possible but have regular email discussion.
- Most recently our main fund raising projects have been the Quiz Nights and stationery and uniform sales. We have also held a school fair and social evening fundraiser.
- New members are encouraged and welcomed. Contact the main office or the school website for more information.
- The school van was purchased in 2019 with funds and grants raised by Home and School.

**STATIONERY**

**Stationery**

We are part of the OfficeMax mySchool programme. When you purchase stationery through Office Max, our GBHS Home and School Association will receive a 10% cash donation on any online or in store sales. Ordering stationery is very easy and delivery is made to your home address.
Students are expected to have their stationery on the first day of term. Learning does happen on the first day, with lessons planned along with the Pōwhiri and some administration.

Each of the year level subject stationery lists are available when you enter Golden Bay High School on the myschools webpage. From the myschool link, start typing our school name and select it from the list. On our school’s page, select 'View the requirements list' option and click ‘Start’. Enter your child's name and year level. Select each of the subjects your child is taking.

Ordering is very easy, selecting the items that you child needs from the lists. Delivery is free for order totals of over $46 inc GST.

https://www.myschool.co.nz

**STUDENT SUPPORT FUND**

Financial hardship should not stop a student from taking part in any school activity, such as field, sport or cultural trips. There is a Student Support Fund available to assist. Please contact the Guidance Counsellor or teacher in charge of the activity if finance is a problem.
BEHAVIOURAL EXPECTATIONS

The following are prohibited at school:

- Chewing gum, Drugs, cigarettes and tobacco, vaping equipment, alcohol, solvents, and illegal drugs.
- Knives and other such instruments, firearms and other weapons.
- Chemicals, matches and lighters, and any item that violates the law of the land.

The following are prohibited behaviours:

- Smoking, vaping, consumption of alcohol, use of drugs and any other substances for illegal purposes.
- Bullying, fighting, harassment (including sexual and racial).
- Threats, swearing and insulting language.
- Theft, vandalism, gambling and illicit trading activities.

LEAVING THE SCHOOL GROUNDS

Students in Years 7 - 12 may leave the school grounds only if:

- They are going home for lunch. If the student goes home for lunch regularly they should bring a note from home at the beginning of the year, and this will be kept at the office once the form teacher has signed it.
- They have permission from their Form Teacher, supported by a note from home. This note should be signed by the Form Teacher and brought to the office when signing out.
- They have special permission from a Deputy Principal or Dean of their Year level.

Year 13 students granted permission to do schoolwork in their own home during timetabled study periods must use the Exit book every time.

| **ALL** students leaving the school grounds for any reason must always sign the EXIT book, and sign in when they return to school. (This is for safety reasons). |

STUDENTS AND CARS

No student in Years 7-12 is permitted to be driven by any other student during the school day i.e. between 8.45am and 3.10pm. Year 13 may be given permission once it has been granted by parents and/or caregivers.
**BUSES**

- Bus rules must be followed to ensure the safety of students.
- At the end of school, students are required to wait in the bus line up area.
- No student shall leave the bus line up area to board a bus without direction from the duty teacher. When the no entry sign has been taken down then students can board the buses.
- Any concerns should be directed to the Bus Controller, Dan Padial.

The following guidelines have been recommended by the Ministry of Education and should be followed at all times when using school buses. Pamphlets on bus safety for caregivers and students are available from the LTSA.

**Behaviour and safety on buses for students.**

*Boarding the bus:*
- Be patient – no pushing.
- Carry your backpack (it may catch on the door if you wear it).
- Find a seat straight away.
- Put your bag and anything else you are carrying on your lap or under the seat in front of you.
- If there is no empty seat, stand in the aisle, filling the back of the bus first.

*Behaviour on the bus:*
- Once seated, remain seated.
- Seated passengers put bag under seat or on knee.
- Standing passengers hold seat or rail for support.
- Keep behind the driver at all times.
- Keep voices low so the driver can concentrate.
- Keep still so the driver is not distracted.
- Keep the inside of the bus clean and damage free.
- No eating or drinking on the bus.
- Normal school rules apply on the bus.

*Leaving the bus:*
- Get out of the front door of the bus unless it is not practicable to do so. When unloading at school both doors (if fitted) may be used.
- Carry your backpack (do not wear, it can catch in the door).
- Step down carefully – no pushing.
- Wait on the verge well back from the road until the bus has gone and you can see clearly.
- Always look both ways, then look again, before crossing.
- Cross the road where you have been told to cross.
2021 SCHOOL UNIFORM DRESS CODE

(Years 7 - 11 Uniform)

Wearing of the School Uniform is compulsory to and from school.

A. GIRLS

- Black skirt (no more than 5cm above the knee) /shorts purchased from school uniform store.
  - Black full footed tights 70+ denier (available from school uniform store) or knee-high plain black socks may be worn under a skirt or shorts.
- Plain black trousers/cargo pants purchased from school uniform store.
- Plain white blouse/ green polo shirt purchased from school uniform store.
- Plain black or plain white ankle socks.

B. BOYS

- Plain black trousers/cargo pants or shorts purchased from school uniform store.
- Green polo shirt purchased from school uniform store.
- Plain black or plain white ankle socks.

C. ALL

- Bottle green polar fleece vest or bottle green jersey purchased from school uniform store.
- Black jackets – plain black weather proof jackets, with full length frontal zip, no writing and no colours, are acceptable but must not be worn in class time or at assembly.
- Plain white polyprop/singlet may be worn under white shirt/blouse; plain black polyprop may be worn under green polo shirt.
- A plain black belt may be worn.
D. **SHOES**
- Shoes must be flat and have a plain black upper (branding accepted). No boots covering the ankle.
- Black sandals *with a back strap* are permitted.

E. **PHYSICAL EDUCATION UNIFORM**
- Plain house coloured T-shirts *purchased from school uniform store*.
- Plain black shorts *(available from school uniform store)*.
- Black tracksuit pants or leggings and sweatshirt or rugby jersey – plain.
- One-piece or two piece competitive swim suit.
- Sport shoes - clean and non-marking.
- All gear must be clean for each lesson and without writing or advertising.

F. **HATS**
- Hats are *not* to be worn in classrooms or assembly.
- The wearing of sunhats *outside* is encouraged.
- A warm hat may be worn when it is cold.

**NOTE:**
The school reserves the right to decide whether standards of personal dress and grooming are acceptable, and to take action when standards are unsatisfactory.

Items purchased from the School Uniform Store are identified by a school logo.

*If you can't wear any part of the correct uniform:*

See your Form Teacher before Period 1. You must have a note from home explaining the circumstances and the timeframe for this to be resolved.

*All personal property must be clearly named.*
MUFTI DRESS CODE (Years 12 and 13)

This dress code applies to all students who have permission to wear mufti. Students at school should be practically, attractively and economically dressed in a manner that allows students and parents some choice. 

*The choice of clothing should be neat, clean, decent and appropriate for school life.*

Aims

- To allow students and parents a choice of clothing to be worn to school and on associated school activities.
- To give guidelines to ensure safety and decency and to prevent clothing giving offence.
- To discourage competition of dress and to **encourage modest dress appropriate to everyday work.**

Guidelines for the Wearing of Uniform and Mufti

a. Clothing worn to school is to be clean, tidy, decent and not torn or frayed.

b. Clothing will not carry offensive messages or pictures, or slogans relating to alcohol and other drugs.

c. Footwear must be worn. It must be clean and in good repair.

d. T-shirts are acceptable school wear. Year 12 and 13 students will be permitted to wear sleeveless, semi-formal tops (not shoestring straps or singlets). All tops must cover the midriff and cleavage. Under-garments should not be visible.

e. Shorts and skirts: to be worn no shorter than 5cm above the knee.

f. Care must be taken with loose clothing and long hair which might be unsafe, e.g. near machinery, bunsens, etc. Students may be asked to remove items of clothing wherever health or safety might be an issue.

g. Excessive jewellery will not be worn as it can be dangerous in the gymnasium, laboratory and workshops. A small stud, bar or ring no bigger than 10mm is the only jewellery to be worn in any piercing. No sharp or pointed piercings.

Appropriate dress sense, and awareness of the expectations of the community, should be fostered in our students.
NOTE: The school reserves the right to decide whether standards of personal dress and grooming are acceptable, and to take action when standards are unsatisfactory.

If you can't wear the correct uniform:
See your Form Teacher before Period 1. You must have a note from home explaining the circumstances. Students will be asked to remove non-regulation items where possible and continued breaches of the rules may result in items being confiscated for the day. Parents can expect to be contacted if the uniform is incorrect.

All personal property must be clearly named.

* School uniforms are supplied by the GBHS Home & School Association. There will be sale days notified through the Goldie. Contact: Daphne Dijk 525 8320 or 021 130 6655.

The bank account number to make payments for Uniforms only is

```
0 2 0 7 6 4 0 0 9 0 1 2 2 0 0 1
```
FAQS – WHAT TO DO...

If something is lost or found:
Lost property is quickly returned if it is named! Unnamed articles will go into the lost property store and if not claimed will be given away to charity at the end of each term. If a student has lost an article of clothing, they may ask for a key at the office and go and have a look for it. Valuables (watches, jewellery etc.) may be kept at the office, and there is often lost property in the gym, so try there too.

If a student finds something that has obviously been lost or left behind, please take it to the office and they will try to find the owner.

If your child can’t wear the correct uniform:
They should see their Form Teacher before Period 1. You must have a note from home explaining the circumstances.

If your child is sick or absent: Office 525 9914 / Text, Call 027 9235931
Parents should ring the school office to let us know if their child is away; or write a note to show their Form Teacher when they return to school.

If a student needs to leave the school grounds during the day (for any reason):
The student needs to bring a note from home explaining the reason, and get their Form Teacher to sign it in the morning. When they leave, they put their note on the spike at the office, sign the ‘Exit' book, and write down the time that they left. Remember to fill in their return time, when they return to school. Those who go home for lunch regularly may bring a note at the beginning of the year which will be kept in the notebook, but they must still sign out, and in, every time.

If your child is ill or hurt during the day:
They should go to the office. The office staff will make the best arrangements for them.

If your child has problems
See the Dean of their Year level or see Abbey Gilligan (School Guidance and Support) or for employment advice see Mr Batten (Careers).

The Guidance Counsellor’s office is in Te Whāre Manaaki. If no one is there, students can leave a note and they will be contacted.
If a student wants to change their course:
They must get the permission of the Dean of your Year level, and after consultation with your parents, you must inform Mr Baker in charge of the timetable - in writing.

If a student wants to learn to play a musical instrument:
There are a range of instruments funded by the school through these tutors: Mrs Murray (brass), Mr Maurer (piano, singing), and Hera Livingston (guitar, singing). Private tutors offer instruction within school time for a fee, including drums and orchestral instruments. To access these collect and fill in an itinerant music letter from the front office or from Ms Hay (HOD Performing Arts).

If a student is going to leave school:
Collect a leaving form from the office and follow the instructions. If the student wants a school testimonial they must apply early. They get these forms from their Dean.
At Golden Bay High School students prepare for the future by learning skills and gaining knowledge, and developing the personal resources that are needed to live satisfying, balanced and responsible lives.