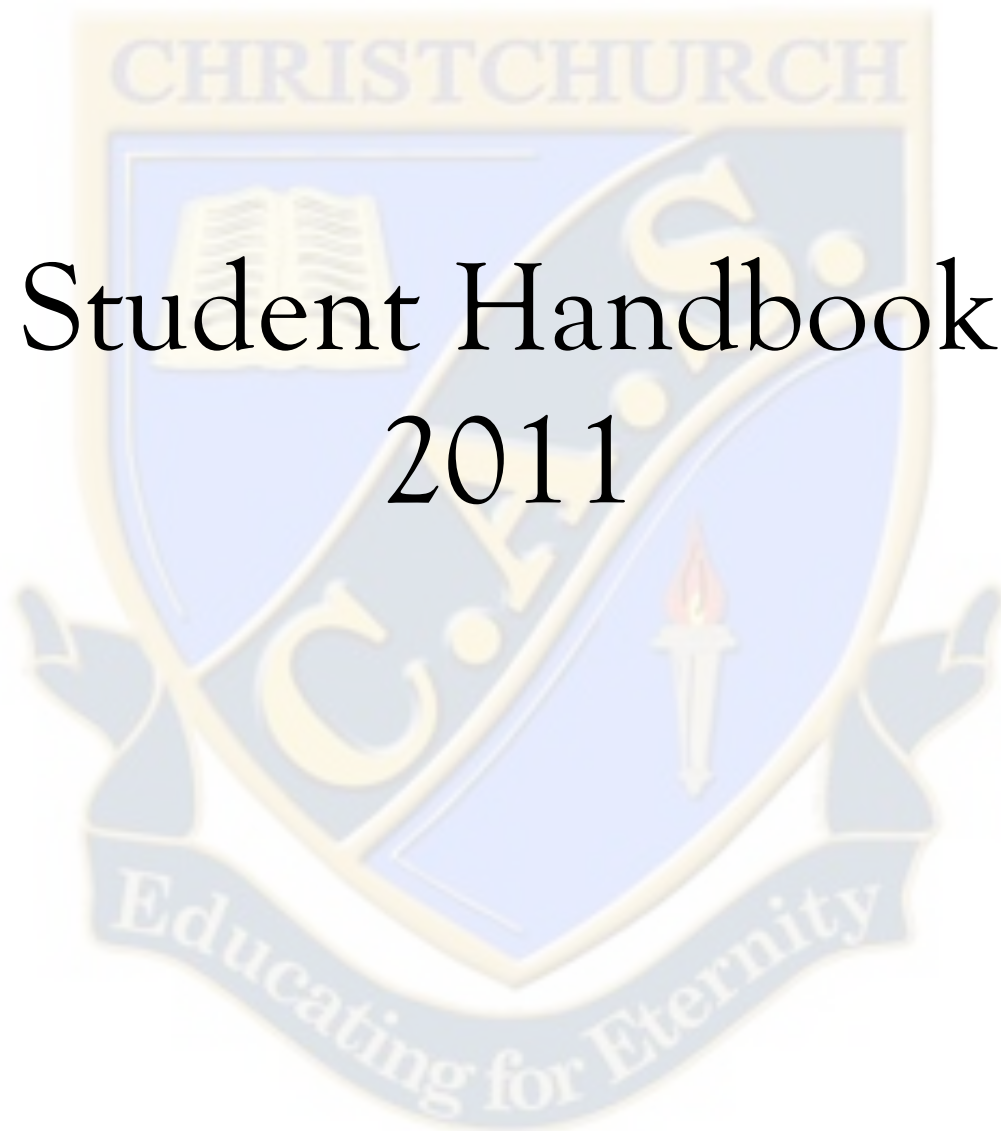




# Student Handbook 2011



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# Statement of Purpose

## *Vision Statement*

Educating for Eternity

## *Mission Statement*

The Christchurch Adventist School aims to provide a learning environment that enables individuals, through grace, to understand and achieve the potential of their being, becoming the transformed persons God intends them to be in a vibrant community of faith.

## *Philosophy Statement*

The fundamental principles underlying the educational programme of Christchurch Adventist School are based upon the Seventh-day Adventist Church's:

1. Perception of God as the Creator and Sustainer of the Universe
2. Acceptance of Christ as fallen humanity's only means of salvation
3. Belief that the Holy Spirit draws men, women and children to a knowledge of God
4. Understanding that all truth finds its centre and unity in God
5. Reliance on Scripture as the revealed word of God
6. Commitment to physical, intellectual, spiritual, emotional and social development of the child
7. Recognition of desirable social attitudes and relationships in the family, the school, the community and towards the environment
8. Commitment to enhance appreciation of aesthetics, creativity and self-expression within the guiding principles outlined in the Bible.

## **Board of Trustees**

This is the principal governing body of the school, responsible to the proprietors of the school. It is made up of representatives of the South NZ Conference of Seventh-day Adventists, elected parent representatives, staff representative, student representative and the principal. Its function is to foster Seventh-day Adventist philosophy of education in the school, care for the physical plant and financial operations of the school and have oversight over the enrolments of the students in the school.

## *Complaints Process to the Board*

Any matters relating to the students, day to day running of the school, or relating to areas that the school administration have responsibility for, should be raised with them first, either verbally or in writing. If they are not resolved satisfactorily then they should be put in writing and addressed to the Secretary of the Board.

# Curriculum Vision Framework

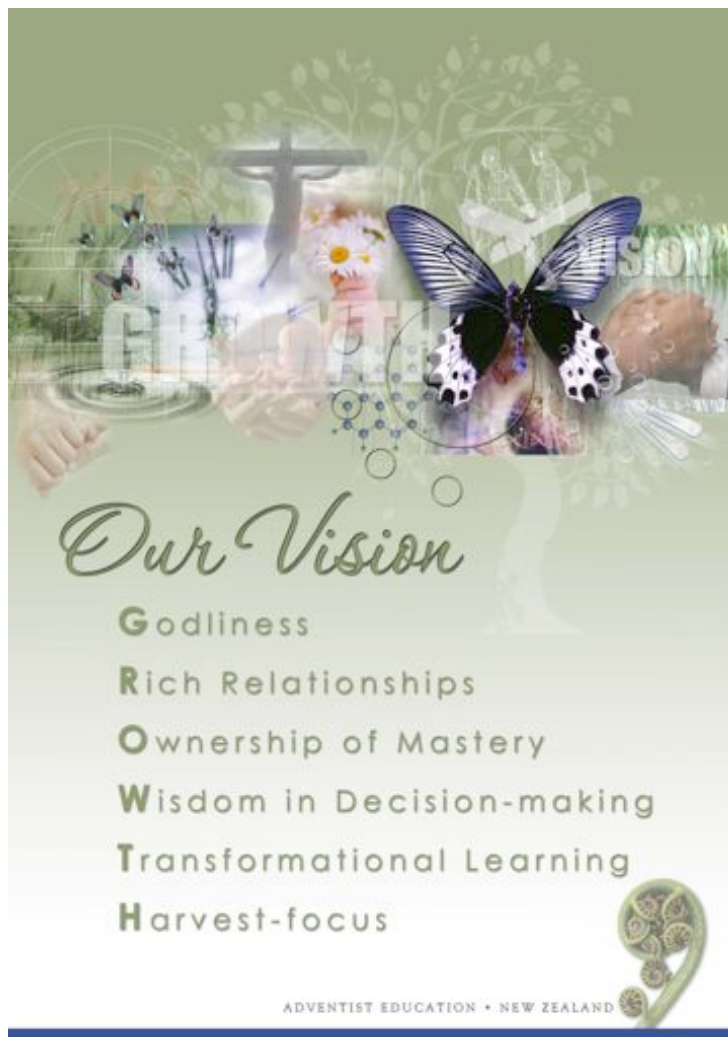
## *“Educating for Eternity through GROWTH”*

The curriculum vision framework will be the foundation for C.A.S’s Special Character in the development and implementation of the overall school curriculum programme. The GROWTH acronym represents:

- G** - Godliness ..... Nurturing personal transformation and becoming agents of blessing and change in our community
- R** - Rich Relationships..... Giving our personal best to develop our God given talents in pursuit of excellence
- O** - Ownership of Mastery ..... Pursuing goals that matter with intention and purpose
- W** - Wisdom in Decisions ..... Becoming connected with God and choosing His way as our way.
- T** - Transformational Learning..... Choosing discernment and a positive attitude
- H** - Harvest Focused ..... Honouring others above ourselves and connecting with them because they are precious to God.

## *Learning Intentions*

To develop a curriculum based on knowledge and understanding that promotes quality Christian Education.



## Staff

### Administration

Mr Danny Carrasco <b>Principal</b> principal@cas.school.nz	MA (Educational Administration) Bachelor of Education	
Ms Helena Ah Siu Deputy for Primary h.ahsiu@cas.school.nz	NZ Dip Teach NZ TESOL Certificate Bachelor of Teaching and Learning	ESOL / Student Learning Support
Mr Charles Bosch Deputy for Secondary c.bosch@cas.school.nz	M Ed. (Educational Management) B. Teaching & Learning National Dip. Ed. Management	Workshop Tech/ Graphics/ STAR/ Careers

### Teaching Staff

Mrs Andrea Thompson a.thompson@cas.school.nz	Diploma of Teaching	(P1) New Entrant & Year 1
Mrs Amanda Kerrigan a.kerrigan@cas.school.nz	Bachelor of Teaching and Learning	(P2) Years 2 & 3
Mr Jean-Marc Risuleo j.risuleo@cas.school.nz	Bachelor of Education	(P3) Years 4 & 5
Miss Kylie Fish k.fish@cas.school.nz	Bachelor of Arts Graduate Diploma in Teaching (Pri)	(P4) Years 6 & 7
Mrs Nicolette Paul n.paul@cas.school.nz	Bachelor of Music (Hons) Bachelor of Arts Graduate Diploma in Teaching (Pri)	Year 8
Miss Lisa Korenhof l.korenhof@cas.school.nz	Bachelor of Education	Christian Living / PE / Sport
Mr Adrian Bell a.bell@cas.school.nz	Bachelor of Science Bachelor of Teaching	Chemistry / ICT / Physics / Science
Mrs Cheryl Botha c.botha@cas.school.nz	BA (Mathematics & Education) Higher Diploma Education	Mathematics (Secondary)
Mr Danny Brooks	Bachelor of Education Victorian Certificate of Education	Geography / History Tourism / Social Studies
Mrs Maria Cokanasiga m.cokanasiga@cas.school.nz	Bachelor of Arts (English) Grad Dip Teaching and Learning	English (Secondary)
Mr Arty Kuzniarski a.kuzniarski@cas.school.nz	B. Ed Secondary Personal Development, Health and Physical Education	Health / PE / Sport
Mrs Alison McGregor a.mcgregor@cas.school.nz	Bachelor of Arts Diploma in Teaching	Food Technology / English
Mrs Maureen Page m.page@cas.school.nz	Bachelor of Teaching and Learning Students With Special Education Needs	Learning Support Teacher
Mrs De'Arne Cassidy d.cassidy@cas.school.nz	Bachelor of Education	Art (Secondary) / Drama
Miss Milca Mushambi m.mushambi@cas.school.nz	Graduate Diploma in Teaching Bachelor of Engineering Technology	Physics/Science/Maths

## Support Staff

Mrs Miriel Dixon m.dixon@cas.school.nz	Bachelor of Science	Librarian
Mrs Christine Keegan admin@cas.school.nz	NZ Reg General Nurse	Office Administration
Mrs Anne Mackintosh admin@cas.school.nz	Secretarial Diploma	Office Administration
Mrs Victoria Bell v.bell@cas.school.nz	Bachelor of Science Bachelor of Teaching	ICT Support
Mrs Leanda Violich l.violich@cas.school.nz	Diploma in Teaching	Long Term Reliever
Mrs Tracey Ling heytrace@gmail.com		Chaplaincy / Youth Worker
Mr Byron Ling Byron.ling@maill.com		Chaplaincy / Youth Worker
Mrs Nichola McDonald n.macdonald@cas.school.nz	Cert in Behaviour and Learning Support	GATEWAY / Secondary Teacher-Aide
Mrs Rose Proud r.proud@cas.school.nz	Cert. in Behaviour and Learning Support	Primary Teacher-Aide / ESOL
Mrs Fleur Verkerk		Primary Teacher - Aide
Mrs Siga Parker		Secondary Teacher-Aide

## 2011 Calendar Term Dates

Term 1: Monday 31<sup>st</sup> January - ***First Day for Yrs 11-13 Only***

Tuesday 1<sup>st</sup> February to Thursday 14<sup>th</sup> April (Summer Uniform)

Term 2: Monday 2<sup>nd</sup> May to Friday 15<sup>th</sup> July (Winter Uniform)

Term 3: Monday 1<sup>st</sup> August to Friday 7<sup>th</sup> October (Winter Uniform)

Term 4: Tuesday 25<sup>th</sup> October to Wednesday 7<sup>th</sup> December (Summer Uniform)

**NCEA External Exams:** Monday 14<sup>th</sup> November

**Year 12 & 13 Fiji Service Trip:** 12<sup>th</sup> July - 22<sup>nd</sup> July

**Year 11 Work Experience Week:** 11<sup>th</sup> July - 15<sup>th</sup> July

**Prize Giving:** Monday 5 December 2011 (6pm for 6:20 pm start)

## Rights and Responsibilities

As Christchurch Adventist School is a community, it is essential to recognise that each member of the community has certain rights. With rights, comes responsibility. All students and teachers have the responsibility to respect the rights of other students and teachers. When all rights are respected and responsibilities accepted, self-discipline has been achieved. The following outlines the list of rights and responsibilities of all students at Christchurch Adventist School.

Right	Responsibility
I have the right to be happy and to be treated with understanding.	I have the responsibility to treat others with understanding and not: laugh at others tease others try to hurt another's feelings.
I have the right to be treated with respect and politeness.	I have the responsibility to treat others politely and with respect. I have the responsibility to respect the authority of teachers and supervisors.
I have the right to be safe.	I have the responsibility to make the school safe by not threatening, fighting or hurting anyone in any way.
I have the right to expect property to be safe.	I have the responsibility not to steal, damage or destroy the property of others, and to take good care of my own property.
I have the right to obtain maximum benefit from all lessons and classes – other students will not deprive me of this by their behaviour.	I have the responsibility to co-operate with teachers and other students to make sure that lessons proceed and that I keep up to date with work required. I will not behave so as to interfere with other students' rights to learn. I also have the responsibility to be punctual, to attend school regularly, and to take part in the activities that will be of benefit to me. I have the responsibility to bring required books and equipment for each lesson.
I have the right not to have health habits interfered with.	I have the responsibility not to interfere with the health of others by smoking, using alcohol or drugs and I have the responsibility not to encourage others to do so.
I have the right to have pleasant, clean and well maintained school grounds.	I have the responsibility to care for the school environment – to keep it neat and clean and to be prepared to remove litter.
I have the right to be provided with a school in which I am not in danger. When defects occur they will be repaired as soon as possible.	I have the responsibility of telling teachers about defective building and fittings.
I have the right to expect the local community to support, respect and have pride in the school.	I have the responsibility to behave so that the Community will respect the School.
I have the right to be helped to learn self-control. No one will ignore me if I abuse my rights.	I have the responsibility to learn self-control.
I have the right to expect that all these rights will be mine as long as I am carrying out my full responsibilities.	I have the responsibility to protect my rights and the rights of others by carrying out my responsibilities at all times.

# Enrolment Procedures

## *Admissions Policy*

Christchurch Adventist School is owned and operated by the Seventh-day Adventist Church. Its purpose is to provide educational opportunities to all who share its objectives - whether members of the Seventh-day Adventist Church or not. Students who meet the academic and character pre-requisites of the school board and who express willingness to co-operate with its policies and requirements will be considered for admission. It is a privilege to attend the school and admission or attendance may be withdrawn or withheld by the Board of Trustees in harmony with its stated policies. Owing to the Special Character of our school there will be times when the` pupils will be required to attend school functions and extra-curricular activities out of school hours. These may be activities such as attending Music Festivals, church services or assisting in charitable collections, for example. This is considered as part of our school's curriculum.

## *New Applicants*

The School Prospectus is obtainable from the school. The application forms enclosed in the prospectus are to be completed and returned to the Principal, together with the latest reports from the last school attended. An appointment will then be arranged for an interview with the Principal, School Chaplain and the class teacher. After a subsequent Enrolment Committee meeting, parents will be advised of the result of their application in writing or via phone.

In cases where classes are full, then students will be placed on a waiting list, and a place confirmed as soon as possible.

A full school uniform must be obtained before a child can commence attending Christchurch Adventist School. This includes the relevant sports uniform.

## *New Entrants Visitation Days*

Children approaching 5 years of age may, in consultation with the school, elect to attend two half-day sessions. Parents will be required to sign a 'New Entrant Permission Form' before the child can attend.

New Entrants (those in Year 0 or 1) can choose, in consultation with the school and Head of Primary, to finish at 12:30 pm for the first two (2) days of school.

Students commencing school prior to May 1 will be classified as Year 1. Students commencing from May 1 will be classified as "New Entrants". Placement for the following year will be in consultation with the Parents / Caregiver.

## *Registration*

Enrolment week for 2011 will be from Monday 24<sup>th</sup> to Friday 28<sup>th</sup> January. All intending students must register prior to the commencement of school or make prior arrangements with the Principal.

The office will be open from 8:30 am until 4:00 pm for this purpose.

## **It Is Essential That All Students Be Accompanied By A Parent Or Guardian During Registration Week**

No student will be enrolled unless accompanied by a parent or guardian. Students will also not be enrolled unless satisfactory arrangements are made with regard to their Attendance Dues and EOTC Fees. At registration a form is to be filled out indicating your preference for payment of Attendance dues and EOTC fees.

### **Stationery**

*Primary Students (Years 1-8):* Stationery equipment is available for purchase from the School Office. Please have all stationery named, and books covered, ready for use on the first day of classes (Refer to the *2011 Stationery List*)

*Secondary Students (Years 9-13)* Stationery lists are available from the School Office. All necessary purchases must be made before the commencement of classes. Please have all stationery named, and books covered, ready for use on the first day of classes. (Refer to the *2011 Stationery List*)

Textbooks and lockers will be issued to all secondary students on the first day at school on Monday 2<sup>nd</sup> February 2011.

For Uniform Supplier contact details, please refer to the 'UNIFORM' section.

### **2011 Attendance Dues & Special Character Fees**

#### **Attendance Dues**

Attendance dues are a compulsory payment made to the Proprietors of the SDA Schools Association. These fees go towards capital expenditure on buildings and land as approved by the Ministry of Education. Attendance dues may be paid monthly, per term, or annually. Arrangements are to be made on registration day at the school. Students may be asked to leave Christchurch Adventist School if attendance dues are not up to date.

Primary Students (Y0-8) \$368.00 per annum or \$92.00 per Term

High School Students (Y9-13) \$552.00 per annum or \$138.00 per Term

#### **Special Character Donation**

The special character donation contributes directly to supporting (Bible curriculum) and building the special character of Christchurch Adventist School (integrating faith and learning).

Special Character donation

- One student - \$25.00 per term (\$100 per year)
- Two students - \$43.75 per term (\$175.00 per year)
- Three students - \$56.25 per term (\$225.00 per year)
- Four or more students - \$62.50 per term (\$250.00 per year)

Payable to: NZSDA Schools Association Ltd  
Private Bag 76900  
Manukau City  
Auckland

Fees may be paid by automatic payment or on account.

### **2011 EOTC Fees (Education Outside The Classroom)**

Primary School (Y0 - Y8) \$120 per annum or \$30 per pupil per Term

Secondary School (Y9 - Y13) \$160 per annum or \$40 per pupil per Term

Payable to: Christchurch Adventist School  
PO Box 5197  
Christchurch, 8053

EOTC fees are a non-compulsory charge or donation. As such they may be claimed on your tax return. EOTC Fees are used for class outings, class camps, sports education, bus fees and other off-campus activities, on an individual student basis. Students who do not participate in the EOTC programme will still obtain curriculum coverage but through school based activities only.

### **2011 Subject Fees**

Subjects will attract fees that are additional to EOTC Fees. These fees are different for each student depending on the Subject Options they select. Fees cover equipment such as Graphics sets, food and materials for Food Technology / Home Economics, NCEA workbooks and ICT printing. The subject fees will be billed to students once their course of study has been agreed.

### **NCEA Exam Fees (Students in Year 11 - 13 only)**

\$75.00 New Zealand Domestic students or Residents

\$375.00 Foreign Fee Payers (International Students)

### **Refund of Fees/Dues Policy**

- Fees may be paid a term in advance or by automatic payment.
- A 50% refund of term fees will be allowed if a pupil leaves within the first four weeks of a term. No refunds apply after four weeks.
- Similarly, a 50% deduction will be made if students are commencing within the last 4 weeks of a term.

### **International Student Fees**

International Students or Foreign Fee Paying Students (FFPS) charges for 2011 are as follows:

<b>Details</b>	<b>Amount \$</b>
<b>Primary (Years 1-7) Compulsory Fees</b>	
General Activity Fee (Includes Stationery)	200.00
Tuition Fee	9,500.00

Attendance Dues (Proprietors – NZ SDA Schools Association)	850.00
M.o.E International Student Levy (NZ Education Levy)	450.00
Administration Levy	400.00
Total per year	NZ\$11,400.00
Including GST	NZ\$12,825.00
<b>Additional Fees as appropriate</b>	
Insurance (one year)	As negotiated
Uniform (new – one set)	450.00
Homestay fee (46 weeks) if applicable	As negotiated

**Short Term Stay Programme Fees**

Up to 5 Weeks: \$320.00 Weekly (Includes GST)

**Term Stay Programme Fees**

Up to 10 Weeks: \$3,210.00 (Includes GST)

<i>Details</i>	<i>Amount \$</i>
<b>Secondary (Years 8-13) Compulsory Fees</b>	
General Activity Fee (Includes Stationery)	300.00
Tuition Fee (includes Elective Subject Fees)	10,000
Attendance Dues (Proprietors – NZ SDA Schools Association)	1,050.00
M.o.E International Student Levy (NZ Education Levy)	450.00
Administration Levy	400.00
Total per year	NZ\$12,200.00
Including GST	NZ\$13,725.00
<b>Additional Fees as appropriate</b>	
NZQA NCEA Fees	375.00
Insurance (one year)	As negotiated
Uniform (new – one set)	450.00
Homestay fee (46 weeks) if applicable	As negotiated

**Short Term Stay Programme Fees**

Up to 5 Weeks: \$343.00 Weekly (Includes GST)

**Term Stay Programme Fees**

Up to 10 Weeks: \$3,431.00 (Includes GST)

NB: No pocket money is included for incidental expenses  
All currency quoted is in New Zealand Dollars  
Additional fees may apply for external exams as determined by the governing bodies  
(NZQA etc)

## ***Refund Policy***

The School's refunds policy is based on Section 48 of the Education Amendment (No. 4) Act 1991.

The Board may refund to the person fees they have paid after it has estimated the cost to the Board of administration costs, general costs and start up costs of a programme, ongoing tuition costs, and any other fees prescribed by the Board. In order to be eligible for any refund, the student must apply in writing to the Board of Trustees, setting out the special circumstances of the claim. In arriving at a decision, the Board of Trustees will take into consideration the special circumstances of the withdrawing student and costs already incurred by the Board, salaries of the teachers and support staff, and any other components of the fee already committed for the duration of the course.

If a student has paid all the fees to CAS and has been allocated a place, and decides not to come, a cancellation fee of 10% of the total fee will be charged and the balance refunded. If the student has not been granted a visa entry to New Zealand, then a full refund will be given. After the commencement of a school year, fees will not be refunded unless due to serious illness, in which case a medical certificate from a registered doctor will be required to be presented before a refund is considered. An international student who later gains Permanent Residency will not be given a refund for the current term, but will be treated as a New Zealand student for the following term and refunded fees related to Tuition only.

## **School Regulations**

### ***School Standard of Conduct***

The Christchurch Adventist School maintains the ideals of the Seventh-day Adventist Church in matters of conduct and morals. The teaching of these ideals is one of the reasons for the school's existence. The standards of conduct are intended to improve the student's standing in society, elevate their character, ennoble their minds and increase their happiness. Because we believe God's laws outline standards of ethical behaviour based on His character of love, students will be encouraged to:

1. Cheerfully uphold the citizenship standards of the school. Engage in responsible citizenship as both a moral obligation and a patriotic duty.
2. Purposefully support the religious ideals of the school.
3. Respect people of other religions and philosophical persuasions.
4. Demonstrate qualities such as kindness, empathy, courtesy, patience, humility, tolerance, generosity and helpfulness.
5. Recognise fair play and exhibit a positive attitude toward justice.
6. Demonstrate a commitment to Christian mission and engage in acts of service to mankind to alleviate human suffering and frustration.
7. Participate in and find fulfilment through co-operative group study.
8. Prepare for the responsibility of leadership in the home, church, community and nation.
9. Follow practices, which contribute to strengthening the Biblical concept of the body as a temple of God. This will include abstinence from harmful substances such as drugs, alcohol and tobacco.
10. Select activities that contribute to the development of the Christian character.
11. Practise punctuality and dependability.

12. Practise honesty, truthfulness and integrity.
13. Base association with others on purity and belief in the inestimable value of self and others.
14. Use creative capacities to benefit others and for their own personal development.
15. Develop academic skills and abilities to their fullest extent.
16. Dress appropriately and modestly.
17. Use appropriate language that is in character with our school.
18. Participate in school activities and events that support the Special Character of the Seventh-day Adventist Church as outlined in the Seventh-day Adventist Church Manual.

## ***School Hours***

School hours for both Primary and Secondary classes are 8:40 am to 3:10 pm, with the exception of Fridays during parts of term 2 (after Queen's Birthday weekend) and Term 3 (last week of August). To enable students to arrive home in time for Sabbath in winter, the school will close at 2:45 pm on Fridays during these winter terms.

## ***New Entrant Commencement Hours***

Often, for the first few weeks, new entrant students find a full day of school very tiring. By arrangement with the school, these students may be collected from school at 2:00 pm. It is important for them that they attend school in the morning, as this is the main teaching time, when their concentration is the freshest. Please feel free to discuss this matter with us.

## ***Attendance***

Law, up to the age of 17 years, requires regular attendance of school. The Ministry of Education also requires that each student "has shown a satisfactory attitude to work, has fulfilled reasonable homework requirements, and has not been absent without reasonable excuse..." When a student has been absent, the school requires that a written explanation be given to the class teacher, when the pupil returns to school. For the safety of children, parents are required to contact the school by 8:30 am to report the absence. Leave a message on the answer machine if necessary.

Families should also note that the Education Act requires school approval for extension of holidays outside the advertised dates. Specifically however, families should not plan to have students absent from school during times the school is officially 'open for instruction'.

*The maximum number of days absent that the Principal can approve, in any one year, is five (5) days. Parental notification, in writing, is required.*

Parents must provide the school at least TWO (2) weeks notice when their child will be away from school, for approval and consultation with the Ministry of Education, if the reasons for absences do not meet the Education Act.

## ***Absence or non-participation***

Attendance at school and school-related activities is compulsory. When a student is unable to attend, due to sickness, then a note is required from the parents/caregiver, when they return to school. For an extended period of absence, a medical certificate may be required.

If a situation arises, where non-participation in any school activity may occur due to illness, a medical certificate supporting this is required, especially for NCEA students.

Non-participation in any part of the school programme is permitted only on medical advice.

## ***Late Arrival***

For any arrival to school after 8.45 am an explanation is required. For all pupils, a 'Late Slip', obtained from the school office, is to be filled out and taken to the teacher concerned. Late Slips must be presented to the classroom teacher. For your child's safety, students who arrive late may only enter the school grounds via the front office area. Please be aware, that parents are required to ensure that their children arrive at school on time and ready for classes.

## ***Leaving Grounds and Leave Passes***

Students must remain in the school grounds until school closing time unless they have written permission from a Parent/Caregiver and approved by the Principal or Deputy Principal. Leave Passes will only be given in an emergency or after a written request from a parent has been approved by the Principal. The leave sign out book, located at the office must also be filled out, giving date, time and destination. Upon returning to school, the book must also be filled in.

Only Year 13 students and Prefects may be granted Leave Passes (for lunch only) at the discretion of school administration. A lunch pass will be officially issued upon receipt of a signed note from parents or guardians of Year 13 students ONLY.

## ***Eating***

The school encourages students to eat healthy lunches and the use of water bottles. Students will be encouraged to be seated in the assigned areas while they eat their lunch. All rubbish is to be placed in the bins, and lunch areas to be kept tidy. No eating is permitted in the hallways or on the courts. Due to hygiene reasons chewing gum and bubble gum are not permitted at school.

## ***Student Drivers***

Students wishing to drive themselves to and from school need to obtain permission from the Principal by first completing the 'Permission to Drive' Form.

## ***Chapel***

Chapel or Assembly is held on Tuesdays. Combined Campus Chapel is held on the first Tuesday of the month. All Secondary students must wear their school blazers to Chapel.

## ***Use of School Equipment***

Students must have permission from the teacher in charge to use any school equipment.

## ***Breakages and Losses***

All breakages, loss or damage to school or church property will be reported to the Deputy Principal. The student responsible will clean up the mess immediately. The person responsible will pay for all careless or deliberate damage.

## ***Visitors***

All visitors are required to check in at the office and receive a visitor pass before proceeding into the school grounds. Note: The right of entry is at the Principals discretion.

## ***Areas Out of Bounds to all Students***

Unless with express permission of staff, the following areas are out of bounds:

Behind Papanui Church Hall  
Through Main Foyer (Secondary)  
All Classrooms

Front of school during school hours  
Teachers Offices  
Sports Storeroom

### ***Telephone***

Students must see office personnel for permission before using the phone for emergency purposes only. A 30c charge for local calls applies and \$1.00 for cell phone calls applies.

### ***Cell Phones***

Cell phones can be used at school in break times only. If they are used, or switched on during class times, they will be confiscated. (1<sup>st</sup> time offenders - 1 week, 2<sup>nd</sup> time offenders - 1 month, 3<sup>rd</sup> time offenders - 1 Term)

Cell phones are specifically banned from the Library at all times.

Cell phones are specifically banned in Examination rooms. *The school holds no responsibility for any damaged or lost cell phones.*

### ***iPods/MP3/MP4 Format Devices***

Due to the Special Character of the school and the challenges in monitoring the music selection students may bring to school, MP3 listening devices such as iPods are not to be brought to school or used while travelling to and from school. This also includes the use of laptops and personal earphones. *The school holds no responsibility for any damage or lost iPods or listening devices.*

### ***Trading Cards or Expensive Toys***

Playing cards or trading cards are not to be brought to school. All trading of cards is banned. *The school holds no responsibility for any damaged or lost cards, games or toys brought to school by students.*

### ***Drink Bottles***

Drink bottles are encouraged in the classrooms if they contain water. Drink bottles are forbidden in the vicinity of the Library, Computers and Science Laboratories, and Graphics classes.

### ***Skateboards/roller blades/scooters***

Skateboards, roller blades and scooters are not permitted on the school grounds. *The school holds no responsibility for any damaged or lost skateboards, roller blades and scooters.*

### ***Safety Equipment***

Locks must be used on bikes. It is required that any student utilising bikes or scooters for transport to and from school wear appropriate (as defined by the school) safety equipment. Students who are riding or scooting to school must have safety equipment and vehicles that

comply with the National Safety Standards. *The school holds no responsibility for any damaged or lost bikes or scooters.*

### ***Sick bay and First Aid Room***

Minor injuries are treated by the Teacher/ Duty Teacher, or in the school sick bay. Students suffering serious injury will be taken to Papanui Medical Centre or the Hospital Accident and Emergency Department, and parents notified as quickly as possible. All medical expenses, not covered by ACC, are the responsibility of the parent or guardian. If a child returns home with a bandage, sling etc, could you please see that it is washed and returned to school as soon as possible for future use. Medication cannot be administered to pupils unless parental consent is made in writing. If medication is to be taken regularly, it is to be handed in at the office and dispensed from there.

### ***Dental Visits.***

The Nurses at the Bishopdale Dental Clinic see pupils, from Years 1-8, with parental consent. The children are seen up to twice a year. Parents are informed of appointment times directly, not through the school. It is the parents' responsibility to take their children to the dental clinic, at the arranged time.

### ***Student Uniform Expectation*** (Refer to *Uniform* Section)

The correct wearing of formal school uniform and P.E/sport uniform is compulsory. PE uniform is not to be substituted for formal school uniform, unless otherwise notified by the school, ie. Sports Day or taking part in P.E. Students are to be in formal school uniform from the time they leave home until they return at the end of the day. This includes while travelling and at shopping centres. If for some reason full school uniform cannot be worn correctly, students need to bring a note from home and obtain a uniform pass from the Home Room Teacher. A uniform pass must be obtained on a daily basis.

All pupils must be in full school uniform before they leave the grounds at the end of the school day.

'Low-riding' is not permitted at any time, such as Sports Days and Mufti Days.

### ***Uniform Expectation when travelling to and from school***

Students are to uphold the school standards during travel to and from school. Travel to and from school is to be in **full school uniform** in accordance with the school rules. Non-regulation clothing is not allowed.

### ***Lost property of Uniform items***

All Jackets, blazers, jumpers, polo tops and other uniform items that are UNNAMED are placed in the Lost Property Boxes. Parents, please ensure your child's uniform items are named. If you think your child has lost or misplaced a uniform item, please check the Lost Property boxes in the Primary and Secondary Campuses. *The school holds no responsibility for any damaged or lost uniform items.*

### ***Hairstyles***

Hair must be kept neat, tidy and conservatively trimmed.

Extreme hairstyles are not permitted. This includes severe undercuts, and dramatic changes in hair colour. Dying of hair is permitted provided it is a natural colour.

**Girls/Boys** - hair below shoulder length must be tied up, eg pony tail (this is for hygiene reasons eg lice, and for OSH reasons eg Science, art & craft and technology)

**Girls/Boys** - are not allowed haircuts below a number 2 cut.

**Boys** - due to Occupational Safety and Health (OSH reasons, rats tails must be neatly tied back). Facial hair is not permitted.

### ***Adornment***

The following guidelines reflect the special character and standards of the Seventh-day Adventist Church

1. Clear nail polish only.
2. Clear, silver or gold studs (small) may be worn with only one per ear, in the lobe (***Girls only. Not permitted for boys***)
3. Obvious make-up, jewellery and ethnic carvings or tattooing are not permitted.
4. Necklaces - for Health and Safety reasons, it is recommended that all forms of necklaces not be worn to school. Christchurch Adventist School requests that all students respect and uphold the standards.
5. No body piercing (boys and girls).

# Primary Campus Supplementary Regulations

## Primary Routines

The morning duty teacher will ring the first bell at 8:40 am followed by the start bell at 8:45 am. Students are not expected to arrive at school before 8:30 am as there is no supervision provided at that time.

**Monday to Friday:** Students are to enter the building at the first bell, hang up school bags then assemble on courts. The duty teacher will then welcome students and give announcements. A prayer is offered before students are directed to walk to their classrooms with their teacher.

Students are to be collected from individual classes at 3:10pm.

Alternative arrangement can be made through a written request to the class teacher or Head of Primary. Please note that the care of the child will be transferred to the caregiver once the child has been collected.

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\*RECESS: 10:35-10:55

All students are to be seated in the space allocated for their class while eating morning tea. Please ensure that the lunch area is left clean and ALL rubbish is placed in the rubbish bin provided.

If indoors, students must remain seated for the duration of recess. This is a time to have a drink and something to eat, use the bathroom, or to just enjoy a chat with a friend. The use of the bathroom is to be monitored to prevent entry to classrooms and loitering in the corridor.

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\*LUNCH: 12:35 – 1:30

All students are to be seated at allocated areas as at recess for at least the first 15 minutes. A duty teacher will supervise and encourage students to eat sandwiches and a fruit first. Pay special attention to younger students who may need encouragement (and lots of cuddles!) Also be aware that some of them will take longer than 15 minutes to eat. Teachers will use their own professional judgement to decide if students have eaten enough, or just have too much food.

Please note we are a 'water only' school. We encourage students to have their own water bottle at school particularly during warmer weather. Treats such as chocolate, lollies, chewing gum, juice, flavoured milk etc are not permitted at school. Due to students having food allergies, teachers are asked that rewards and incentives take the form of items other than food.

The duty teacher may ring the bell or notify the bell monitor to ring the bell at 12:50 pm. When this bell rings, it is a signal for students to line up at the rubbish bin for the teacher to inspect lunch boxes. The duty teacher will ensure that students have eaten all they need to (at least sandwich and fruit) and are not throwing food out. Any left over food can be left in the lunch box. Students can then return lunch boxes to their school bag and return outside to line up for sport equipment if needed. The duty teacher is asked to rove and briefly monitor the hallway, classrooms, and toilet areas throughout the break time.

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\*PLAYGROUND: Students are encouraged to use playground equipment safely and appropriately at all times. Some common sense rules include the following:

- Swings – Count to twenty (20) swings only, if there are others waiting for a swing.
- Flying fox – One at a time, swing across and hop off at the other end with both feet on the platform.

Climbing up to the top and standing up on any of the higher equipment is not permitted.

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\*OUT OF BOUNDS AREAS: Students are encouraged to remain in view of the duty teacher at all times. Some areas have been declared to be out of bounds as they may be sheltered or out of the teacher's view.

These areas are listed below:

- Outside Rooms 2 & 3 during lunch and recess. Exception: car track outside Room 2 (up to five (5) students at a time).
- The area between P4 and the church (beyond the drinking fountain)
- The Basketball court is out of bounds to all Primary students before school and at recess and available only to Years 5-8 students during lunchtime.
- For safety reasons, students are not permitted at any time to retrieve sport equipment from the roof or from a neighbour's property. The student responsible should report to the duty teacher who will notify the School's maintenance officer.

Students are responsible for any personal sport equipment brought to school and where appropriate, can be retrieved at the parents' discretion if preferred, after school hours.

## Academic

Christchurch Adventist School offers an academic programme from Yr 0 to Yr13. A variety of academic and practical subjects are offered in the Secondary School. Christian Living is compulsory at all levels. The small class sizes in the Primary and Secondary departments enable teachers to take a personal interest in each student's progress. Frequent written progress reports on each student are distributed to the parents. Communication between parents and the school is encouraged.

### *Homework Expectation*

Homework is a time to reinforce daily learning, complete set tasks, read books and research materials, research for projects, and to reflect upon newly developed and taught knowledge skills.

Students are expected to put aside the following:

- Years 1-2 up to 20 minutes, 4 nights a week
- Years 3-5 up to 45 minutes, 4 nights a week
- Years 6-8 up to 60 minutes, 4 nights a week
- Years 9-10 up to 90 minutes, 4 nights a week
- Years 11-13 at least 120 minutes, 5 nights a week

### *Secondary School Curriculum*

The Secondary School offers a variety of subjects. ALL STUDENTS are required to attend a Chapel/Assembly period one morning a week.

Participation in the Westpac Trust 'After School Sports Programme' is optional.

Year 7 & 8

Compulsory Christian Living, Art, ICT, Technology/Graphics, English, Health, Mathematics, Music, Science, Social Studies, Physical Education,

Year 9

Compulsory Christian Living, Art, English, Mathematics, Music, Science, Social Studies, ICT, Physical Education, Technology, Health, Graphics, French

Year 10

Compulsory Christian Living, Art, English, Mathematics, Music, Science, Social Studies, Digital Technology, Physical Education, Technology, Health, Graphics, French

Year 11 (NCEA Level 1)

Compulsory Christian Living, English, Mathematics, Careers.

Optional Geography/History (mix), Art, Graphics/Technology mix.  
Home Economics, Science, Physical Education, Digital Technology, Mechanical Engineering

### Year 12 (NCEA Level 2)

Compulsory	Christian Living, English, Mathematics,
Optional	ICT, Geography/History mix, Science, Physics, Chemistry, Biology, Art, Physical Education, Home Economics, Mechanical Engineering, GATEWAY

### Year 13 (NCEA Level 3)

Compulsory	Christian Living, English.
Optional	Science, Physics, Chemistry, Biology, Geography/History mix, Mathematics with Calculus, Statistics and Modelling, Art, ICT, Physical Education, Home Economics, Tourism

## ***Common University Entrance Standard***

All Universities have a common standard that they require for entrance into any degree programme. Students must have at least 14 credits in two Level 3 NCEA subjects from the approved list and a further 14 credits that can come from 2 subjects on the approved list.

### **In addition you must have:**

- At least 4 credits at level 2 English in Writing
- At least 4 credits at level 2 English in Reading
- At least 14 credits at level 1 Mathematics

Many courses require higher attainment than this for entry and students should check with the universities to determine the entry criteria to a particular course. Student should also keep their options broad by taking at least one Literacy / Social Science and one Commerce / Math / Science subject in their mix.

## ***Correspondence School*** (Special Conditions Apply)

Christchurch Adventist School is able to utilise the services of the Correspondence School at no charge. This allows our senior students to access an extremely wide range of subjects. These students are supervised at times when they are working on their correspondence and are given counsel on their progress. We request additionally, that parents also help with keeping their child on track.

Correspondence courses are an excellent way for students to develop and enhance their self-motivational skills, and accept responsibility for their own study. Applications are to be lodged with the Principal, for approval of the course of study.

### **Student Requirements - Correspondence**

For the programme to operate successfully the student will need to: -

- Establish successful work and study habits throughout the year.
- Work closely with the assigned supervising teacher.
- Complete all work according to the imposed deadlines.
- Meet all scheduled class appointments in this subject.

### **School Requirements - Correspondence**

For the programme to operate successfully the school will: -

- Provide all textbooks and materials as required by the Correspondence School for satisfactory course completion.
- Supervise on a regular basis the class-work of each enrolled student.

- Establish a timetable of work due and impose normal penalties for late or poor quality work.
- Communicate regularly with parents of Correspondence School students.

**NCEA** (Refer to the *2011 Student NCEA Handbook* for more details)

**Qualification NCEA** (National Certificate of Educational Achievement)

1. NCEA is the qualification that students will be working towards in Year 11 (level 1), Year 12 (level 2) and Year 13 (level 3 & level 4). Under NCEA students are being assessed through a combination of exams and internal assessment. More than 60% of the usual school subjects in Years 11, 12 and 13 will be assessed by exam.
2. NCEA is gained by undertaking a course of study in Year 11, 12 or 13 and is assessed by Achievement Standards or Unit Standards. Different Standards are worth different credits (usually between 2 and 6 each). Most subjects will provide students the opportunity to gain a total of 18-24 credits. In order to receive NCEA Level 1, students will need to gain a total of 80 credits - with minimum requirements of 10 credits for Level 1 Mathematics (Numeracy) and 10 credits for Level 1 English (Literacy).
3. In effect, NCEA has not changed the content of various subjects, just the way in which student achievement is assessed.
4. The result is that NCEA assessment tasks, as set by teachers, take on greater importance than in the past. Up to 40% of an individual subject is assessed internally.
5. In order to maintain fairness, accuracy and validity, it is important for students not to miss an assessment task.
6. Tasks include in-class work, tests and also work completed at home.
7. For prerequisites and promotion to NCEA Level, students must meet the following School targets:
  - Year 11 (Level 1) - 90 Credits (minimum requirements of 10 credits for Level 1 mathematics (Numeracy) and 10 credits for Level 1 English)
  - Year 12 (Level 2) - 70 Credits (minimum requirements of 8 credits for Level 2 English)
  - Year 13 (Level 3) - 70 Credits

### ***NCEA Procedures***

Procedures for assessment of internal unit standards and achievement standards have been designed to be fair to both the student concerned and their peers. It is important that students and their families are familiar with the following procedures and guidelines.

### ***NCEA Assessment Procedures***

Students sitting internal assessments for both unit standards and achievement standards are required to observe non-disruptive behaviour during the assessment. Disruptive behaviour includes talking, writing notes, making a noise or any type of behaviour that disturbs other students' concentration. Students are not to communicate with other students. Students sitting any internal or external assessment may not have a mobile phone in their possession.

The student concerned will normally initially receive a warning, written on their exam paper, noting time and wording of 'disturbance'.

If, in the supervisors opinion, the student continues to 'disturb' they will be immediately removed from the assessment location. They will not receive a grade for that assignment and no opportunity to reassess will be given.

### ***Absences during NCEA Internal Assessment***

Where a student is absent from class for an assessment activity (test etc) they must provide a medical certificate on their return to school. Wherever possible, the student will be given the opportunity to sit the assessment on the day they return to school (or the following day). Students who are absent for any other reason will forfeit the assessment.

### ***Lateness***

Assignments are due at the time indicated by the individual teacher on the front cover of the assignment cover sheet and/or on the NCEA Planner Sheet given out early in Term One. All assignments are to be handed in with the assignment cover sheet attached and with the authentication sheet completed in full. Where a student is absent (for any reason) they must have their assignment delivered to the school office by the time indicated.

### ***Extension Request***

Teachers prior to the due date for the assignment may grant time extensions. This will only occur in extreme circumstances, as students should be planning to meet deadlines ahead of time. Any applications for extensions must be made in writing and approved by the subject teacher and either Principal or Principals' Nominee. Extensions are based on a principle of fairness to those students who have taken the assessment under normal circumstances.

### ***Compassionate Consideration***

Candidates writing internally assessed NCEA standards who have suffered from a serious illness, or disability or other event close to or during the internal assessment, and which they believe has significantly impaired their performance, may apply for compassionate consideration in those assessments. Further information concerning compassionate consideration is available from the Principals Nominee. Compassionate assessments are based on a principle of fairness to those students who have taken the assessment under normal circumstances.

### ***Assessment Opportunities***

Opportunities for further assessment may be available to students who have not achieved the standard, where practicable and manageable. In order to be eligible for another assessment opportunity, a student must have made a reasonable attempt in the first instance. Individual questions not attempted may mean that a reassessment opportunity is not offered. In addition, students must demonstrate further learning to be eligible for another assessment opportunity.

### ***Assessment Due Dates***

Assessment due dates will be advised by teachers to their classes within the first two weeks of Term One. They are also advertised in the school newsletter. It should be noted that teachers also use the mid-year and final examinations as part of the assessment process.

## *Appeals Process*

Students or their families may wish to appeal decisions regarding the outcomes of internal assessments within one week of receiving their assessment grades. The appeals process is for a student or their family, to first approach their class teacher. If they are not satisfied, then they are to appeal to the Principals' Nominee. The Principal's Nominee / Principals decision is final.

## *NCEA Fees* (Payment for qualification and National Certificate)

The agreement to participate in NCEA is between the family and the NZQA (New Zealand Qualifications Authority). As such, the school is only a collection point for NCEA fees. The 2010 fees were as shown below. At time of printing we have not been advised of the 2011 fees.

Flat NCEA fee of .....	\$75.00/student
Scholarship subject entry over 3 subjects .....	\$75.00/subject
Foreign Fee Payers .....	\$365.00

Payments are due by the end of Term 2. For families with Community Services Cards, discount fee charges differs from the standard \$75.00 fee.

Further details about fees and financial assistance will be available from January 2011 in section 4.2.2 of the 2009 Rules and Procedures on the NZQA website at [www.nzqa.govt.nz/ncea/acrp](http://www.nzqa.govt.nz/ncea/acrp).

## *Gifted and Talented Programme*

What does Gifted and talented mean? **Gifted and Talented'** students are those who demonstrate exceptional ability, or have recognised potential, in one or many domains including spiritual, academic, sporting, creative and social. **Exceptional ability** is performing at remarkably high levels of accomplishment when compared with others of their age, experience and environment.

At Christchurch Adventist School we follow **Gagne's** definitions of giftedness and talent. **Giftedness** is the possession of natural abilities or aptitudes at levels significantly beyond what might be expected for one's age in any domain in human ability.

**Talent** is the achievement or performance at a level significantly beyond what might be expected at a given age.

As a school we are dedicated to the identification of these students and the implementation of programmes and learning experiences to cater for their diverse needs. There are also many other organizations that help parents and caregivers by offering training and information opportunities, websites and newsletters. One of these is **CAGCY** which offers adult information seminars every month. They can be contacted on: [president@cagcy.org.nz](mailto:president@cagcy.org.nz) or [www.cagcy.org.nz](http://www.cagcy.org.nz).

Please feel free to contact Mrs Maureen Page (Head of Student Learning Support) to discuss any issues or concerns you have in regards to your gifted child.

# Student Leadership

Christchurch Adventist School provides opportunities for students to contribute to their school by undertaking various leadership responsibilities. This ranges from Student Board Representative, Head Prefect, House and Team Sport Captains, Class Representatives to Student Council, Praise and Worship, Band and Music, Peer Support to leading out in Bible studies. The following are job descriptions for Class Representatives to Student Council and Prefectship.

## *Student Council*

The student council is a group of student elected representatives from Year 5 through to Year 13 who are able to be a representative of the student body. Each class will be given the opportunity to elect one boy and one girl representative for each calendar year. The Board of Trustee student representative shall be ex-officio the student council. Additional, there shall be one staff member on the student council.

### **How to Identify a Student Councillor at CAS:**

1. A student who is a responsible class member.
2. A student who is self-motivated and is prepared to meet the needs of others.
3. A student who is always considerate and caring towards others.
4. A student who upholds the special character of the school.
5. A student who is prepared to commit themselves to all meetings throughout the year.
6. A student who will carry out the tasks that are asked of them, with pride and respect.
7. A student who wants the responsibility of representing other students, and is proud to work together with other student councillors, in a team environment.

### **Role of a Student Councillor At CAS:**

1. Being a role model, eg: Being responsible for worship, making sure tasks happen.
2. When we have meetings you actively participate, and always in a positive manner, working towards a positive school community.
3. Bring concerns to the other members of your student council always in a positive way.
4. Representing your school in the community, being proud of your school, which you represent.

## **Student Councillor Contract**

As a member of the Christchurch Adventist Student Council of this year, I commit myself to the following:

1. I will be a responsible class member
2. I will be self motivated to meet the needs of others
3. I will always be considerate of and caring to others
4. I will uphold the special character of the school
5. I will be prepared to commit myself to all the meetings throughout the year
6. I will carry out tasks assigned to me with pride and respect
7. I want the responsibility of representing other students, and am proud to work together with other student councillors, in a team environment
8. I understand if I do not fulfil my responsibilities as a student councillor, I will lose my privilege to be a member of the Christchurch Adventist School Student Council.

## ***Head Prefect and Prefect Job Description***

The role and responsibilities of the Prefects are as follows:

1. To act as a role model for students. This will involve proactively working to achieve a high profile with the student body.
2. To provide a positive public profile for the student body, especially at formal events.
3. To ensure prospective students and parent visitors are provided with a tour of the school as requested by Management Team.
4. To meet ad hoc requests for assistance from the Principal and Year 13 Coordinator.
5. To complete one duty in conjunction with overall school responsibilities.
6. To raise and lower the national flag daily.
7. To contribute to end of year celebrations such as but not limited to Prize-Giving programme.
8. To assist and ensure the Sports House Captains are supported in the absence of Prefects.
9. To chair periodic meetings of the Student Leadership group to manage specific projects and plan 3 chapels per year.
10. To represent the student body on Chapel / Student Spiritual Development Committee meeting.
11. To act as a conduit by which the concerns and aspirations of the broad student body can be communicated to the School Management Team.
12. To encourage, support and coordinate whole-school student-led events e.g. ADRA Day, Spiritual Emphasis Week.
13. The School Management Team will be responsible for providing leadership training and support in recognition of the various responsibilities to the overall student body.

## ***Pledge***

I accept the Office of Prefect of Christchurch Adventist School.

I pledge that I will:

- At all times uphold and promote the spiritual and social values of the School, this may include but not limited to texting and other internet and social network such as Facebook.
- At all times adhere to the School Behaviour Code.
- Be conscientious in the execution of my duties without fear of consequences or favour to anyone.
- Assist the School Administration and members of staff in maintaining discipline.
- Accept the leadership of the Head Prefect and give them my loyal support.
- Set an example to the School body in both appearance and behaviour.

# Pastoral Care

**Never feel afraid to ask for help.** Some adults whom you could approach if you have a question or are experiencing a problem are your Student Prefects, Dean (Roll Call Teacher), your Head of School or Administration.

## *If You Feel...*

Below are some texts from the Bible to read when you feel a particular need.

### *God's Love*

- John 3:16-17
- Romans 8: 38-39
- Romans 5:8
- 2 Thessalonians 2:16
- 1 John 4:10

### *God's Forgiveness*

- Ephesians 1:3-7
- Colossians 1:13-14
- 1 John 1:9
- Acts 10:43
- Romans 4:7-8

### *God's Salvation*

- Acts 2:21
- Acts 4:12
- Romans 1:16-17
- 1 Thessalonians 5:9
- John 3:17
- 1 Timothy 2:4-6

### *Real Peace*

- John 16:33
- Philippians 4:6-9
- Luke 2:13:14
- John 14:27

### *Real Joy!*

- Luke 2:10-11
- 1 Peter 1: 4-6, 8-9
- Romans 15:13
- Jude 24

## **Encouragement When:**

### *Sick or Suffering*

- Psalm 30:2
- Psalm 41:3
- Romans 5:1-5
- Psalm 103:1+5
- 2 Corinthians 12:9-10
- Psalm 147:3
- Matthew 8:16-17

### *Lonely*

- Psalm 23
- Isaiah 58:9
- Matthew 28:20

### *When Tempted*

- Matthew 6:13
- Hebrews 4:14-16
- Jude 24
- James 4:7
- 1 Corinthians 10:13
- James 1:12-15
- Proverbs 7:1-5
- Hebrews 2:18

### *Anxious*

- Philippians 4:6-7
- James 5:7-8, 10-11
- Luke 12:22-23, 25, 29, 31
- Psalm 40:1-2
- Romans 8:28
- Psalm 37:3-7
- Romans 12:12
- Colossians 1:11

### *Discouraged*

- Psalm 42:1-5
- Hebrews 6:9-10
- 2 Thessalonians 2:16-17
- Psalm 55:22
- Romans 8:31-39
- John 16:33

### *When Fearful*

- Psalm 27:1-3
- Psalm 46:1-2
- Psalm 91:1-2
- John 14:27
- Psalm 121
- Proverbs 3:25-26
- Isaiah 41:13
- 2 Timothy 1:7

### *Facing Difficult Times*

- Psalm 50:15
- Psalm 57:1-3
- James 1:2-4

### *Encouragement through Prayer*

- Matthew 6:6,9-13
- Romans 12:12
- James 5:13

- Psalm 6:2-8
- Hebrews 10:23
- Psalm 23
- Psalm 61:1-4
- Psalm 46
- 2 Timothy 4:18
- John 16:33
- 2 Thessalonians 2:16
- Jude 20
- Psalm 141:1-2
- John 16:23-24
- Psalm 130
- Psalm 18:1-2,6
- Psalm 25:1-2
- Psalm 61:1-3

## ***Bullying***

**Keep C.A.S bully proof – say “No” to bullying.** Some people think bullying is a part of growing up, that it doesn’t do any harm and helps you toughen up. Bullying is a concern for many students. In a recent survey, one in five pupils said bullying was an issue for them. So, if you have a problem with bullying, you are not alone.

### **What is bullying?**

Bullying includes:

- Verbal (being called names)
- Social (no-one talking to you)
- Material (your things damaged)
- Mental (being threatened or forced to do things)
- Physical (being hurt)

### **Who gets picked on?**

Anyone can be bullied and many students may get bullied for no reason.

### **Why do people bully?**

People who bully are lacking in confidence, unhappy, jealous, and may have been bullied. The bullies bully because it makes them look tough, makes a group feel closer, to show off, gain attention or gain material things, get rid of their anger and get some fun out of other people’s fears.

### **Why is it hard to talk about being bullied?**

It’s hard to talk about bullying because you may be nervous about what may happen to you from the bully, how people might see you, you don’t want to worry people, you don’t want to be a tell-tale and you may blame yourself.

### **What harm does bullying do?**

Bullying can make you feel lonely, unhappy and make you feel something is wrong with you. You may lose your confidence, feel ill and take out your frustrations on your family.

### **Why do people get away with it?**

There are a lot of reasons why people get away with bullying. Probably the biggest reason is that few people report it. Only one in three bullied pupils report it in school, and only one in two tells someone at home. It grows in secrecy and festers. Bullies threaten people not to say anything. Others think it is not worth bothering about it. Many students do not want to be seen as a ‘tell tale’ or ‘narker’ or don’t want to get involved. However, you are encouraging bullying if you ignore it or do nothing about it.

### **We have all got a part to play**

We should not:

- Stand by and watch
- Encourage bullying
- Give anyone a hard time because they are different

We should:

- Do something if we see bullying (there are no innocent bystanders)
- Show that we think its stupid
- Try to help anyone who is being bullied

### **What can you do if you are bullied?**

#### **DON'T**

- Blame yourself – most people have been bullied at some time. So don't feel there is something wrong with you. You are NOT the problem, the bully is. Don't think you deserve to be bullied, it is not your fault.
- Think like a victim – if someone is making you feel bad about yourself, it is important to feel good about yourself. You might list and remind yourself about all the good things about you. Spend some time on your interests and skills. If you are different in any way – **BE PROUD OF IT.**
- Put yourself at risk – avoid risky places where bullying happens. For example, avoid being last in the changing rooms. If in danger, keep away. Leave expensive things at home and don't boast about money. Keeping safe is more important than losing things. Give up what they want if you are being threatened.
- Show you are upset – try not show you are upset, even though it is difficult. Don't provide fun for the bully.

#### **DO**

- Ignore it – you know that bullies will have problems of their own. Tell someone so that they can do something to help him or her.
- Make friends – think about some interest you will like to learn about. This school has so many interests and hobbies to be part of. There is an opportunity to meet new people. A smile and hello to new people can go a long way to making a new beginning.
- Stay calm – think to yourself that what is happening is not acceptable. Don't react to the bully, ignore it then tell someone.
- Look confident – by looking as though the bully is not hurting you, or you are running away, don't give them the opportunity to laugh at your discomfort.
- Keep in control – this is not a case for 'an eye for an eye', don't get angry, stay in control, take a breath and move off in another direction.

#### **Remember:**

- C.A.S IS A CARING AND SAFE LEARNING ENVIRONMENT.
- BULLIES NEED OUR HELP
- BEING BULLIED IS NOT YOUR FAULT AND IS NOT A PART OF GROWING UP
- IF YOU ARE BEING BULLIED – THERE IS ALWAYS SOMEONE TO HELP

## ***Harassment***

Harassment (sexual, racial or otherwise) is a form of discrimination or intimidation which can adversely affect the learning and personal development of students. Students and staff should therefore be free from any form of harassment (sexual or otherwise) at school or in the school-related environment. It is of paramount importance that all those who are associated with Christchurch Adventist School are not subjected to harassment (sexual or otherwise) of any kind.

### **Report all forms of harassments**

In the event of racial or sexual harassment the complainant is encouraged to make it clear to the offender verbally or in writing that such behaviour is unacceptable.

The role of a contact/support person is to empower the complainant to resolve the problem. They should provide confidentiality and be an active listener. They should provide the complainant with a range of options that may include:

- The opportunity to talk about the issue
- Time to think before deciding on a course of action
- The contact/support person to take the complaint on behalf of complainant.
- Suggesting the withdrawal of complaint to take the complainant to the next step.

## **Discipline Programme**

The purpose of discipline in our school is to encourage each student to develop self-control and ambition based on Christian moral codes. In our school community, respect for people and property is required. Disciplinary actions are to guide students to function as responsible citizens. A copy of the discipline policy is available at the school office.

### ***Time Out***

#### **If told to go to Time Out what should I do?**

You should go to the assigned Time Out room without arguing.

#### **What happens in Time Out?**

You will be given instructions – usually you will fill out an information sheet and continue with your class work.

#### **Will I be punished for being sent to Time Out?**

It depends upon the circumstances. If you go quietly there may not be further consequences, if you correct your behaviour. Repeated occurrences or serious misbehaviour will incur a consequence.

#### **What if I think it is unfair?**

You must still go to Time Out. However, if there are issues that you believe you need to talk through with the teacher you should meet with your teacher to discuss them at another time. After meeting with your teacher you can make an appointment to see your Dean if there are unresolved issues.

#### **What will happen if I refuse to go to Time Out?**

A member of the Senior Management will become involved. There will be a consequence for disobedience.

TIME OUT IS JUST THAT – time out for you to reflect on what has happened and what can be done to prevent it happening again. It gives each party breathing space.

### ***Secondary School Detention System***

Students receive detentions for the following reasons:

- **Behaving** inappropriately
  - **Homework** assignments not completed
  - Not **punctual** to class or school without legitimate excuse
  - Not wearing **uniform** correctly or without a Uniform Pass
1. Students who offend will be given a Detention Notice by the teacher.
  2. All detentions will be recorded into the Student's Personal school records.
  3. If given a detention for not doing homework, the student will complete the homework during the detention time. Students must bring work (this excludes computer access).
  4. For all other reasons, the student will write out provided text relating to their situation. Please bring a pen, refill and the Student Diary.
  5. Latecomers (up to 12:55 pm) will have the time added to the end of the 30 minutes. Refer to note No. 7 for arriving after 12:55 pm.
  6. Students who do not turn up will have an hour of afternoon detention with the principal from 3:20 pm – 4:20 pm.
  7. Escalation events:
    - a. THREE (3) lunchtime detentions lead to an after-school detention.
    - b. TWO (2) after-school detentions lead to a parent/student interview with the principal.
    - c. THREE (3) after school detentions lead to other consequences that may, but are not limited to stand-down (for continuous repeated offences), removal from class, or suspension.

The school discipline system is based on the premise that there are consequences for actions. It endeavours to be consistent and fair and is underpinned by the principles of natural justice.

For the school community to operate as a safe learning environment where all strive for personal excellence, it is important that clear boundaries are established. Along with the mission statement, school values are embedded in the Code of Conduct and School Rules.

#### **What happens when things go wrong?**

The Christchurch Adventist School teaching staff is committed to restorative processes. Classroom teachers and Senior Management all aspire to build relationships with our students. We seek to address an issue in a low-key way, to communicate with the students so that the problem is addressed and the behaviour corrected. We also value communication with parents/caregivers as we seek solutions.

Restorative processes are a part of classroom and school-wide practices and could include:

- A Teacher or Dean may meet a student at lunchtime to talk through a problem.
- A Peer Mediator may meet with students to resolve issues.
- A DP may meet with a student and teacher to facilitate a resolution.

- The Principal may facilitate a family conference.

In the case of serious issues, a formal restorative conference may take place. Consequences for actions are a part of the discipline process. Students are encouraged to identify who has been harmed by their actions and to put right the wrong. By recognising their behaviour, students can then receive support to change or improve. We also endeavour to listen to their concerns and build relationships based on respect.

Consequences differ according to the situation. They may include detention, cleaning graffiti, behaviour contracts, or in the case of repeated or serious misconduct, or for the non-recognition of misbehaviour, a suspension could be a last resort.

At all times, the needs and rights of each individual member of the Christchurch Adventist School community must be considered so that all students and staff can work in an environment conducive to effective learning.

# School Uniform

Winter Uniform is the official uniform at Christchurch Adventist School. Summer uniform may be worn during first and fourth terms. Sunhats are compulsory for Years 0 to 7 during Terms One and Four. Winter uniform is compulsory for second and third term, but can be worn all year. The regulation school jacket or blazer may be worn as necessary; however, the blazer is **compulsory for Chapels** and special assemblies (Secondary Students Only).

**Shoes:** (for all year round)

For boys: Black leather lace-up shoes

For girls: Black leather lace-up shoes or black leather 'T'-bar shoes

**General Uniform - for all students** (Purchase from **Mainland Uniform** store only)  
(Alternatives will not be accepted.)

Shading indicates the uniform item available from the School.

Shoes	<ul style="list-style-type: none"><li>Shiny, black, leather, lace-up College shoe</li><li>Girls – optional: T-bar black shoes, no slip on or ballerina style shoes permitted.</li></ul>
Jersey	<ul style="list-style-type: none"><li>Villa Blue, V-Neck. (Not hand-knitted due to great colour variations).</li></ul>
Vest	<ul style="list-style-type: none"><li>Years 12 and 13 Boys ONLY</li></ul>
Cardigan	<ul style="list-style-type: none"><li>Years 12 and 13 Girls ONLY. Optional 2011.</li></ul>
Scarf / Gloves / Hat (opt.)	<ul style="list-style-type: none"><li>Royal Blue (no patterns)</li></ul>
Jacket (Yr 0-8)	<ul style="list-style-type: none"><li>Blue regulation sports tracksuit jacket</li></ul>
Blazer (Secondary School Yr 9-13)	<ul style="list-style-type: none"><li>Blue regulation blazer with school logo on pocket</li></ul>
Sun Hats (Yr 0-7)	<ul style="list-style-type: none"><li>Blue regulation hat with school logo. To be worn during Term 1 &amp; 4.</li></ul>
Caps (Year 8 onwards)	<ul style="list-style-type: none"><li>Regulation blue cap with school logo</li></ul>

T-Shirts and Singlets under shirts are to be plain white.

## Primary Girls Summer Uniform (Yr 0-8)

Hair Tidy Items	<ul style="list-style-type: none"><li>Plain blue, white, red or black</li></ul>
Summer Dress	<ul style="list-style-type: none"><li>Maximum height above knee is 5 cm and maximum length below knee is 10 cm. To be measured from middle of knee.</li></ul>
Socks	<ul style="list-style-type: none"><li>White ankle or knee-length socks</li></ul>

## Primary Girls Winter Uniform (Yr 0-8)

Hair Tidy Items	<ul style="list-style-type: none"><li>Plain blue, white, red or black.</li></ul>
Pinafore	<ul style="list-style-type: none"><li>Maximum height above knee is 5 cm and maximum length below knee is 10 cm. To be measured from middle of knee.</li></ul>
Shirt	<ul style="list-style-type: none"><li>White, long sleeves, pointed collar and clear/white buttons to neck</li></ul>

Cross-Over Tie	<ul style="list-style-type: none"><li>Red</li></ul>
Socks	<ul style="list-style-type: none"><li>White knee length (Navy knee length compulsory from 2011)</li></ul>
Tights	<ul style="list-style-type: none"><li>Navy blue.</li></ul>

Primary girls need to wear socks OR tights.

## **Secondary Girls Summer (Yr 9-13) Compulsory from 2011**

- Hair Tidy Items
  - Plain blue, white, red or black
- Skirt
  - Dark blue kilt fabric. Maximum height above knee is 5 cm and maximum length below knee is 10 cm. To be measured from middle of knee.
- Shirt
  - White blouse with school logo
- Socks
  - Navy blue knee length socks (this specifically excludes the wearing of socks, and concealed socks)

## **Secondary Girls Winter (Yr 9-13)**

- Hair Tidy Items
  - Plain blue, white, red or black
- Kilt
  - Dark blue check school fabric.  
Height above floor to be 20 cm.
- Shirt
  - White, long sleeves, pointed collar and clear/white buttons to neck

- Tie (purchased from school)
  - Red
  - Years 12 and 13 only - striped

- Socks
  - Plain navy knee length socks.
- Stockings
  - Navy Blue tights.

Secondary girls need to wear socks OR tights



## **Primary Boys Summer (Yr 0-8)**

- Shorts
  - Grey Dill
- Shirt
  - White short sleeves, clear/white buttons, pointed collar, open neck
- Socks
  - Short grey ankle socks, cotton.

## **Secondary Boys Summer (Yr 9-13)**

- Shorts
  - Charcoal Grey (dark) Walk Shorts
- Trousers
  - Mainland Grey. Polyviscose
- Belt
  - 25mm Black Leather Belt
- Shirt
  - White short sleeve, clear/white buttons, pointed collar, open neck.
- Socks
  - Long Grey Walk Socks

- Tie (Purchased from school)
  - Red. Compulsory if long-sleeved shirt is worn.
  - Years 12 and 13 only - striped.

## **Primary Boys Winter (Yr 0-8)**

- Shorts
  - Grey Dill
- Trousers
  - Mainland Grey Trousers. Polyviscose.
- Socks
  - Long Grey socks, wool blend (with shorts) or short black socks (with trousers)
- Shirt
  - White long sleeves, clear/white buttons to neck, pointed collar.

- Tie (purchased from school)
  - Red

## Secondary Boys Winter (Yr9-13)

Trousers	▪ Mainland Grey. Polyviscose.
Shorts	▪ Charcoal Grey (dark) Walk Shorts
Belt	▪ 25mm Black Leather belt
Shirt	▪ White long sleeves, clear/white buttons to neck, pointed collar.
Socks	▪ Black with trousers. Long Grey Walk Socks to be worn with shorts
Tie (purchased from school)	▪ Red

## Sports Uniform (Yr 0-13) Girls and Boys

Shirt	Royal blue Polo-Shirt with school logo
Sweatshirt	Royal blue Sweatshirt with school logo
Shorts	Plain black cotton shorts, above the knee (no logo/cargo shorts)
Shoes / socks	Running shoes and short plain white socks. No slip-on shoes permitted.
Tracksuit	School tracksuit (Interschool competition games are played in shorts not tracksuit)

## Sports Uniforms.

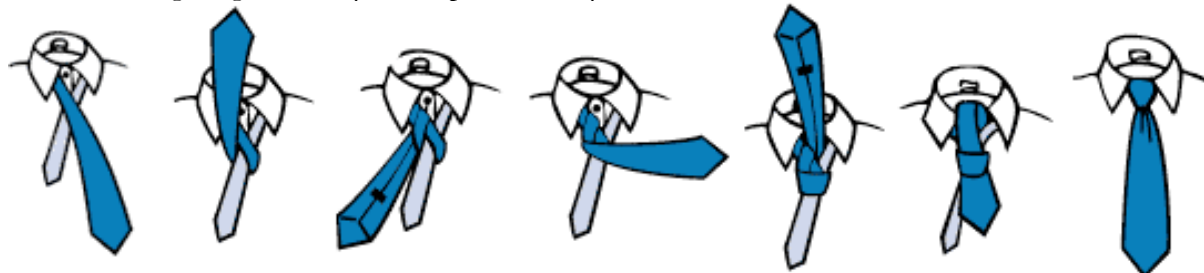
For all sports played by school teams the following is the official uniform.

- Black cotton shorts (games are played in shorts not tracksuit)
- Team socks
- Official Team Tops
- School Tracksuit (T2 & 3 only)
- Soccer Boots (when required)
- Sports shoes

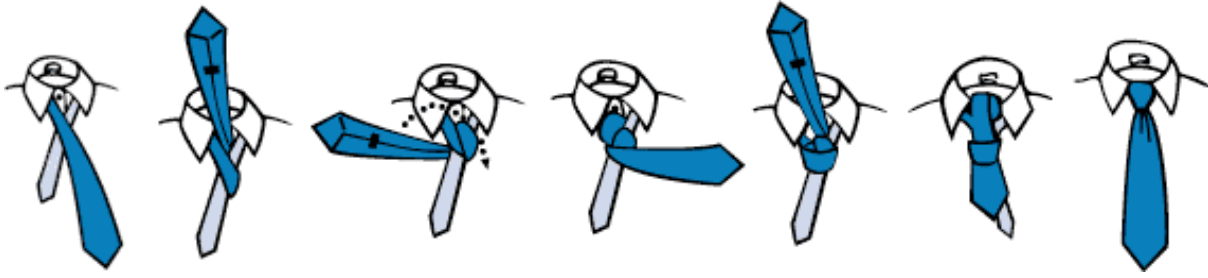


How to tie a necktie:

The following diagrams may be helpful. Firstly the Half Windsor:



For a neat, symmetrical, but bulky tie the Double Windsor is good.



## Suppliers

The following items may be purchased from the school office:

*Ties, Sports T Shirt, Sports Sweatshirt, Sun Hats, Blazer, Sports Jacket and Tracksuit pants.*

Please check with the School Secretary for full details and prices on the above items.



Uniform requirements can also be purchased from:

- Mainland Uniforms,  
511 Wairakei Road Ph 3603037



## In Summary, What To Do If You:

are unable to come to school	phone the school office [352 9173] before 8:30 am
are late to school	bring a note to the front office fill out a late form take it to your next class
get sick while at school	get your Teachers permission to come to the office / sickbay
have been absent	bring a note to your Home Room or Classroom teacher
have an appointment during school time	bring a note from your parent / caregiver and hand it in to your form teacher at the commencement of the day.
have permission to leave school during the day	come to the front office area, after gaining permission from your teacher or the principal, and fill out the leave form and the 'sign-out' book
you return after your absence	sign back in at the front office then proceed to class
lose something	report losses to your form teacher or front office. If it's uniform, check the lost property bin in the Primary and Secondary Department corridors.
need to use a telephone	You may use the Office phone, but only during break times. A charge for calls applies.
are unable to be in full school uniform	bring a note to the front office for a uniform pass. A detention will apply for all avoidable situations.
are given a detention by teacher	turn up on time and complete your detention.
do not complete a detention	a 'three for one' rule will apply for uncompleted detentions. After School Detention applies
have an accident	report to office / sickbay.

If in doubt, ask your teacher.

## Learning to Learn

Some very important basic rules:

### *Before class:*

- **Do your homework!** Read critically; form your own opinions.
- **Review your notes** from the previous lecture and reading for the day.
- **Communicate immediately with teachers** about any study problems.

- **Focus on the task at hand before class:** Take a moment of silence to gather your thoughts and mentally prepare yourself to the topic.
- **Write any objectives** that come to mind at the head of your notepaper:
  - Preparing for an up-coming test.
  - Understanding a particular concept.
  - Gaining a good foundation on a topic.
  - Understanding or reviewing the readings.

### *In Class:*

- **Arrive on time for class.** Teachers do not take lateness lightly.
- **Position yourself in the classroom** to focus on the subject matter; consider the best location for:
  - Listening.
  - Asking questions.
  - Seeing visual materials.
  - Discussing-not only with the teacher but also your classmates.
- **Avoid distractions** that may interfere with your concentration (daydreaming, looking around the room, talking to a friend, passing notes, dozing).
- **Evaluate as you listen:**
  - Decide what is important and should be placed in your notes and what can be left out.
  - Listen long enough to be sure you understand what was said before writing.
  - *Ask clarifying questions* (but wait for "breaks" in the teacher's stream).
- **Review your class objective(s)** throughout the class period.
  - Did your objective(s) mesh with the teacher's introductory remarks?
  - Has the class digressed from stated objectives, yours or the teacher's?
- **Write a "to do" list** including:
  - Assignments.
  - Reviewing difficult concepts.
  - Joining study groups.
  - Making appointments with a study pal, teacher, or instructor. One resource often overlooked is a classmate who seems to have a good grasp of the material. If it seems appropriate, seek the individual out for help.

## Time Management

**Time Management** is setting *and following* a schedule of study in order to organise and prioritise your studies in the context of competing activities of work, family, etc.

*Guidelines:*

- Monitor your time.
- Reflect on how you spend your time.
- Be aware of when you are wasting your time.
- Know when you are productive.

<p style="text-align: center;"><b>Knowing how you spend your time should aid you in planning and predicting project completion:</b></p>
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- Have a "To Do" list. Write down things you have to do, then decide what to do at the moment, what to schedule for later, what to get someone else to do, and what to put off for a later time period.
- Have a daily/weekly planner. Write down appointments, classes, and meetings on a chronological logbook or chart. Always know what's ahead for the day, always go to sleep knowing you're prepared for tomorrow.
- Have a long-term planner. Use a monthly chart so that you can always plan ahead. Long-term planners also serve to remind you to plan your free time constructively.

*Planning for an effective study schedule:*

- Allow sufficient time for sleep, a well-balanced diet, and leisure activities.
- Prioritise assignments.
- Prepare for discussion/recitation courses before class.
- Schedule time to go over lecture material immediately after class; remember: Forgetting is greatest within 24 hours without review .
- Schedule fifty-minute blocks of study.
- Choose a place free from distractions to study.
- Plan to use "dead time".
- Schedule as much study time as possible during daylight hours.
- Schedule a weekly review.
- Be careful not to become a slave to your schedule.

The satisfaction of "crossing off" the completed task can yield a sense of accomplishment, and even a little sense of reward!

## Stress Management

**First, you must learn to recognise stress:**

Stress symptoms include mental, social, and physical manifestations. These include exhaustion, loss of/increased appetite, headaches, crying, sleeplessness, and oversleeping. Escape through alcohol, drugs, or other compulsive behaviour are often indications. Feelings of alarm, frustration, or apathy may accompany stress.

**If you feel that stress is affecting your studies,  
a first option is to seek help through your teachers.**

**Stress Management** is the ability to maintain control when situations, people, and events make excessive demands. What you can do to manage your stress? What are some strategies?

- **Look around** - See if there really is something you can change or control in the situation
- **Remove yourself from the stressful situation** - Give yourself a break if only for a few moments daily
- **Don't sweat the small stuff** - Try to prioritise a few truly important things and let the rest slide
  
- **Selectively change the way you react**, but not too much at one time. Focus on one troublesome thing and manage your reactions to it, him/her.
  
- **Avoid extreme reactions** - Why hate when a little dislike will do? Why generate anxiety when you can be nervous? Why rage when anger will do the job? Why be depressed when you can just be sad?
- **Get enough sleep** - Lack of rest just aggravates stress
- **Learn how to best relax yourself** - Meditation and breathing exercises have been proven to be very effective in controlling stress. Practice clearing your mind of disturbing thoughts.
- **Set realistic goals for yourself** - Reduce the number of events going on in your life and you may reduce the circuit overload
- **Don't overwhelm yourself** by fretting about your entire workload. Handle each task as it comes, or selectively deal with matters in some priority
- **Change the way you see things** - Learn to recognise stress for what it is. Increase your body's feedback and make stress self-regulating
- **Do something for others** to help get your mind off your self
- **Work off stress** with physical activity, whether it's jogging, tennis, gardening
- **Develop a thick skin** - The bottom line of stress management is "I upset myself"
- **Avoid self-medication or escape** - Alcohol and drugs can mask stress. They don't help deal with the problems
- **Try to "use" stress** - If you can't fight what's bothering you and you can't flee from it, flow with it and try to use it in a productive way
- **Try to be positive** - Give yourself messages as to how well you can cope rather than how horrible everything is going to be. "Stress can actually help memory, provided it is short-term and not too severe. Stress causes more glucose to be delivered to the brain, which makes more energy available to neurons. This, in turn, enhances memory formation and retrieval. On the other hand, if stress is prolonged, it can impede the glucose delivery and disrupt memory." **All Stressed Up**, St. Paul Pioneer Press Dispatch p. 8B, Monday, November 30, 1998

Most importantly, if stress is putting you in an unmanageable state or interfering with your schoolwork, social and/or work life, **seek professional help at your school counselling centre**

*Before a test:*

- **Be prepared!** Learn your material thoroughly.
- **A programme of exercise is said to sharpen the mind.**
- **Get a good night's sleep the night before the exam**
- **Approach the exam with confidence:** View the exam as an opportunity to show how much you've studied and to receive a reward for the studying you've done.
- **Don't go to the exam with an empty stomach.**  
Fresh fruits and vegetables are often recommended to reduce stress. Stressful foods can include processed foods, artificial sweeteners, carbonated soft drinks, chocolate, eggs, fried foods, junk foods, pork, red meat, sugar, white flour products, chips and similar snack foods, foods containing preservatives or heavy spices.
- **Take a small snack, or some other nourishment**  
to help take your mind off of your anxiety. Avoid high sugar content (lollies), which may aggravate your condition.
- **Allow yourself plenty of time,** especially to do things you must do before the test and still get there a little early.
- **Relax just before the exam.**
- **Don't try to do a last minute review.**

*During a test:*

- **Read the directions carefully.**
- **Budget your test taking time.**
- **Change positions to help you relax.**
- **If you go blank, skip the question and go on.**
- **If you're taking an essay test** and you go blank on the whole test, pick a question and start writing. It may trigger the answer in your mind.
- **Don't panic** when students start handing in their papers. There's no reward for being the first done.

## **Study Habits**

You can prepare yourself to succeed in your studies. Try to develop and appreciate the following habits:

**Take responsibility for yourself.**

Responsibility is recognition that in order to succeed you can make decisions about your priorities, your time, and your resources.

### **Centre yourself around your values and principles.**

Don't let friends and acquaintances dictate what you consider important.

### **Put first things first.**

Follow up on the priorities you have set for yourself, and don't let others, or other interests, distract you from your goals.

### **Discover your key productivity periods and places.**

Morning, afternoon, evening; study spaces where you can be the most focused and productive. Prioritise these for your most difficult study challenges.

### **Consider yourself in a win-win situation.**

You win by doing your best and contributing your best to a class, whether for yourself, your fellow students, and even for your teachers and instructors. If you are content with your performance, a grade becomes an external check on your performance, which may not coincide with your internally arrived at benefits.

### **First understand others, then attempt to be understood.**

When you have an issue with a teacher/instructor, for example a questionable grade, an assignment deadline extension, put yourself in the teacher/instructor's place. Now ask yourself how you can best make your argument given his/her situation.

### **Look for better solutions to problems.**

For example, if you don't understand the course material, don't just re-read the material. Try something else! Consult with the professor, a tutor, an academic advisor, a classmate, a study group, or your school's study skills centre.

### **Look to continually challenge yourself.**

## **Procrastination**

Is your procrastination related to a project or is it a habit? To remedy procrastination: Begin with one, modest project. Answer these basic questions. Keep the answers before you, as you mark your progress:

- **What do you want to do?**
- **What is the final objective, the end result?**  
It may be obvious, or not.
- **What are the major steps to get there?**  
Don't get too detailed: think big.
- **What have you done so far?**  
Acknowledge that you are already part of the way, even if it is through thinking! The longest journey begins with a first step.
- **Why do you want to do this?**
- **What is your biggest motivation?**  
Do not concern yourself if your motivation is negative! This is honest and a good beginning. However, if your motivation is negative, re-phrase and re-work it until it is phrased positively
- **What other positive results will flow from achieving your goal?**  
Identifying these will help you uncover benefits that you may be avoiding: Dare to dream!

## List out what stands in your way

- **What is in your power to change?**
- **What resources outside yourself do you need?**  
Resources are not all physical (i.e. tools and money), and include time, people/professionals/elders, even attitude.
- **What will happen if you don't progress?**  
It won't hurt to scare yourself a little...

## Develop your plan. List the following...

- **Major, realistic steps:**  
A project is easier when it is built in stages. Start small; Add detail and complexity as you achieve and grow.
- **How much time each will take.**  
A schedule helps you keep a progress chart and reinforce that there are way stations on your path.
- **What time of day, week, etc. you dedicate yourself to work.** This helps you develop a new habit of working, build a good work environment, and distance distractions (It is much easier to enjoy your project when distractions are set aside.).
- **Rewards you will have at each station** and also what you will deny yourself until you arrive at each station.
- **Build in time for review.**  
Find a trusted friend, elder, or expert to help you motivate yourself or monitor progress.

## Admit to:

- **False starts and mistakes as learning experiences.**  
They can be more important than successes, and give meaning to "experience".
- **Distractions and escapes.**  
Do not deny they exist, but deny their temptation.
- **Emotion.**  
Admit to frustration when things don't seem to be going right.  
Admit that you have had a problem, but also that you are doing something about it.
- **Fantasy.**  
See yourself succeeding.

**Finally: if procrastination is a habit of yours, forget it.  
Focus on the tasks and project at hand, and build from there!**

## Writing Basics

Writing essays, term papers, lab reports, etc. no matter the topic, is a process:

- **Establish, narrow, and define your topic.**  
State your thesis or theme in a sentence or two at most.
- **Define your audience.**  
Is it your teacher who grades you or a teaching assistant?  
Your classmates who will critique your work?  
A conference of professionals for review?  
Keep your audience in mind as you write.
- **Plan ahead.**  
Set a time line and allow for unexpected developments and planned revision
- **Gather resources:**  
**People:** teacher, instructor, teaching assistant, research librarian, tutor, subject matter experts, professionals.  
**References:** textbook, reference works, web sites, journals, diaries, professional reports.
- **Research:**  
Read, interview, experiment, gather data, etc. and take notes completely as possible and document sources. Either use index cards or a system in word processing.
- **Organise your notes with a prewriting exercise:**  
Focused free-writing, brainstorming, mapping, and/or outlining.
- **Write your first (rough) draft.**  
Determine how you will develop your argument: Use good logic in a reasoned argument to develop the theme and/or support the thesis. Will you compare or define? Will you criticize or describe?

### Your first paragraph

- **Introduce the topic!**
- **Inform the reader of your point of view!**
- **Entice the reader to continue** with the rest of the paper!
- **Focus on three main points** to develop.

The first paragraph is often the most difficult to write. If you have trouble, just get it down with the intention of re-writing it later, even after you have finished with the rest. But remember this first entry draws your audience into your topic, your perspective, and its importance to continue with the rest. So:

### Development

- **Establish flow from paragraph to paragraph**
  - Transition sentences, clauses, or words at the beginning of paragraph connect one idea to the next  
(See the guide on Transitional Words and Phrases pg 88).

- Topic sentences in each paragraph, also near the beginning, define their place in the overall scheme.
- Avoid one and two sentence paragraphs, which may reflect lack of development of your point.
- **Keep your voice active**
  - "The Academic Committee decided..." not "It was decided by..."
  - Avoid the verb "to be" for clear, dynamic, and effective presentation.
  - Avoiding "to be" will also avoid the passive voice.
- **Use quotations to support your interpretations**
  - Properly introduce, explain, and cite each quote.
  - Block (indented) quotes should be used sparingly; they can break up the flow of your argument
- **Continually prove your point of view throughout the essay**
  - Don't drift or leave its primary focus of the essay.
  - Don't lapse into summary in the development-wait until its time, at the conclusion.

### Conclusion

- **Read your first paragraph and the development.**
- **Summarise, then conclude your argument.**
- **Refer back** (once again) to the first paragraph(s) as well as the development:
  - Do the last paragraphs briefly restate the main ideas?
  - Reflect the succession and importance of the arguments.
  - Logically conclude their development?
- **Edit/rewrite the first paragraph** to better set your development and conclusion.

<p><b>Now, at this point: Take a day or two off!</b></p>
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- **Re-read your paper** with a fresh mind and a sharp pencil.
- **Re-read aloud**, as if you want to communicate with a trusted friend or family member. The person/people can be real or imaginary. You will be surprised what you find to change!
- **Edit, correct, and re-write as necessary.**
- **Hand in the paper.**

- Celebrate a job well done, with the confidence that you have done your best.

**This last point is very important.**

## Following the Scientific Method

Observe \* Research \* Hypothesise \* Test \* Conclude

**The scientific method is a process** for forming and testing solutions to problems, or theorising about how or why things work. It tries to reduce the influence of "faith" or bias or prejudice of the experimenter so that the process is valid anywhere in our world.

**You can also use the scientific method to solve** everyday problems! If the lights are out in your residence, you can guess many reasons why: you didn't pay your electricity bill, there was storm that knocked out power, the toaster and microwave overloaded a circuit, etc.

- Look for the options or possibilities (**research**).
- Select the best explanation (**form a hypothesis**).
- **Test** it.
- Form a **conclusion or theory**.

If you think toaster and microwave were the answer, you can repeat this condition, and predict the outcome (**experiment or test your theory**). If not paying your bill was the problem, you can repeat that also, but it can be expensive and inconvenient!

### The Scientific Method

1. **State the problem and observe conditions** you observe or wonder about something in your world, or in your class, and wonder how, why, when, something occurs.
2. **Create a short, meaningful title** of your project.
3. **Write out a statement of purpose** that describes what you want to do.
4. **Make careful, step-by-step notation** of your observations. Be objective! Do not guess why something is happening. That takes place later.
5. **Gather information** of similar research. This is a literature review.
6. **Identify significant conditions** or factors of the situation.
7. **Summarise the problem** in a clear, simple statement. Emphasize the end result or effect.

### *Forming your hypothesis*

#### *Research options:*

- What are possible causes for what you observed? Could they reliably and consistently predict or determine the same outcome?
- What causes are the least likely to affect the outcome?
- What are the best choices?
- **Choose the best option** or answer to your problem as your **hypothesis**. This will be an "educated guess" based upon both your observation and past experiences.
- **State your hypothesis** in a simple, clear statement.

<p><b>Hypothesis: a possible explanation for a cause and effect of a given situation or set of factors that can be tested, and can be repetitively proved right (or wrong!) (Remember: A</b></p>
--

hypothesis is not an observation or description of an event, that is in the first, observation stage!)

## Test

### Types of data you need:

- The physical sciences of chemistry and physics rely heavily on numbers as data, and on replicable experimentation to measure and calculate results.
- Sciences such as sociology rely on interviews and observation due to limitations of experimentation with human subjects, and use descriptions and inferences to arrive at results.

### Design an experiment to test your hypothesis:

- **Make a step-by-step procedure** with each step's purpose.
- **List and obtain materials** and equipment you will need.
- **Identify two groups in the test:**
  - **the control group** - your reference point; no variables are changed;
  - **the experimental group** - the focus of changes to affect the outcome.
- **Rely on your past experience** to identify variables, but consult with a knowledgeable person for a second opinion.
- **Run a series of experiments:**
- **Change only one variable** in each experiment in order to isolate effects reliably.
- **Make and record accurate measurements.**
- **Repeat the test** as often as necessary with the experimental group to verify your results. Always change only one thing, or variable, in each test.
- **Repeat successful tests with other groups** to verify your findings.

## Draw conclusions

- **Summarise your results and conclusions** - use graphs and tables to illustrate these.
- **Refer back** to your observations, data, and hypothesis for consistency.
- **Note difficulties and problems**, items for further research, or what you would do differently if you could.

If you did not prove your hypothesis, **you have succeeded in another sense!** Unsuccessful experiments:

- Provide information that can lead to answers by eliminating options.
- Save someone the trouble of repeating your experiments.
- Suggest other ways of solving similar problems. Remember research builds on the work of others.

## Common mistakes:

- **The hypothesis is assumed** to be the "answer" and is not supported with testing.
- **Data is ignored** that doesn't support your outcome.
- **Beliefs/bias blind you** to fatal flaws in the testing phase.
- **Systematic errors are not noticed** and are repeated within each experiment. These bias the outcome's standard deviation.
- **Equipment or conditions are not adequate.**

# Acknowledgement of Rules

**Attention Parent / Caregiver.** This form must be signed yearly by both the student and parent/guardian and be on file at your school before officially commencing as a student of Christchurch Adventist School.

The Student Diary must be:

- Taken to all classes
- Kept neat and tidy (no graffiti or defaced and must be replaced at the student's expense)
- Checked weekly by parent/caregivers to check their student's homework entries.
- Parents/Caregivers may use their child's diary to convey messages relating to homework and ask any questions directly related to the subject.
- May be checked by the Home Room / Year Deans, failure to have a parent/caregivers signature will result in detention.

**I understand that failure to comply with the School rules and regulations and respect the Standard Code of Conduct may affect my continued enrolment at Christchurch Adventist School.**

I, \_\_\_\_\_ have read the regulations cited in the 2011 Student Handbook and agree to follow and respect the rules.

\_\_\_\_\_  
Signature of student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of parent or guardian

\_\_\_\_\_  
Date

## 2011 Examination Timetable

Day/Date	Time	NCEA L1	NCEA L2	NCEA L3	Scholarship
Thursday 10 Nov	am	Media Studies			Drama
	pm	Art History	English		English
Friday 11 Nov		NO EXAMINATIONS ON THIS DAY			
Saturday 12 Nov	am				Statistics and Modelling
	pm				Science
Monday 14 Nov	am	Mathematics	Art History	Home Economics / Spanish	
	pm	Dance		Statistics and Modelling	
Tuesday 15 Nov	am	German	Accounting German / Te Reo Māori	Science	
	pm	Accounting	Biopics	Biology	
Wednesday 16 Nov	am	English	Latin / Media Studies	Science / Te Reo Māori	Classical Studies
	pm	Chinese	Physics	Art History	Physics
Thursday 17 Nov	am	Agricultural and Horticultural Science	Mathematics	Dance	Te Reo Māori
	pm	French	Te Reo Māori	Economics	Art History
Friday 18 Nov	am	Biology	Education for Sustainability	English Agricultural and Horticultural Science / Japanese	
	pm	History	Biology		German
Saturday 19 Nov	am				Chemistry
	pm				History
Monday 21 Nov	am	Science	Chemistry	Chemistry	Latin
	pm	Science / Te Reo Māori	Drama	German	Music
Tuesday 22 Nov	am	Chemistry	Geography	Health	Biology
	pm	Classical Studies	Science / Spanish	History	
Wednesday 23 Nov	am	Geography	Dance / Home Economics	Geography	Accounting
	pm	Home Economics	Japanese	Classical Studies Accounting /	Turkish
Thursday 24 Nov	am	Japanese	History	Latin	Te Reo Māori
	pm	Physics	Agricultural and Horticultural Science	Mathematics with Calculus	Agricultural and Horticultural Science
Friday 25 Nov	am	Economics	French	Physics	Spanish
	pm	Social Studies	Science	Drama	Media Studies
Saturday 26 Nov	am				Mathematics with Calculus
	pm				Geography
Monday 28 Nov	am	Drama	Classical Studies	Making Music / Te Reo Māori	French
	pm	Te Reo Māori	Music	Media Studies	
Tuesday 29 Nov	am	Business Studies / Spanish	Social Studies	Social Studies	Chinese
	pm	Health	Chinese / Health	French	Physical Education
Wednesday 30 Nov	am	Music	Economics	Music Studies	Economics
	pm	Latin	Business Studies	Chinese	Japanese

Notes:

Notes:



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*Educating for Eternity*

