

Student Orientation Information 2019



St Patrick's College Wellington

P.O. Box 14-022
581 Evans Bay Parade
Kilbirnie, Wellington 6241
Telephone: 939-3070

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Vision

To be a Catholic community that empowers our young men to become the best version of the person God created them to be.

Mission

We develop and educate our young men in a nurturing environment based on our Marist traditions and values. Each student is inspired to grow and excel supported by staff, parents, whanau, caregivers, and our wider community.

Our Motto – *Sectare Fidem*

Hold firm to the Faith

Core Values

Faith - Kia Ū, Kia Mau

Live and teach the values of Jesus Christ in the way of Mary, showing our love for God and serving our neighbour. We are proud to be Marist and practise our Faith.

Manaakitanga

With Mary as our role model, we respect, support and care for each other. We are committed to social justice. We build positive, respectful relationships with and between students, whanau, staff and the wider community.

Achievement

We strive to excel in all aspects of College and personal life. We nurture a love of learning both inside and outside the classroom; and we use our talents for the good of all.

Hauora

We provide a safe and caring environment by acknowledging the value of every person and fostering self-discipline, resilience, and self-esteem and well-being

Integrity

We work together as a community to promote honesty, humility, servant leadership and develop a sense of duty.

Structure of the School Day

| Mon | Tue | Wed | Thu | Fri |
|----------|----------|----------|----------|----------|
| 8.50 | 8.50 | 9.05 | 8.50 | 8.50 |
| 8.55 | 8.55 | 9.10 | 8.55 | 8.55 |
| Tgrptime | Tgrptime | Class 1 | Tgrptime | Tgrptime |
| 9.10 | 9.10 | 10.05 | 9.10 | 9.10 |
| Class 1 | Class 1 | Class 1 | Class 1 | Class 1 |
| 10.15 | 10.15 | 10.55 | 10.15 | 10.15 |
| Class 2 | Class 2 | Interval | Class 2 | Class 2 |
| 11.15 | 11.15 | 11.15 | 11.15 | 11.15 |
| Interval | Interval | 11.20 | Interval | Interval |
| 11.35 | 11.35 | Class 3 | 11.35 | 11.35 |
| 11.40 | 11.40 | 12.10 | 11.40 | 11.40 |
| Class 3 | Class 3 | Assembly | Class 3 | Class 3 |
| 12.40 | 12.40 | 1.00 | 12.40 | 12.40 |
| Class 4 | Class 4 | Lunch | Class 4 | Class 4 |
| 1.40 | 1.40 | 1.40 | 1.40 | 1.40 |
| Lunch | Lunch | 1.45 | Lunch | Lunch |
| 2.20 | 2.20 | Class 4 | 2.20 | 2.20 |
| 2.25 | 2.25 | 2.35 | 2.25 | 2.25 |
| Class 5 | Class 5 | Class 5 | Class 5 | Class 5 |
| 3.20 | 3.20 | 3.20 | 3.20 | 3.20 |

St Patrick's College Special Character

St Patrick's College serves the Catholic Church in the Archdiocese of Wellington as a major provider of Catholic education for young men. The primary reason for the College's existence is to teach its students to live the values of Jesus Christ in their daily lives. These values are found in Scripture, and in the practices, worship and teachings of the Catholic Church. They form the foundation for the education with a Special Character of the College.

The Catholic and Marist character of St Patrick's College permeates all areas of College life. This special character is summarized in the College Vision Statement:

“To be a Catholic community that empowers our young men to be the best version of the person God created them to be.”

The College will achieve this vision:

- in partnership with parents and with the support of the whole school community.
- in a supportive Christian environment, promoting self-esteem and consideration for others.
- by providing the highest standards of teaching, and by example.
- by encouraging pupils to strive for excellence in every field of academic, cultural, social, physical and spiritual endeavour.
- by providing a well-rounded education suited to individual and community needs."

Goal Setting

Setting goals will enable you to achieve the things you want to achieve.

The goals you chose could come from the following categories: academic, sporting, social, family, inter-personal, religious or community service.

Any goal you set must be:

- ⌘ **Attainable** - able to be achieved
- ⌘ **Specific** - measurable; you know if you have achieved it or not
- ⌘ **Time related** - have a deadline which it is to be achieved by

Example - goals for the year:

- ⌘ To do 2 hours homework or study 4 times a week.
- ⌘ To get in the McEvedy Shield Team.
- ⌘ To attend weekday Mass 4 times each term.
- ⌘ To help out at the soup kitchen in the 2nd term.

A Plan of Action

With your goals set, you now have to decide how you are going to achieve them.

Developing a plan of action will help you succeed. This management diary gives you the opportunity to schedule short term targets. In developing your plan of action you should consider the following guidelines:

- ⌘ Have a clear picture of the goal.
- ⌘ Identify the resources you will need.
- ⌘ Identify the likely traps you will come across.
- ⌘ Identify alternative ways of reaching your goal.
- ⌘ Outline the possible results of your alternatives.
- ⌘ Make a decision.

Execute your plan of action.

Academic Goals for 2019

Spiritual Goals

Sporting and Cultural Goals

Personal Goals for 2019

As part of our commitment to the Special Character each student is asked to undertake an act of service for other people. This might involve collecting for charity, baby-sitting for free for a person, helping someone in need by giving your time. In the box below you are to put what your act of service is for 2018.

My Act of service in 2019 will be:

My act of service was:

It happened on:

Useful School Information

If you are absent from school at any time. *Ask a parent to telephone 939 - 5415 and leave a message on the absence voice mail box or send a message via the SPC App.*

When you return to school after a period of absence. *Bring a note written in the management diary to show your tutor teacher.*

If you are sitting an internally assessed course and have missed a test or unable to fully meet the conditions for the assessed piece of work due to illness. *Phone your subject teacher and then bring a Medical Certificate to your teacher when you return to the College.*

If you have an appointment during school time. *Firstly, where possible ensure that your appointments are not during class time. If you must have an appointment during school time get permission from your House Leader prior to your appointment. You will need to sign out and in at the student centre.*

If you are ill or have an accident at school. *Report to the office*

If you lose something. *Re-trace your steps and do your best to find it. If you are not successful see your House Leader.*

If you have changed your address, telephone number or your parents work telephone number has changed. *Inform Mrs Yardley in the Office of the changes. (This information is extremely important, particularly in the case of an emergency.)*

If you have a problem that needs confidential advice. *See the Counsellor.*

School Information

Rector Mr N Swindells

Deputy Rector Mr W Mills

Assistant Rector Ms S Parkinson

Executive Officer Ms K Page

Business Manager Mr J Gehrig

Guidance and Pastoral Care

Chanel House Mr M L'Estrange

Kennedy House Miss A Stevens-Carlyon

Redwood House Mr S Skells

Watters House Mr A van Boom

Careers Advisor Mr M Woods

Counsellor Mr P Wadsworth

College Priest Fr Pat Brophy SM

Departmental Heads

Art Mrs K Harris

Design and Technology Mr C Smyth

Economics Mr K McGrath

English Mr A Brennan

Mathematics Mrs L Devereux

Music Mr R Powdrell

Physical Education Mr L Lidstone

Religious Education Ms P Reilly (acting)

Science Mr D Walker

Social Sciences Mr J Porima

College Anthem

Teach us, dear Lord, our Faith to hold,
Teach us to hope and trust in Thee;
Teach us the love that men of old
Learnt from St Patrick's charity.

*"Sectare Fidem" is our rule
We'll hold our faith while we have breath.
Loyal to home, Church, Crown and School
St Patrick's sons we'll remain till death.*

Patrick who taught on Ireland's shore
That very faith we share today.
Help us who now as ne'er before
Need Grace to keep God's foes at bay. *"Sectare Fidem" ...*

Pleasure and wealth, the crowd's applause,
These are the prizes the world extols;
Teach us the values that were yours,
Patrick when you left all for souls. *"Sectare Fidem" ...*

College Haka

Ko Haka!
Taringa whakarongo, o Hato Patariki
Kia wiri
Kia mau!
Hi
Kia Hiwa rä!
Kia Hiwa rä
Ngä täne wairua
Mö te atua, mö te atua
Ara patua!
Ngä täne manawa, täne wairua
Hi a haha!
Kia mau ki te pono o te atua
Tü ake ngä tama!
O Hato Patariki
Tü ake ngä tama!
O Poneke Hau Kino
Ah Hi Ha
Kia piri tö uma - tö mana
Türanga! Kia mau ki te pono
Hei Hiri tiaki mö o mahi Katoa Aue,
Aue, Aue, Ha Hi!

*This is your Haka!
Listen carefully men of St Patrick's
Get Ready!
Be alert to the sentry's war cry!
Men protect!
for God, for God, Attack!
Men of heart, men of spirit
Cling firm to the faith for it comes
from God
(Sectare Fidem)
Arise young warriors
Men of St Patrick's
Arise young warriors
Men of wind swept Wellington
Hold firm before
Personal dignity and prestige
"Cling firm to the faith"
As it's given as a protector shield
For you in all that you do.*

Prayers and Reflections

The Apostles Creed

I believe in God, the Father almighty, creator of heaven and earth.
I believe in Jesus Christ, God's only Son, our Lord,
who was conceived by the Holy Spirit, born of the Virgin Mary,
suffered under Pontius Pilate, was crucified, died and was buried;
he descended to the death.

On the third day he rose again; he ascended into heaven,
is seated at the right hand of the Father,
and will come again to judge the living and the dead.

I believe in the Holy Spirit, the holy Catholic Church,
the communion of saints, the forgiveness of sins,
the resurrection of the body, and the life everlasting. Amen

Psalm 27

I will sing, I will praise the Lord.
The Lord is my light and my salvation;
I will fear no one.
The Lord protects me from all danger;
I will never be afraid.
When evil people attack me and try to kill me,
they stumble and fall.
Even if a whole army surrounds me, I will not be afraid;
even if enemies attack me, I will still trust God.
I have asked the Lord for one thing;
one thing only do I want:
to live in the Lord's house all my life,
to marvel there at God's goodness,
and to ask for guidance.
In times of trouble God will shelter me;
will keep me safe in the temple
and make me secure on a high rock.
So I will triumph over my enemies around me.
With shouts of joy I will offer thanks to God;

Prayer of St Patrick

I bind unto myself today
the power of God to hold and lead:
his eye to watch, his might to stay,
his ear to harken to my need;
the wisdom of my God to teach,
his hand to guide, his shield to ward,
the word of God to give me speech,
his heavenly host to be my guard.

The Memorare

Remember, O most gracious Virgin
Mary,

that never was it known that anyone who fled to your protection,
implored your help, or sought your intercession,
was left unaided.

Inspired with this confidence,
I fly to you virgin of virgins, my mother.
To you do I come, before you do I stand.
O mother of the Word incarnate,
despise not my petition, but in your mercy,
hear and answer me. Amen.

Hands

Hands who touched the leper,
touch my wounded heart;
Hands who healed the blind,
heal my aching spirit;
Hands who cured the lame,
mend my disjointed life;
Hands who embraced all life,
enfold me in your peace.
Lord, merely touch and heal
cure and forgive.

Giles Harcourt

Day by Day

Thank you, Lord Jesus Christ,
for all the benefits and blessings
which you have given me,
For all the pains and insults
which you have borne for me.
Merciful Friend, Brother and
Redeemer,
May I know you more clearly,
Love you more dearly,
And follow you more nearly,
Day by Day.

St Richard of
Chichester

E te Atua

E te Atua
Homai Ki a matou
To awhi, to
rangimarie
Me to aroha
Amene

My Prayer

God be in my head, and in my
understanding,
God be in my eyes, and in my looking,
God be in my mouth, and in my speaking,
God be in my heart, and in my
thinking, God be in my end, at my

Keep me Fit

Holy God, who moulded me
and all things else to worship
thee;
Keep me fit in mind and heart,
Body and soul to take my part.
Fit to stand, fit to run, fit for
sorrow, fit for fun;
Fit to work and fit to play, fit to
face life day by day;
Holy God, who moulded me,
make me fit to worship thee.

Prayer for The College

Lord, bless the College today.
Be with the Rector and administrators:
help them make good plans and the best
possible decisions.
Be with the teachers
give them your wisdom and patience.
Be with all who help us to be educated:
the librarians, bus drivers, grounds and
office-staff:
may they help make school safe and
pleasant.
Be with all the students:
may we study hard,
learn well and be kind to each other.

Hail Mary

Hail Mary, full of grace
the Lord is with thee; blessed art thou among women,
and blessed is the fruit of thy womb, Jesus.
Holy Mary, mother of God,
pray for us sinners, now and at the hour of our death. Amen.

A Call for Help

Help me Lord
I sometimes fall
and become discouraged;
but your grace
can enlighten and bring hope,
purpose and above all peace.
Give me then Lord, your
grace and love,
your Spirit and strength.
Amen.

Our Father

Our Father, Who art in heaven,
hallowed be Thy name;
Thy kingdom come,
Thy will be done on earth as it is
in Heaven.
Give us this day our daily bread;
and forgive us our trespasses
as we forgive those who trespass
against us;
and lead us not into temptation,
but deliver us from evil. Amen.

O Mary my Queen

O Mary my queen

I give unto your sacred keeping

and commend to your special care and protection, my body and soul for this day and all the days of my life.

To you do I commit my hopes and consolations,
my difficulties and sorrows, my life and death.

That through your intercession and merits

all my actions may be directed and disposed

according to your will and the will of your Son. Amen

Prayer For Generosity

Lord Jesus, teach me to be generous,

To serve you as you deserve to be served,

To give without counting the cost,

To fight without heeding the wounds,

to work without seeking rest,

to spend my life without expecting any other reward than the knowledge that I am doing your holy will. Amen.

Prayer To Bless Food

E te Atua.

Whakapainga ene kai:

Hei oranga mo o matau
tinana

Amene.

Our Dear Heavenly Father

Bless this food

To give our bodies the health,
strength and nourishment they
need.

Amen

Serenity Prayer

God,

grant me the serenity
to accept the things I cannot change,
courage to change the things I can
and the wisdom to know the
difference.

St Martin de Porres

Glory Be

Glory be to the Father
and to the Son

and to the Holy Spirit

As it was in the beginning,
is now

and ever shall be world without end.

Decisions, decisions

God we have so many options:

help me know how to make
good decisions

using the wisdom of the past,
the advice of family and
friends,

and my own best thoughts.

Forgive me when I make wrong choices.

Help me learn from my mistakes.

Keep on guiding me by your Spirit.

And as I see what is right in each new situation,
give me the courage and strength to do it.

Desiderata

You are a child of the universe,

no less than the trees and the stars;

you have a right to be here.

And whether or not it is clear to you,

no doubt the universe is unfolding as it should.

Therefore be at peace with God,

whatever you conceive him to be,

and whatever your labours and aspirations

in the noisy confusion of life,

keep peace with your soul.

With all its sham, drudgery and

broken dreams,

it is still a beautiful world.

Self-worth

God, give me the strength

to look up and not down,

to look forward and not back,

to look out and not in,

and to lend a hand.

Sign of the Cross

Ki te ingoa o te matua

Me te tamati

Me te wairua tapu

Amene

In the name of the Father

and the Son

and the Holy Spirit

Amen

College Rules

The College rules are based on respect for yourself, others and their property.

Respect for yourself

- ⌘ your dress
- ⌘ your conduct
- ⌘ your work
- ⌘ your punctuality

Respect for others

- ⌘ their name
- ⌘ their feelings
- ⌘ their property
- ⌘ their ambitions
- ⌘ their culture

Respect for property

- ⌘ somebody provided it for your use
- ⌘ leave it better than you find it
- ⌘ protect the environment

Students are to:

- ⌘ Travel directly to and from school, and not linger in the city
- ⌘ Enter and leave only through the main entrance
- ⌘ Wear their uniform correctly and with pride
- ⌘ Keep their hair neat and tidy and manageable and off the collar and one natural colour
- ⌘ Be clean shaven
- ⌘ Attend practices and matches for their team
- ⌘ Respect the College as a smoke free and drug free environment

The following are not permitted:

- ⌘ Discourteous or violent behaviour
- ⌘ Climbing on any roof
- ⌘ Kicking of balls in the quad
- ⌘ Wearing rings, earrings or studs. Necklaces may be worn but are not to be visible
- ⌘ Running, scuffling or playing in corridors
- ⌘ Chewing gum
- ⌘ Cigarettes at any College associated function
- ⌘ Eating inside buildings and on the artificial turf

- ⌘ Using Ipods, cellphones and other electronic devices in class or between classes unless directed to by a teacher
- ⌘ Playing of the game of ball rush on the turf
- ⌘ Bringing a vehicle to school without permission
- ⌘ Leaving the grounds without the specific permission of your House Leader

Detention

- ⌘ Boys who have broken the school rules or committed some misdemeanour may be required to stay at school until 4.30pm on any given day.
- ⌘ If a detention conflicts with a team practice, the boy will politely explain this, and arrange an alternative night. This will be at the grace of the teacher.

Absence

- ⌘ On the day the pupil returns to school, a note must be written in the student diary explaining absence, and the precise dates or times of absence. The note is to be signed by a parent or guardian. The note is to be shown to the Form Tutor.
- ⌘ If a pupil is absent, his parents or guardians should phone the school and leave a message for the Form Tutor.
- ⌘ Routine planned absence (dentist, doctor etc.) should as far as possible be in non-school times. If an appointment is unavoidably in school time, it must be pre-arranged with the Form Tutor.
- ⌘ Leave, other than compassionate or medical, must be prearranged in writing with the Rector – such leave sought being seen as an exception. The pupil is obliged to complete all necessary academic requirements.
- ⌘ If you are to represent the College in a sports or cultural event you must have an 85% attendance record.

Out-of-Bounds

- ⌘ The area between the administration block, the garages and the College flats.
- ⌘ The grounds of the Brentwood Hotel, and the Intermediate school.
- ⌘ The marina.
- ⌘ The Kilbirnie Recreation Centre, the children's playground.
- ⌘ Around or in the MSP gym or in the assembly hall, unless with a staff member.
- ⌘ Kilbirnie Park or Evans Bay Park at any time when these grounds are closed.

Kilbirnie Park – Evans Bay Park

The College use of these areas results from an agreement with the Director of Parks. These regulations are to ensure that the grounds remain available during the season.

- ⌘ The parks will not be used for recreational ball games without coach supervision.
- ⌘ The park will not be used for any purpose if the CLOSED sign is posted.
- ⌘ Practices will finish between 4.30 and 5pm.
- ⌘ All instructions of the groundsman will be strictly observed, without question or discussion.

Uniform

The wearing of the complete school uniform between home and school, especially after sports practice and when attending all school functions and practices, either as spectators or participants, is a compulsory requirement for school attendance, unless instructions have been issued to the contrary.

Boys are subject to school discipline when any item of uniform is being worn.

Summer Uniform – optional Terms 1 & 4

- Regulation College shorts
- Pale-blue polyester-cotton shirt (long sleeves)
- College pullover
- Pale-blue walk socks (Canterbury "Wayfarer flexiwul" or Holeproof "Walkers")
- Black leather shoes
- Brown or black roman sandals with no socks. Sandals must have a back strap.
- Scarves are not to be worn in Terms 1 and 4

Formal and Winter Uniform – to be worn Terms 2 & 3 only and on Wednesdays Term 1 and 4

- Pale-blue polyester-cotton shirt (long sleeves)
- College tie
- College dark grey long trousers
- College pullover
- College blazer (optional Year 9)
- Black socks
- Black leather shoes

Formal Dress Uniform is worn by all students for sports events and College functions such as a College Mass and Wednesdays for assembly during terms one and four. In the second and third terms, students are required to wear the formal uniform to school each day.

When long trousers are worn, the blue shirt and College tie are compulsory, along with the College blazer. The College jersey and/or the College jacket may be worn in addition to the blazer.

Students are permitted to wear T-Shirts, provided they are white. If the T-Shirt has a design, logo or some kind of lettering on it, the design, logo or lettering is not to be visible.

Winter wear should be water-proof and warm. There is a College Jacket available for purchase from the uniform shop. This will be the only jacket permitted to be worn to and from College. No other jackets or coats are acceptable as part of the College uniform.

THE COLLEGE DISCIPLINE PROCESS

ACHIEVING 3.5 FOR EFFORT

We expect that all students will work hard and achieve to their potential. Weekly notes are about effort and we expect you to put in enough effort to get at least 3.5 as an average. If you are getting less than this then you are not doing enough.

Representing the College in sporting and cultural or other events is a privilege. If you are going to do so then you must be looking after the other parts of your life too, especially the academic side. If you are not putting in enough effort for your academic life then you will not be able to do the same in your co-curricular activities and you will need to focus on the academic first.

If you get under 3.5 for effort in Weekly Notes the following processes will take place

1. Level One

If you are below 3.5 you will have a meeting with your tutor teacher where you map out what you can do to lift your grades. You will be given a card to fill out and your parents must sign it.

2. Level Two

If you are still below 3.5 the second week you will again meet with your tutor teacher and you will continue to work out strategies to improve your grades.

3. Level Three

If you are still below 3.5 then you will meet with your house leader and they will look to see what can be done to help you raise your grades. You will look at previous strategies and also develop any new ones. At this level you will be placed onto a house leader's daily report. Everyone needs to be aware that if there is not an improvement in the grade to above 3.5 then there will be consequences such as detention, missing a sporting or cultural event, etc.

Additional information on Jackets

- * Jackets are not to be worn during class time.
- * Jackets are not a replacement for the blazer.
- * When blazers are worn, jackets can be worn over the top of the blazer.

Homework

In order to reinforce and extend a student's learning, skills, and to develop the pupil's good study habits, homework is seen as a natural part of every lesson.

Homework should occupy students fully for the entire allocated time, which for Years 9 and 10 must be at least 20 minutes and no longer than 30 minutes, while homework for Years 11, 12 and 13 must be at least 30 minutes and no longer than 45 minutes.

Where project work is given in lieu of homework, the timing should be worked out as equivalent to the number of homeworks that would otherwise be set in that subject over the time of the project.

Where there is a reasonable excuse for omitting homework, a parent must write a note to be given to their son's Tutor Teacher.

While the rules for homework have been stated, it is recommended that students who are keen and focused on succeeding academically, spend additional time in study.

In conclusion homework should be made up of:

- any work set in class
- reading through notes, exercises etc. from class, and making any alterations, additions etc.
- revising all notes

4. Level Four

The process will continue as in Step 3 but there will be a meeting with the Deputy Rector to see what can be done to help the students. It should be noted that at this stage a case may be made for continual disobedience and more severe consequences may be applied such as stand down.

OFF THE BOARD (BELOW 2.7 AS A WEEKLY AVERAGE)

If you are off the board then you will be required to go to the house leader and a detention may be required.

EXAMPLE OF A LEVEL ONE CARD

Name: _____

LEVEL ONE

Tutor Group: _____ Date: _____

Strategies for improving my learning:

| Subject | W.N | M | T | W | Th | F |
|-------------|-----|---|---|---|----|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |
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| | | | | | | |
| | | | | | | |
| TT Sign off | | | | | | |

SIGN OFF:

Parent _____

Date _____

WEEKLY NOTES CRITERIA

The following is what your teacher will be using to decide what sort of grade you will get either for class or for tutor time.

Weekly Notes - Subject Teachers

Excellence: student who gains a 5

- Participates willingly in class activities
- Sincere effort
- High standard of homework and class work as befits his ability
- **Follows** teacher's classroom rules well

Achieving: student who gains a 4

- Greater involvement in lessons, positive attitude
- Does homework requirements with evident application
- Shows evident application in class work
- **Meets** teacher's classroom rules

Effort required: student who gains a 3

- Does the ordinary things with no negative or positive impact in class
- **Generally** meets classroom rules
- Generally fulfils the basic requirements of class work and homework

Inconsistent/little effort: student who gains a 2

- **Inconsistent** in meeting classroom rules
- Homework and / or class work not up to standard or not done consistently
- Reluctance to make the effort required in class

No effort: student who gains a 1

- **Consistently** not meeting classroom rules
- Homework and / or class work not done consistently
- Behaviour that is disruptive in the class and inhibits the learning of others
- Deliberate choice not to work

DISCIPLINE POINTS

All actions have consequences. At St Patrick's these are noted on our Student Management System so as to give a pattern of behaviours, both good and bad. You are allocated points for certain behaviours, they are either merit points, if you do well, or demerit points if you act in a way that goes against what is expected of students here. The allocation of points is as follows:

Demerit points

If you fail to attend a teacher's detention you will receive 5 points and be required to do the detention with that teacher, who will have contacted home about this. If you fail to attend that detention you receive 15 points for continual disobedience, which will also generate a House Leader's detention.

| | |
|--------------------------------------|----|
| Cellphone, ipod use in | 2 |
| Uniform infringement | 2 |
| Classwork not completed persistently | 2 |
| Late to school or class | 4 |
| Homework not completed persistently | 2 |
| Missed teacher's detention | 5 |
| Leaving the school grounds | 2 |
| Inappropriate behaviour | 2 |
| Off the board | 5 |
| Electronic harassment of others | 15 |

| | |
|---|----|
| Daily Report | 5 |
| Misconduct during assessment | 5 |
| Missed House Leader Detention | 10 |
| Fighting | 10 |
| Smoking | 10 |
| Truancy | 10 |
| Uncooperative in class | 2 |
| Verbal or physical harassment | 15 |
| Continual disobedience | 4 |
| Failure to complete House Leader's daily report | 10 |

Merit points

| | |
|---------------------|----|
| Top Weekly Noter | 10 |
| Volunteer service | 10 |
| Excellence in class | 5 |

| | |
|------------------------------|---|
| Weekly notes honours | 5 |
| Leadership service to school | 5 |

We expect you to behave and to change your behaviour if you have got into patterns of doing things that are not good. Therefore if you reach a certain level of points there will be corresponding actions on behalf of the College.

The following is what will happen when you reach these levels:

20 points - you will receive a House Leader's detention and a letter will be sent home including your pastoral record.

40 points - meeting with Mr Wadsworth and a letter home with your pastoral record

60 points - meeting with the House Leader and your parents

80 points - meeting with the House Leader, Mr Mills and your parents

100 points - meeting with the House Leader, Mr Mills, Mr Swindells and your parents

KEY STUDY TIPS FROM STUART WRIGHT (UCANDO)

To revise memory based subjects:

- To get things into your long term memory you need to **SCAR** the information onto the brain.
 - **S = Senses:** use as many of the senses as you can.
 - Visual: different size print, colour, images.
 - Auditory: explaining to someone your THInK map, or put on tape.
 - Physical: create your own notes; walk out your THInK map.
 - **C = Connections:** look for connections/patterns
 - In your notes look for Titles/Headings/Ideas/Keywords
 - **A = Absurdity:** use exaggeration and mind games
 - **Memorise with Mnemonics** - have fun making up your own, e. g. using Acronyms (grouping first letters), or making up phrases.
 - **R = Recall:** 10 minutes, 1 day, 1 week, 1 month

To learn a subject with lots of notes:

- Summarise your notes in **THInK maps (mind maps):**
 - Topic - put the topic heading in the centre
 - Heading - put the title of each of the sections in as the main branches
 - Idea - main idea of the paragraph - just 2-3 words
 - next
 - Key words -note keywords. Add these as clusters to the branches.

To revise Maths & other problem solving subjects:

- Pick an equation
- If you can do it, well done you already know this skill - find another one which is harder.
- If you cannot do it, find Bob (back of book) and see where you went wrong.
- If you feel you can now do the problem - you have learnt a new skill - try another question to practise that skill.

- If you do not understand it, then go back to easier problems and work through those.

National Certificate of Educational Achievement (NCEA)

To gain a National Certificate of Educational Achievement (NCEA) you must achieve 80 credits on the National Qualifications Framework. Credits may be gained as Unit Standards or Achievement Standards.

NCEA Level One requires **80 credits**. Of these, 10 credits must be from prescribed literacy standards and 10 credits must be from numeracy standards.

| | | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|--|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | This table is for you to keep track of your credits as you achieve them. Each time you achieve a standard, shade in the number of credits you have gained. - write the name or number of the standard across the shaded boxes | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | | |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | | |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | | |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | | |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | | |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | | This row must be credits in Numeracy This row are credits in Literacy |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | | |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 | | |
| 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 | 110 | | |
| 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 | | |
| 121 | 122 | 123 | 124 | 125 | 126 | 127 | 128 | 129 | 130 | | |
| 131 | 132 | 133 | 134 | 135 | 136 | 137 | 138 | 139 | 140 | | |

NCEA Level Two requires **80 credits**, 60 of which must be from Level 2 standards or higher. 20 of these credits can be transferred from credits earned previously at Level 1.

Level 1 literacy and numeracy must be achieved in order to obtain

NCEA Level 2

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

| | | | | |
|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 |

NCEA Level Three requires **80 credits**, 60 of which must be from Level 3 standards or higher. 20 of these credits can be transferred from credits earned previously at Level 2. Level 1 literacy and numeracy must be achieved in order to obtain NCEA Level 3. Most courses within the College will offer 18- 26 credits. It is important that students try their best to achieve all credits within a course. As a rule students should be looking to achieve an average of 14 credits across 6 subjects to ensure that they achieve 80 credits for the year with a reasonable buffer. Religious Education Achievement Standards contribute credits towards NCEA .

Courses for students assessed against either Achievement Standards or Unit Standards, can both earn credits towards NCEA.

University Entrance

University Entrance requires 60 credits at Level 3 or higher including:

- a minimum of 14 Level 3 credits in three approved subjects. The remaining credits to achieve NCEA Level 3 may come from either achievement or unit standards.
- UE numeracy – **10 credits** at Level 1 or higher from specified achievement standards or three specific numeracy unit standards
- UE literacy – **10 credits** (five in reading and five in writing) from specific level 2 and higher achievement standards.

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

| | | | | |
|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 |

Scholarship Level

In the same approved subject list as Level 3, Scholarship subjects consist of a more difficult paper in each subject.

For each scholarship gained a student receives a 'one-off' award of \$500 per subject. This is for one or two scholarships.

