

# St Peter's College

Standing Tall, Promoting Excellence and Developing Understanding



## 2024 ENROLMENT INFORMATION HANDBOOK



**Naumai haere mai ki te Kāreti o Hato Pētera**

**Welcome to St Peter's College**



# Naumai Haere Mai, Welcome

Thank you for taking an interest in enrolling your child at St Peter's College.

The purpose of this handbook is to provide information about the enrolment process. It includes information on:

- Key people to contact and key dates
- How to enrol at St Peter's College
- Enrolment Information
  - Preference Certificates
  - Enrolment if you do not qualify for a Preference Certificate
  - What you are undertaking when you enrol your child in a Catholic School

There is also supporting information on:

- Uniform and Grooming
- Fees and Donations
- St Peter's College eLearning and Digital Citizen Agreement
- St Peter's College Code of Conduct
- St Peter's College Education Philosophy
- Sports
- Leadership Opportunities
- Connect 2 Succeed
- Education Outside the Classroom
- Country Bus, City Bus, and Loop Bus Information
- Attendance Dues Guidelines
- Curriculum Overview Year 7 – 13.

Please also refer to our school website: <http://www.stpeterspn.school.nz>

## SCHOOL HOURS

Monday to Friday: **8.45am – 3.15pm EXCEPT for Tuesday when school commences at 9.30pm** to enable teachers to attend Professional Development. All other changes will be notified to Parents/Caregivers via the school website, newsletter, email, letter or SchoolApp.

## Key Dates

The College has an annual **Open Evening** in Term 3, this is generally held mid-**August 2023** at 6pm. Please check the school website, and local newspapers for further details of this event.

Parents are encouraged to enrol their children **by 31<sup>st</sup> August 2023**

*Non-preference enrolment applications* must be received **by 31<sup>st</sup> July 2023**.

This enables us to plan for the following year, gives us time to obtain information from your child's present school, and it aids a happy transition for your child into their new school.

Enrolment interviews are organised beginning of Term 4.



## Key People

Please contact the following people for more information. We welcome your inquiries and will happily show you around the College.

### School Enrolments (Years 7-13)

Matua Kamaka Manuel  
Deputy Principal – Junior School  
Years 7 – 10  
[manuelk@stpeterspn.school.nz](mailto:manuelk@stpeterspn.school.nz)  
Ph 354 4198 x 714

Mr Dan Parrott  
Deputy Principal – Senior School  
Years 11 - 13  
[parrottd@stpeterspn.school.nz](mailto:parrottd@stpeterspn.school.nz)  
Ph 354 4198 x 709

Anita Pierson – Enrolment Administrator  
[piersona@stpeterspn.school.nz](mailto:piersona@stpeterspn.school.nz)  
Ph 06 354 4198 x 750

Office  
[office@stpeterspn.school.nz](mailto:office@stpeterspn.school.nz)  
Ph 06 354 4198

School Website – ENROL Section  
[www.stpeterspn.school.nz/enrolment.html](http://www.stpeterspn.school.nz/enrolment.html)

## How to Enrol at St Peter's College

To enrol, the following forms must be completed and signed:

1. Application for Enrolment Booklet
2. Preference Certificate (pale yellow form) and Baptism Certificate - see below
3. Diocese of Palmerston North Attendance Dues Agreement
4. Copy of Birth Certificate and/or Copy of Passport/Visa Residency papers (for students born outside of NZ)

Please note **International students** have a different enrolment process. Information about this is available from our website, or by contacting our Director of International Students.

## Enrolment Information

### Preference Certificates

To establish your child's right of preference to enrolment in a Catholic School, New Zealand law requires that you have a connection with the parish where you live.

There are a number of criteria that may be used to deem preference. These are:

- 5.1 *The child has been baptised or is being prepared for baptism in the Catholic Church.*
- 5.2 *The child's parents/guardians have already allowed one or more of its siblings to be baptised in the Catholic faith.*
- 5.3 *At least one parent/guardian is a Catholic, and although their child has not yet been baptised, the child's participation in the life of the school could lead to the parents having the child baptised.*
- 5.4 *With the agreement of the child's parent/guardian, a significant familial adult in the child's life, such as grandparent, aunt or uncle, who is actively involved in the child's upbringing, undertakes to support the child's formation in the faith and practices of the Catholic Church.*
- 5.5 *One or both of a child's non-Catholic parents/guardians is preparing to become a Catholic.*



## Enrolment Information Continued

Please note that, if you are considering using the 5.4 criteria, the significant adult in the child's life must reside within the Palmerston North Diocese.

Refer to the **Preference Certificate Agents of the Bishop, Who May Sign the Certificate on His Behalf**, for guidance. Usually, parents go to their local catholic parish priest.

The school is not permitted to sign the preference certificate in place of the priest.

Preference certificates are not transferrable between schools; therefore, you will need to obtain a **new** preference certificate even if your child already has one for their primary school education. Every student in a Catholic school requires their own preference certificate.

### Can I still enrol if my family does not qualify for a Preference Certificate?

If you have no Catholic connection to a local Catholic parish, you are still welcome to enrol at St Peter's College as a Non-Preference student.

St Peter's College is able to receive only a limited quota (5% of the school roll) of children whose parents have no connection with a Catholic parish.

As there is a waiting list for the Non-Preference roll, you are advised to get your enrolment documentation in as soon as possible. You will be contacted at the end of July by the Deputy Principal - Head of Curriculum.

## Enrolment in a Catholic School

The school Principal accepts the enrolment of your child on behalf of the Board of Trustees. This enrolment is conditional upon certain undertakings specified in law by the Private Schools Conditional Integration Act 1975, and the St Peter's College (Palmerston North) Integration Agreement.

### 1. Attendance Dues & other fees (See Fees and Donations)

Attendance Dues are compulsory. You agree to pay Attendance Dues to the Diocese of Palmerston North (please refer to pages 23-28). Attendance dues are not school fees. They fund existing and new building work, and insurance on school buildings.

Payment of St Peter's College Fees and Donations are separate to Attendance Dues, please refer to Fees and Donations section.

### 2. Support of Special Character

You agree to ensure that your child will participate in the Religious Studies classroom programme and be actively supportive of the Special Character requirements of the College. This involves participation in Retreats, supporting Class Mass, prayer and spiritual activities.

### 3. Support of School Policies and Procedures

You agree to undertake to support the school policies and procedures as authorised by the St Peter's College Board of Trustees. These are available via <http://stpeterspn.schooldocs.co.nz/>  
Visiting Schooldocs.co.nz – select school: St Peters Palmerston North; username is stpeterspn and password code is service.

Parents and caregivers are expected to support the application of the school rules and procedures. This includes attendance at all Learning Conferences throughout the year.

**Please note that the school rules and procedures may be subject to review and change.**



## UNIFORM REGULATIONS - St Peter's College

Students are expected to wear their uniform in accordance with the regulations set down by the Board of Trustees. Students should wear their uniform with respect for themselves and pride in their school. This includes from the time they leave for school and until they arrive home. In all uniform matters, the Principal's judgement is final. All items should be named.

*St Peter's College Uniform Shop is operated and managed on site by 'UNIFORM GROUP'. The shop is open during allocated days and times during the school week. Visit <https://ushoppn.uniformgroup.co.nz/page/shop-hours.aspx> for opening hours.*

## UNIFORM

**Regulation** refers to an item of branded or St Peter's-specific clothing only available from the Uniform Group shop (onsite at SPC).

### BOYS (Yr7 – 13)

- Regulation navy shorts or trousers
- Regulation white shirt
- Regulation green jersey
- Regulation navy softshell jacket
- Plain black sandals with heel straps (no socks) during summer or black shoes with regulation socks.
- When wearing trousers footwear must be shoes and socks.

### BOYS & GIRLS PE Uniform (Yr7 – 10)

- Regulation PE Shirt
- Regulation PE Shorts

### GIRLS (Yr7 – 13)

- Regulation skirt (black watch tartan) Compulsory
- Regulation green jersey
- Regulation white blouse
- Regulation navy softshell jacket
- Plain black sandals with heel straps (no socks) or black shoes with plain white ankle socks during summer, black tights Term 2 & 3.
- When wearing trousers footwear must be shoes and socks

### **Girls Optional items:**

- Regulation navy Skort
- Regulation navy trousers – when wearing trousers footwear must be shoes and socks.

### ALL SENIOR STUDENTS (Yr 11 – 13)

During terms 2 & 3 the regulation school tie is compulsory and footwear will be shoes & socks for male students, shoes & black tights for female students. It is an option to wear the blazer or softshell jacket to school daily.

### FORMAL UNIFORM FOR SENIOR STUDENTS:

#### Boys (Yr11 – 13)

- Regulation green Blazer
- Regulation navy trousers
- Regulation white shirt
- Regulation school tie
- Regulation black shoes and regulation socks

## FORMAL UNIFORM FOR SENIOR STUDENTS:

### Girls (Yr11 – 13)

- Regulation green Blazer
- Regulation Skirt (black watch tartan)
- Regulation white blouse
- Regulation school tie
- Plain black shoes worn with black tights.

### Girls *Optional items:*

- Regulation navy trousers – when wearing trousers footwear must be shoes and socks.



## HAT

St Peter's College branded hats, or a plain dark green, navy or black sun hat may be worn. A plain dark green, navy or black beanie may be worn in the winter. No other branded hats are to be worn with the uniform at any time. Hats are not to be worn in class.

## WHAT UNIFORM DO I WEAR?

The new regulation uniform introduced in 2019 is designed to be worn throughout the summer and winter. The senior blazer is compulsory and can be worn to school daily during the cooler months but during the summer terms the blazer will generally be worn for formal occasions only. When the blazer is worn, the shirt must be tucked in.

Hoodies are **not** allowed to be worn in school, only the regulation school jersey, school navy jacket and/or school navy blazer should be worn in the winter months.

## HOW DO I WEAR MY UNIFORM?

Students must demonstrate high standards of personal presentation by wearing their uniform correctly and with pride in the school. Students should also keep their uniform clean, tidy and well maintained.

## SKIRTS/SKORTS

School skirts/skorts should **not** be modified or shortened and the integrity of the skirt design should be maintained.

*Please Note:* The Principal or nominee reserves the right to check skirts/skorts. If any student is wearing an extremely short skirt/skort well above the acceptable length they will be expected to purchase a replacement skirt/skort immediately.

## WHAT DO I WEAR FOR PE AND SPORTS?

PE Uniform is compulsory for Year 7 – 10 students and is available from the Uniform shop.

Senior students in core PE, Sport Studies and PE Studies should wear appropriate sport mufti for their classes.

## SPORTS UNIFORM

The majority of sports teams will be supplied with uniforms from the Sports Department. These must be returned in a clean condition after the sports event, if not parents will be invoiced for the replacement uniform.

## SHOES

Shoes should be standard black polishable leather – lace up or buckled. (Skate shoes, pumps, slip-ons, sports shoes or boots are **not** acceptable). Sandals should be black standard school type and must have a heel strap – they are to be worn without socks and should not have any type of lace or strap that ties up above the ankle.



## **JEWELLERY *and/or other forms of personal adornment or decoration.***

Any jewellery or adornment that poses a health and safety risk to the student or others is not acceptable. A taonga or religious necklace is able to be worn provided that it is worn under the school uniform and is not visible. One small, plain stud or sleeper per ear lobe may be worn. No item or adornment should be worn to school unless approved by the school

No other jewellery (bracelets, rings and exposed piercings) or adornments are acceptable, and must not be worn at any time.

## **PERSONAL GROOMING**

Hair must be well groomed, tidy and off the face. All long hair is to be tied back in the interests of health and safety. Ribbon or ties used to tie hair back must be black only. Hair should only be natural hair colours. Extreme hairstyles including dreadlocks and shaved heads are not acceptable.

All students are required to have a clean shaven face.

Makeup (if worn) should be minimal. No nail polish should be worn at any time. This includes no gel, acrylic, or SNS nails.

## **PAYMENT OF SCHOOL FEES AND DONATIONS**

Account Statements are emailed at the beginning of the school year, then on a monthly basis.

Payment is accepted by cash, cheque, eftpos, internet banking and Direct Debit (DD).

The Direct Debit form is available from the College Bursar (telephone 354 4198 Extn 702 or email [accounts@stpeterspn.school.nz](mailto:accounts@stpeterspn.school.nz) ).

**Payment Options:** The payment options preferred by the Board of Trustees are either

- payment in full by the end of February, or
- payment by regular fortnightly amounts by Direct Debit or Automatic Payment

It sometimes helps to spread costs over a period of months, or the whole year, rather than paying in one lump sum by Direct Debit or Automatic Payment.

Extra-curricular fees such as camps and other activities must be fully paid by the end of November. Sports fees must be paid before the activity starts.

In the event of default in the payment of fees, any recovery costs will be an additional expense to the parent or caregiver.

## **FINANCIAL ASSISTANCE**

We realise that payment of Diocese Palmerston North Attendance Dues as well as other school costs may present a financial hardship to families. If you have any concerns about paying, please come and talk to the Principal about financial assistance. An appointment can be made by contacting the Principal's Personal Assistant. Any financial assistance is given on an annual basis.

## **OVERSEAS STUDENTS FEES**

Please refer to the International Section of the St Peter's College website for details.



School Fees and Donations for all students Years 7-13 at St Peter's College are as follows:  
(Please note this may be subject to change for 2024 at time of printing)

## Fees

### Optional Items include:

- Student ID Card \$10.00
- Student Magazine (PETRUS) \$20.00

Extra-curricular and Co-curricular activities such as camps, sports fees, and music are additional costs.

## Donations

	Year 7 - 8	Year 9 - 13
<p><b>Curriculum Donation - This is a contribution towards recovering the costs to the school for and including:</b></p> <p><i>The Board of Trustees asks parents to contribute a donation of \$100 to fund the curriculum expenditure. This goes towards supporting the school curriculum with the view of enhancing the student's learning/experiences, as well as ensuring equity of resources for students.</i></p>	\$100.00	\$100.00
<p><b>Special Character Donation - A donation towards the Life and Spirit of the school, including:</b></p> <p><i>Liturgical Celebrations held at school and local parishes; Campus Youth minister expenses; Maintenance of our non-integrated Chapel; Subsidising student retreat expenses; Staff special character development; Social justice obligations for students and families in need; Leadership training within a Catholic context including YCL, the Marist Network and our own in-house programmes; Curriculum costs for special character and religious education; Resourcing our Chapel band.</i></p>	\$219.00	\$219.00
<p><b>General School Donation - A contribution towards items provided by the school that are over and above Ministry of Education (MOE) requirements or funding, including:</b></p> <p><i>Academic reporting components that go beyond MOE requirements; School communication media – e.g. newsletter/website development. Sporting programme components that go beyond funding.</i></p> <p><i>Administration and Management of activities (curriculum areas that are in addition to the conventional curriculum) including school Prizegiving and the School Van. Board of Trustee (BOT) funded staffing and programme initiatives. Library books and resources; Computing development;</i></p> <p><i>Student Handbook.</i></p> <p><i>Parent Teachers &amp; Friends Association (PTFA) Donation \$5.00 per student</i></p>	\$174.00	\$220.00
<p><b>ICT Donation – used to fund the continued maintenance of the school's ICT network that is required to provide essential resources for students</b></p>	\$20.00	\$20.00
<p><b>Total ( including take home fees stated &amp; donations)</b></p>	<b>\$543.00</b>	<b>\$589.00</b>
<p><b>Payment Options:</b></p> <p><i>Per fortnight amount (February to December – 22 payments)</i></p>	\$24.68	\$26.77

**All Donations qualify for a 33% tax rebate with IRD. Donation receipts are issued in April**

### Please note:

**PN Diocese Proprietors Attendance Dues are charged independently of the school and are invoiced direct to the parent/caregiver by the Diocese.**

**Parents wanting Financial consideration are invited to make an appointment with the Principal.**



## SCHOOL EXPECTATIONS

The school expectations are based on our Positive Behaviour for Learning expectations. **We live and work by our Catholic Character values.**



### STUDENTS ARE EXPECTED TO:

- Live and work by our Catholic Character values
- Uphold health and safety requirements
- Work to the best of the ability
- Wear their uniform correctly with pride
- Be at school on time, and at all classes on time
- Bring signed notes, in advance, if they are going to be absent from school for any reason
- Collect a leave pass, before school, if they have to leave school for an appointment
- If bringing a vehicle to school or travelling in a vehicle drive by another pupil, always obtain written consent from home and school
- Be property equipped for all classes
- Allow others to get on with their learning
- Respect the property of others
- Respect school facilities, furniture, equipment and environment
- Remain within the school boundaries, unless they have written permission to leave
- Accept the rights of others to be free from putdowns and bullying and abuse, of all forms
- Adhere to the eLearning and Digital Citizen Agreement.

All School Expectations and Uniform and Grooming Guidelines are correct at the time of printing. For the most up to date versions of these, please refer to the school website [www.stpeterspn.school.nz](http://www.stpeterspn.school.nz)

Teachers will use a restorative process when student learning or behaviour is unacceptable. Deans and other members of staff may also be involved as part of the process of restoring positive behaviour.



## ST PETER'S COLLEGE EDUCATIONAL PHILOSOPHY

Within our St Peter's College Catholic faith community, developing lifelong learning is at the centre of all that we do. We measure success by whether we are equipping learners with the skills and dispositions to find success within the five years after they have left St Peter's College. We are, therefore, future focused and seek to develop a personalised pathway for each individual.

Our holistic approach means that members of our community develop five contexts of self-learning.

To become empowered to achieve this success, we have identified a set of **keys**. These keys help unlock the potential of each learner, and provide a framework to teach important life competencies.



- **My Faith** - How can you live out the Gospel values of Jesus and develop my own personal faith to be empowered to spread the Good News through service and mission?
- **My Future** - How can I prepare for my future pathway?
- **My Hauora** - How can I develop my physical, mental, spiritual, social and emotional well-being?
- **My Learning** - How can I grow my capacity to think and learn?
- **My Community** - How can I find my place in the world and participate positively?

### The keys are:

**Creating** – possibilities, alternatives, new ideas, expressing new concepts and new perceptions.

**Thinking** – critically, creatively, reflectively, problem solving.

**Serving** – freely and generously, giving of one's self, time and resources to assist people, as well as good stewardship.

**Collaborating** – openly, reaching out to one another to solve problems and gain deeper learning and understanding.

**Connecting** – meaningfully, experiencing success through purposeful and productive engagement within and beyond school.

**Risk Taking** – purposefully, extending out of your comfort zone, being prepared to make and learn from mistakes.

**Persevering** – earnestly, doing something despite difficulty, learning from setbacks and our mistakes, and developing resilience.

**Leading** – effectively, with integrity, to influence others positively, taking initiative.

**Inquiring** – of ourselves and the world around us, seeking to learn by asking questions, generating and testing ideas, evaluating and reflecting.

## SPORTS OPPORTUNITIES AT ST PETER'S COLLEGE

### Summer

Athletic – Year 7-13  
 Badminton – Year 7-8  
 Cricket – Year 9-13  
 Cycling – Year 7-13  
 Equestrian – Year 7-13  
 Futsal – Year 7-13  
 Hockey – Year 7-13  
 Lawn Bowls – Year 7-13  
 Robotics – Year 7-13  
 Rugby 7s Girls – Year 9-13  
 Softball – Year 7-13  
 Tennis – Year 7-13  
 Touch – Year 7-13  
 Volleyball – Year 7-13

### Winter

Badminton – Year 9-13  
 Basketball – Year 7-13  
 Canoe Polo – Year 7-13  
 Cross Country – Year 7-13  
 Cycling – Year 7-13  
 Football – Year 9-13  
 Hockey – Year 7-13  
 Netball Umpire Squad  
 Netball – Year 7-13  
 Robotics – Year 7-13  
 Rugby – Year 9-13  
 Table Tennis – Year 7-13



- St Peter's College offers a wide range of Summer and Winter Sports and have very high levels of participation across all year levels.
- Exchanges/ tournaments/ super sports are additional opportunities for students to represent St Peter's College.
- The College appreciates any support for our athletes and sports people and invite parents and supporters to volunteer as Coaches or Managers where possible.
- Our new sports uniforms look amazing and are loaned to players for the season with a \$10 hireage fee.
- For additional information please contact Jan McLeod (Head of Sport) or Saskia Beveridge (Sports Coordinator)

**Saskia Beveridge**

[sports@stpeterspn.school.nz](mailto:sports@stpeterspn.school.nz)

354 4198 x725

**Jan McLeod**

[mcleodj@stpeterspn.school.nz](mailto:mcleodj@stpeterspn.school.nz)

354 4198 x730

## JUNIOR SCHOOL LEADERSHIP OPPORTUNITIES

From Year 7-10 there are motivational and leadership opportunities at every level. The following awards and service opportunities are available:

**Year 7 Literacy Awards** – Awards for reading 5 books and 17 books.

**Year 8 Poutama Awards** – Three awards levels which challenge students to meet self-determined academic, spiritual and service goals.

**Year 9 Ambassadors** – The School Ambassador Programme whereby, following training, they go at lunchtime each week to one of the local Catholic and state primary schools where they motivate and encourage students in their play and interactions.

**Year 9 Whanake Awards** – Three awards which challenge students to meet self-determined academic, spiritual and service goals.

**Year 10 Junior Leaders Programme** – Opportunities to be appointed to the positions of Junior Head Boy, Junior Head Girl, Junior House Leaders and House Teams.

**Year 10 Duke of Edinburgh Hillary Award** – Students are invited to undertake their Bronze Duke of Edinburgh Hillary Award.

**Other leadership and service opportunities are:** Junior School Service to the Community Awards (available to all junior students) and Junior Council – made up of a representative from each junior class.



## SENIOR SCHOOL LEADERSHIP OPPORTUNITIES

From Year 11-13 there are motivational and leadership opportunities at every level.

**Year 11 – Silver Duke of Edinburgh Hillary Award**

**Year 12 – Peer Support Leaders** – As part of the extensive House System at the College, Year 12 students are invited to take leadership roles as Peer Support Leaders. They receive training to work with small groups of new Year 7, 8 and 9 students.

**Year 12 and 13 Gold Duke of Edinburgh's Hillary Award**

**Year 13 School Leaders and Senior Council**

All Year 13 students begin the year with a camp during which they undergo leadership training. School Leaders include the Head Boy and Head Girl, Committee Leaders and House Leaders. Together, these students make up the Senior School Council, many of whom are selected to take part in both regional and national leadership training programmes. Opportunities are also available to show leadership running events like Survive-a-Slum, representing the college at O'Shea Shield, attending the ANZAC Parade etc.



## CONNECT-2-SUCCEED

Connect-2-Succeed (C2S) is a major school initiative to strengthen connections between students, home, and school.

### Key features in brief:

- All students are allocated to either a junior (Year 7-9, with their FNS teacher) or senior (Year 10, 11, 12 or 13) 'Connect-to-Succeed' (C2S) group.
- Senior groups have about 16 students in each and are led by a teacher (known as the group's 'Learning Coach'). The Learning Coach stays with their group from Year 10 to 13 to further strengthen connections between students, home, and school.
- C2S groups are the first – and main – point of contact between the school and home regarding a student's learning progress.
- The groups meet twice a week: 45 minutes on Mondays and Fridays
- Learning Conferences between the Learning Coach, the student, and their parents/caregivers occur two to three times per year, depending on the year level.

### The C2S Vision:

The development of the C2S academic coaching programme at St Peter's was the result of several related influences:

Evidence in support of the value of strong home-school relationships to promote learning is overwhelming. Key messages from research in NZ and elsewhere about home-school partnerships includes:

- Strong home-school relationships have a **positive and convincing impact on a student's schooling**, and are considered to be one of the best **predictors** of student success, influencing curricular and co-curricular achievement, attendance, drop-out rates, and behaviour.
- This positive relationship is **irrespective** of school type, age, gender, culture.
- To be effective, a strong home-school relationship must be systematically **planned** for, **integrated** into school life and **sustainable**.
- **Partnership is two way** and involves working *with* home and listening to parents/whānau.
- Problems and issues are **pre-empted** and sorted out more quickly.
- It leads to better decisions on **post-schooling options**.
- They strengthen **family capacity** to deal with everyday demands of raising adolescents.

We were becoming increasingly aware that too many students could 'slip between the cracks' in the school system, and drift throughout their schooling with little sense of direction and little sense of an overview of how different influences on their education and lives could work together to promote achievement. In short, we felt that students benefit by **structured coaching along their journeys**. By contrast, we were also aware that some students could also become over-committed in some areas at the expense of others. Again, we felt coaching could assist them to achieve what they really wanted.



## C2S GROUPS – WHAT HAPPENS IN THEM?

There are three components of the C2S group, that is academic coaching, curriculum delivery and learning conferences.

**Academic Coaching** is where the students individually and or in small groups have regular learning conversations where they go through the student's learning progress, results they have achieved, headway they are making towards goals, assistance they are needing and so on. Coaches support students in all areas of learning, this includes academic achievement, co-curricular, pastoral care, attendance, goal setting etc. While these Learning Conversations are taking place, the rest of the group will be working on their own work – either something coming out of the general session, or other classwork (it is not 'free time'). Learning coaches will take time to teach the routine and support students to be able to make good use of this time to further their learning.

**Curriculum delivery** focuses on supporting students and teachers to be lifelong learners. The 5 contexts of My Future, My Hauora, My Learning, My Community and My Faith are focused on in C2S, with particular emphasis on the first three. The keys of Leading, Inquiring, Creating, Thinking, Serving, Collaborating, Connecting, Risk Taking and Persevering are also taught within the contexts. There is a strong emphasis given to areas of financial capability, career exploration, how to learn, growth mindset and wellbeing.

**Learning Conferences** take place, two or three times a year and are 20 minutes long. The Learning Coach and student will meet with parents/caregivers to discuss goals for the year, what learning has been accomplished, and any issues related to school progress. The student's individual subject teachers forward relevant information on to the Learning Coach who will share that at the conference, but there will be an emphasis on the student sharing their own perspectives on their learning and what needs to happen from that point on. This enables both the coach and parent to develop a full picture of the student's development and to support an overall strategy for progress. Parents/caregivers are required to attend all Learning Conferences.

**"Not tutoring, not mentoring, but *coaching*."**

The '**coaching**' model was not chosen lightly. **Coaching is the powerful process of supporting someone to move forward towards their goal.**

The sports analogy is a good one. In sport, where do the players go, and where does the coach go? The players take to the field and the coach goes to the sidelines. So too, in academic coaching; the learning and the reflective work is done by the student, while the coach is there at their side to offer encouragement and guidance on how to succeed and bring out the best in the player. However, as in sport, it is not the coach who ultimately plays the game.

***Connecting...***

***...students***

***...families***

***...learning coaches***



## ELEARNING AND DIGITAL CITIZEN AGREEMENT

The school expectations are based on our Positive Behaviour for Learning expectations. We live and work by our Catholic Character values.

Section A: Introduction

Section B: Network Access and Responsibilities

Section C: Cybersafety Rules

Section D: Device Requirements

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### SECTION A: INTRODUCTION

St Peter's College incorporates the use of digital learning to deliver, support and enhance learning. Digital literacy and the ability to understand and fully participate in a digital world is fundamental to digital citizenship. It is a combination of technical and social skills that enable a person to be successful and safe in the internet age. Like literacy and numeracy initiatives which provide students with the skills to participate in the school environment, digital literacy has become an essential skill to be a confident, connected and actively involved life-long learner.

St Peter's College provides a computer network made available to teachers and students for the purposes of teaching and learning. To this end, there are some important things you should know about what we provide, what we can and may do, as well as your responsibilities in order that we maintain a culture that is in keeping with our school values, as well as carry out our legal obligations to provide a safe place for everyone to learn.

#### Instructions:

1. Students and parents\*/caregivers/legal guardians please read and discuss pages 15-21 of this document carefully with your child/children.
2. All parents must sign the consent form in *Enrolment Forms Booklet*.
3. All students must sign the consent form in *Enrolment Forms Booklet*.
4. Students cannot use the school network until they and their parents have signed and returned the consent form.
5. If you have any questions about these agreements please contact the School on 06 354-4198 or email [office@stpeterspn.school.nz](mailto:office@stpeterspn.school.nz).

\* The term 'parent' used throughout this agreement also refers to legal guardians and caregivers.

#### Definitions:

- ICT refers to the term Information and Communication Technologies.
- Cybersafety refers to the safe use of all ICT equipment while using the school network.
- School ICT refers to the School's computer network, internet access facilities, computers, and other School ICT equipment/devices.
- ICT equipment/devices includes but is not limited to, computers (such as desktops, laptops, iPads, tablets, PDAs), storage devices (such as USB and flash memory devices, CDs, DVDs, floppy disks, iPods, MP3 players), cameras (such as video, digital, webcams), all types of mobile phones, gaming consoles, video and audio players/receivers (such as portable CD and DVD players), and any other similar technologies as they come into use.
- Inappropriate refers to material that deals with matters as determined by the Principal or staff of St Peter's College to be against the values of the College or the benefit to teaching and learning.

# eLearning and Digital Citizen Agreement



- College and School may be used interchangeably and refer to St Peter's College.
- BYOD refers to the term Bring Your Own Device and means any device owned by the student and brought and used in school.

*Please note: This agreement is for the whole time you are at school.*

## **Internet Accounts:**

As part of learning and teaching, all students are provided a school Google, Microsoft and other internet service accounts while they remain at the College. The school must also abide by the terms and conditions of these providers. In some cases the school has been given permission and restrictions on providing these accounts. While we recognise that generally internet accounts are not made available to children under age (eg 13 and younger), the school is allowed to provide these on behalf of students providing we actively manage these accounts. For these reasons we reserve the right to cancel accounts upon the student leaving our school. It is the responsibility of the student to ensure they save any work outside of the school's internet services (eg by downloading/uploading onto an external drive or device or private cloud storage). The use of school email services is only for teaching and learning while studying at the College and will not be available after they leave.

## **Device management of student devices (BYOD):**

There are many advantages to students bringing their own devices to support their educational needs. A student owned internet capable device can be an important part of a student's educational toolkit, providing them instant access to unlimited resources and enabling them to support, extend, communicate and share their learning in ways that are evolving and improving.

Some of the benefits of BYOD are:

- Students learning to manage files and resources for their classes through cloud computing
- Students developing a portfolio that showcases their learning
- Students engaging in online communication with teachers, parents and peers to support their learning
- Anywhere, anytime access to useful resources and information
- Active learning partnerships and collaborative skills in synchronous and asynchronous environments

In order to best facilitate these learning experiences in a secure and responsible way, the College uses technology that will monitor and in some cases limit what a student can and can't access during school time. For this to occur, we may need to install software or control the device.

We do this because research both here and internationally tells us that having an online persona and being in the online world it is becoming increasingly more difficult for teenagers to manage. Expectations for online behaviour require mature decision making that younger people are not developed enough to handle. Making mistakes is a part of learning, but only in a controlled environment. Making mistakes online can have significant and long-term consequences that our pastoral team are increasingly spending more time on, taking focus away from valuable learning time.

## **Chromebooks:**

While we encourage the use of Chromebooks, the school supports managing these devices through the use of Google Chromebook Management Licences. The management of the device will run for the duration of the school day, then be disabled when the students return home. Parents will be able to choose to manage the device outside of school.

In order to manage the device, the Chromebook must be reset, deleting any files and accounts on the device. Students and parents are responsible for backing up any information they may wish to keep prior to the device being enrolled on our network. If they do not do this, their data will be lost.





## **Publication of student images and work:**

On occasion we may wish to use student's images or work in various publications to educate the student in accordance with the national curriculum, including the role and use of technology in society, as well as encouraging the student to be a part of and participate in the school community. Sometimes we may use images in publications to promote the school in the wider community.

The school may publish the material on its own website, class or student webpages, newsletters, social media, prospectus and other promotional material. The school will take reasonable steps to obtain the permission of students that feature in such publications and maintain their privacy. Any parent/caregiver or student that is not happy or has concerns has the right to ask that it be removed or corrected (in the case of spelling and grammatical errors).

In some cases the school may allow access to images only while logged into using a school internet account. We ask that students do not attempt to download and re-distribute images. Doing so contravenes our school policy and may result in disciplinary action.

The college has a designated privacy officer, the Principal's PA, who is available to answer any enquiries from parents or students about the publication of student images and work. They may be contacted at school by telephoning the office on 06 354-4198 or email [office@stpeterspn.school.nz](mailto:office@stpeterspn.school.nz).

## **Advice to parents:**

While at school, computers and ICT are used to support learning and teaching. At home, however, it is often used differently. Not only are they resources for learning, they are increasingly being used as a social tool to meet, play, entertain and chat. Devices can become addictive, so try to provide firm guidance and limit their use to achieve balance. The following suggestions will help you and your child become better digital citizens by closing the gap between the online world and everyday reality.

- Stress the importance of keeping their password safe and not telling anyone.
- Make some time to sit with your son/daughter to find out how they are using the internet and who else is involved in any online activities.
- Ask your son/daughter to give you a tour of their work and online spaces. If they are using a site that allows them to chat, publish photos, play games etc – ask to have a look. Their College Google account allows images to be uploaded and chat to take place.
- Always get your son/daughter to set online spaces to 'Private' if they use social networking sites like Facebook, Snapchat, Twitter, Instagram etc. They are then in control of who contacts them and who can access their information. They can block anyone from seeing their information at any time.
- Have the computer with internet access in a shared place in the house – we would recommend this not be your son/daughter's bedroom.
- Negotiate appropriate times for online activities and use of mobile phones. Having a balance between online and other activities.
- Ask questions when your son/daughter shows you what she is doing, e.g.:
  - How does it work and how do you set it up?
  - Can you block out people?
  - Who else is sharing this space or game?
  - Did you know them before or did you 'meet' them online?
  - What do you know about them?
  - Why is this so enjoyable? What makes it fun?
  - What are you learning? Can you show me how to do that?
  - Can you see any risks or dangers in the activity?



- What would you say to warn/inform a younger person who was going to start to use the space?  
What are you doing to protect yourself or your friends from potential dangers?
- When and why would you inform an adult about an incident that has happened online that concerns you?
- Iterate that whatever they say or do online, how would they feel if they said these to you face to face while standing next to them.

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## SECTION B - NETWORK ACCESS AND RESPONSIBILITIES

This section covers access using devices and general access to the school's network and internet use.

St Peter's College is responsible for:

- Providing a strong and reliable network that is available to the school community for the purposes of teaching and learning.
- Maintaining fast and reliable internet access to it's staff and students.
- Providing a safe and consistent internet filtering process that aims to protect all users from misuse as long as the network is used for its intended purpose.
- Developing and promoting an integrated digital citizenship programme that promotes safe, responsible and appropriate use of electronic devices.
- Maintaining the ability to monitor and log activity of all users of the network, which it will do randomly and periodically.
- Maintaining a number of computers for student and staff use onsite.

St Peter's College maintains the right to:

- Expect every student to meet all their responsibilities as specified in this eLearning and Digital Citizenship Agreement.
- Randomly and periodically monitor activity of all users of the network, including data and email.
- Inspect on a student's device their current school work, mindful that the student's private content shall remain private.
- Suspend the use of any device in class and their use of the school network.
- In cases of serious breaches by a student, the Principal maintains the right to permanently suspend a student from using any device and to inform appropriate external agencies and authorities, including the NZ Police.

The student is responsible for:

- Adhering to the school's rules and values whilst online at all times.
- Remembering the school network is only for educational purposes.
- Informing their teacher of any concerns they may have about sites they have accessed or others infringing the cybersafety guidelines.
- Respect all ICT equipment and use them appropriately.
- Keep all passwords secure at all times and inform their teacher if they think it has been leaked.
- Respecting the copyrights on software and other work that prohibit copying.
- Not taking photographs or filming others without their permission.
- Avoiding disruption of the running of any computer or network.
- Immediately reporting anyone else interfering or causing disruption to any computer or school network.
- Only be logged into school email, and only use email for school purposes and ensuring the content is always appropriate.
- Ensuring their BYOD is fully charged and ready for use at school on days they are required to use them.
- Ensuring their BYOD is clearly identifiable, even when turned off.

# eLearning and Digital Citizen Agreement



- Remembering that their BYOD is their responsibility and ensure they do not allow others to use it without them being present and giving specific permission to use it.
- Taking their device home at the end of every school day.
- Accepting that if they do not adhere to these responsibilities that the school will take appropriate action.

Teachers and staff will:

- Work within the school's responsible use policy for staff.
- Ensure that the teaching and learning provided develops the opportunities for the use of devices to enhance teaching and learning.
- Maintain a high standard of behaviour so that students can use the school network safely and to the best advantage of the school community.
- Restrict the use of devices in their class when an alternative learning strategy is being used.
- Require students to produce hand written work.
- Request the removal of a student's device and their access to the school network if the student has failed to meet their obligations.

Parents/Caregivers are responsible for:

- Discussing the contents and intent of this agreement with their child regularly.
- Accepting the contents of this agreement and supporting the school in its endeavours surrounding digital citizenship and responsible use of ICT.
- Endeavouring to provide their child with a functioning device that has a screen size larger than 10 inches and which meets the recommended specifications of being wifi capable and able to operate the Google Apps for Education suite.
- Remaining aware of what the student is doing with their BYOD device.
- Ensuring the student understands the value of ICT equipment and respects it.
- Obtaining insurance for the student BYOD if required.
- Notifying the school of any suspected misuse of ICT in school time or on the school network.
- Recording and storing details of the BYOD, including serial number.

Security and insurance:

- Any BYOD is the property of the student and parents/caregivers and as such is up to the student and parents/caregivers to maintain and repair.
- The school is not insured for BYOD devices, insurance is the responsibility of parents/caregivers.
- The school will take no responsibility for loss or damage beyond a normal investigation into an incident involving students.
- The school may recover the cost for repair or replacement for any damage to school ICT of a wilful nature for either hardware or other attack on the school network from the parents/caregivers where it is a direct result of student misuse.

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## SECTION C – CYBERSAFETY RULES

### School Account:

1. I cannot use the School or my personal ICT equipment to connect to the School network until my parent(s) and I have read and signed my use agreement form and returned it to school.
2. If I have my own username, I will log on only with that username. I will not allow anyone else to use my username.
3. I will not tell anyone else my password.
4. I will request that my password is changed if I believe my details are known by others.

# eLearning and Digital Citizen Agreement



## Responsible Use Online:

5. While at school or at a school related activity, I will not have any involvement with any ICT material or activity that might put myself or anyone else at risk (e.g. bullying or harassing), even as a joke.
6. While at school, I will not:
  - a. Access, or attempt to access, inappropriate, age restricted, or objectionable material.
  - b. Download, save or distribute inappropriate material by copying, storing, printing or showing to other people.
  - c. I will not download or copy material such as music, films, games or software that I am not legally entitled to.
  - d. Ensure my contributions are my own work and if copied and pasted from an online or other information source, that source will be acknowledged.
7. While at school I will talk to my teacher or another adult if:
  - a. I need help online
  - b. I am not sure what I should be doing on the internet
  - c. I came across sites that are not suitable
  - d. Someone writes something I don't like, or makes me and my friends feel uncomfortable or asks me to provide information that I know is private
  - e. I feel that the welfare of other students at the school is being threatened.
8. While at school I will not take photos and record sound or video unless it is part of learning:
  - a. I will seek permission from individuals involved PRIOR to taking photos, recording sound or videoing them (including teachers).
  - b. I will seek permission from individuals involved PRIOR to publishing or sending photos, recorded sound or video to anyone else or to any online space.
9. I will not give out my own or others' personal details including full names, telephone numbers, addresses, images, mobile numbers and email addresses.

## Respect the Network and Equipment:

10. I will not connect any device (such as a USB drive, camera or phone, cloud drives) to, or run any software on, school ICT without permission. This includes all wireless technologies.
11. I will report any breakages/damage to a staff member.
12. I will not intentionally disrupt the smooth running of any school ICT systems
13. I will not have any proxy avoidance software (or VPN (Virtual Private Network)) on any device I use at school.
14. I will not make any attempt to get around, or bypass security, monitoring and filtering that is in place at school.
15. I will not attempt to hack or gain unauthorised access to any system.
16. I understand that the rules in this agreement also apply to mobile phones and other personal ICT devices or on any data network (school wifi or mobile data) while used at school.
17. I understand that I am responsible for the upkeep, maintenance, repairs and security of any mobile device that I bring to school or on school-related activities.

## Network Monitoring:

18. I understand that the School monitors traffic and material sent and received using the School's ICT network and cloud domain. The School may use filtering and/or monitoring software to restrict access to certain sites and data including email.
19. I understand that the school may access my school Google and other school provided internet accounts for security or assessment purposes.

## Consequences:

20. I understand that if I break these rules, the school may inform my parents/caregiver.



- 21. I understand that in serious cases the school may take disciplinary action against me. If illegal material or activities are involved, it may be necessary for the School to inform the Police.
- 16. I understand that my family may be charged for repair costs for any damage or fixing up any disruption I may have caused.

## SECTION D – DEVICE REQUIREMENTS

Digital technology is used as part of our daily classroom learning. While cell phones are not to be used while at school, we allow students to bring personal digital devices to school for use within the classroom. We recognise that some personal digital devices can be used as a learning tool, and teachers may incorporate their use into lessons when appropriate. Please see below for our minimum requirements for suitable devices:

Minimum Devices:

Year Level	Minimum Requirements for Devices
Y7 & 8	Tablet/ipad or Chromebook
Year 9 & 10	Tablet/ipad + Keyboard Cover or Chromebook
Year 11 - 13	Laptop minimum 8 GB Ram Memory Creative Studio Practice and Design students need minimum of 16GB Ram

Any device used at St Peter's must be capable, at minimum, of running the entire suite of Google School products [Google, Drive, Mail, Docs, Drive, Draw, Slides etc].

For senior students who would like to run Microsoft Office 365 suite, for Word and Excel, this is free for all education institutions in NZ. You can download and use your St Peter's College email and login code to activate this. Any questions about this, please contact Mr Baird.

When making decisions, you might like to consider how long a device will remain useful for your son or daughter as they move through the year levels. Typically, you could expect to get a good 3-4 years\* efficient use from a good quality device before it starts to show signs of 'running slow'. This is due to the rapid advancement of both hardware and software.

As the rate of technology advances so quickly, in general we are seeing devices lasting 3-4 years before becoming outdated. You may wish to provide your child with a Chromebook in the Junior school, possibly graduating them to a laptop for senior school - depending on what subjects they take and the technology requirements for these.

Please note Creative Studio Practice, Structures & Spaces for People & Places, and Media & Communication require a minimum of 16GB Ram to run the software they need to complete their assignments. We do provide such computers in the classroom but due to the nature of the creative practice students often like to work on assessments in their own time at home. Students can also opt to pay \$20.00 to get the Adobe Suite for their assessments.

Advice: Please Contact Alistair Baird at [bairda@stpeterspn.school.nz](mailto:bairda@stpeterspn.school.nz) if you would like to inquire about your current device or future purchases of higher spec devices you may be considering.



## Parental Consent for EOTC Activities

*Refers to Page 5 in Enrolment Forms Booklet – **Blanket Consent for EOTC Activities***

Education outside the classroom (EOTC) is the name given to all events and activities that occur outside the classroom, both on the school grounds and off-site. Our students participate in a wide range of learning opportunities within and outside the school grounds. Students, especially senior students, may participate in a wide range of sporting events outside the school throughout the year. All class teachers are encouraged to provide extension and enrichment opportunities for their students. These learning opportunities sometimes require travel outside the school, and may extend outside school hours.

Our school uses a process, which is monitored by the principal and board of trustees, to identify and manage risk for all activity types. The Ministry of Education EOTC Guidelines identify four activity types, each with recommended parent/caregiver consent (as outlined below).

Event Type	Description	Type of consent required (Ministry Guidelines)
A	<b>On-site – in the school grounds</b>	
	<b>Lower risk</b> – e.g. sports day, horticulture, adventure-based learning (ABL) activities, painting murals, measuring for mathematics	<b>No consent required</b>
	<b>Higher risk</b> – e.g. school pool or climbing wall	<b>Blanket consent</b>
B	<b>Off-site – short visits in the local community within school hours</b>	
	<b>Lower risk</b> – e.g. museum, art gallery, botanic gardens, sports and recreation events	<b>No consent or blanket consent</b>
	<b>Higher risk</b> – e.g. aquatic environments (river, beach), cross-country training	<b>Blanket consent or separate consent for each event</b>
C	<b>Off-site – day trips, which extend out of school hours</b>	
	<b>Lower risk</b> – e.g. farm visit; day hike in a local park or in local bush; city visit; train, bus or ferry trip; swimming	<b>No consent or blanket consent</b>
	<b>Higher risk</b> – e.g. skiing, waka ama, rock climbing, swimming in natural environments (beach, river), field trip involving chemicals or heavy machinery	<b>Separate consent for each event and risk disclosure</b>
D	<b>Off-site – multi-day trips further afield</b>	
	<b>Lower risk</b> – e.g. trip to another region; sports tournaments; field trips to urban environments, historic sites, and "front country" (having well-formed tracks)	<b>Separate consent/written permission for each event</b>
	<b>Higher risk</b> – e.g. overseas trips; field trips into natural water, bush, or alpine environments, or other hazardous environments (for example, where chemicals, heavy machinery, or other hazards are present); outdoor education camps; outdoor pursuit journeys in the "back country" (for example, biking, tramping, canoeing)	<b>Separate consent/written permission and risk disclosure</b>



Staff analyse the risk associated with all EOTC activities, and identify strategies eliminate, isolate, and/or minimise the risks. You can read more about our school's EOTC policies and procedures on our SchoolDocs site – there is information specifically for parents in a topic called Communicating with Parents. Blanket Consent covers the following annual events and anything else that falls into Type A, Type B Lower Risk, Type C Lower Risk.

## EOTC Blanket Consent

These are examples of the type of activities that would be covered by Blanket Consent.

*Refers to Page 5 in Enrolment Forms Booklet – **Blanket Consent for EOTC Activities***

<ul style="list-style-type: none"> <li>• Kick Start</li> <li>• International Students Dinner</li> <li>• Athletic Sports</li> <li>• Super Sport Softball</li> <li>• Tietjens 7's Tournament</li> <li>• Chapel Band Practice and Performances in the Manawatu</li> <li>• Zonta Breakfast</li> <li>• Gillette Cup</li> <li>• Viard Shield (Manawatu based)</li> <li>• Level 2 Geo Field Trip to Turitea Stream</li> <li>• Manawatu 7&amp;8 Triathlon</li> <li>• Canoe Polo NZSSC (Feilding)</li> <li>• Volleyball Nationals (PN)</li> <li>• Young Women in Leadership – Massey</li> <li>• Special Olympics Athletics – Massey</li> <li>• PB4L Student Training</li> <li>• CEO Training Day</li> <li>• Visiting Ebony Coffee</li> <li>• Plaza Mural Painting</li> <li>• Aganu'u My Cultural Space</li> <li>• Cross Walk</li> <li>• Nga Manu Korero (Manawatu)</li> <li>• Junior Debating</li> <li>• L3 PE Duathlon</li> <li>• Puhoro</li> <li>• Kids Lit Quiz</li> <li>• Super Sport Mountain Biking</li> <li>• Road Race</li> <li>• Super Sport Mountain Biking</li> <li>• YES Pitch Workshop</li> <li>• Super Sport Volleyball</li> <li>• Learning Support Swimming</li> <li>• MISSA</li> <li>• O'Shea Shield – Manawatu</li> <li>• Sort It Career Expo</li> <li>• Manfield 6 hour Challenge</li> <li>• Rotary Music Festival</li> </ul>	<ul style="list-style-type: none"> <li>• St John's Exchange (home)</li> <li>• Big Sing Choral Festival</li> <li>• Super Sport Basketball</li> <li>• Job Fest</li> <li>• Manawatu Readers Cup</li> <li>• Special Olympics Bocce Event</li> <li>• 12 PES Duathlon</li> <li>• School Production (rehearsals/event)</li> <li>• Pasifika Night (school)</li> <li>• Walk-a-thon</li> <li>• Pasifika Fusion</li> <li>• St Peter's Day Netball</li> <li>• Roadshows to local schools</li> <li>• Quad Exchange (home)</li> <li>• Open Evening Helpers</li> <li>• St Bernard's Exchange (home)</li> <li>• Geography-Maatangi Whenua</li> <li>• Vex talk to Probus</li> <li>• Jimmy Carter Quiz</li> <li>• Dance NZ Made</li> <li>• Commerce Trip to McDonald's</li> <li>• Winter Sports Tournament (home)</li> <li>• Science and Engineering Challenge Day</li> <li>• Junior Horizons Netball Tournament</li> <li>• Commerce Local Business Trip</li> <li>• Viking Shield Rugby (home)</li> <li>• St Mary's Dio Exchange (home)</li> <li>• Retreats (Manawatu)</li> <li>• Super Sport Cross Country</li> <li>• Senior Mass</li> <li>• Massey STEM Day</li> <li>• Super Sport Hockey</li> <li>• Verbatim Workshop and Performance</li> <li>• Super Sport Badminton</li> <li>• Manu Korero Speech Competition – Manawatu</li> <li>• 7&amp;8 Inter School Cross Country</li> <li>• Ambassadors</li> </ul>
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## COUNTRY BUSES

To find out if you fall within the 'free' zone for use of the Country Buses, visit GoBus Transport Ltd [www.gobus.co.nz](http://www.gobus.co.nz) and Ministry of Education <https://www.education.govt.nz/school/property-and-transport/transport> websites for further information.

Contact GoBus [www.gobus.co.nz](http://www.gobus.co.nz) to find out the location of bus stops and collection times.

The Country Buses cover Sanson, Rongotea, Bunnythorpe, Glen Oroua, Ashhurst, Tangimoana, Longburn, Linton, Taikorea, Whakarongo, Tokomaru, Foxton, and surrounding areas. Students who travel from Sanson are free. Parents who live in Bulls can drop their children at Sanson to catch the bus.

Students must be in school uniform and show their school ID card to the bus driver when they catch the bus. *Please indicate on the Enrolment Application Booklet that the student is a country bus student to ensure the bus logo is printed onto their school ID card.*

All Country Buses come into North Street, Palmerston North (adjacent to PNBHS) and then an allocated feeder bus takes students to St Peter's in the morning. After school, those same feeder buses pick students up from St Peter's College and take them direct to North Street to catch their buses to their home areas. Each bus has a number noted on the footpath of North Street to assist with catching the correct bus.

Note: the first couple of days are the hardest for new students until they get familiar with the bus routes. Our Bus Co-ordinator will endeavour to team new students up with current students who go on these buses and know the routes.

## CITY BUS LINK

This bus leaves from City Bus Terminal in Main Street. Visit <http://www.horizons.govt.nz/buses-transport> or phone 0508 800 800 for more information.

TRANZIT provides a 'special bus' to collect students from St Peter's College in the afternoon and take them direct into the Square to the City Bus Depot to catch their connecting city link buses each day. This leaves outside Rennie Avenue where other country buses depart.

Students need to use a yellow 'Bee Card'. The Bee Card is a tag on and tag off system. Cards can be obtained via the Bee Card website <http://www.BeeCard.co.nz> and is sent directly to your preferred address. When your card arrives, you need to activate and register your card to a Bee Card account via the website. The card is activated and ready to use when you first tag on the bus. Remember to tag off as you disembark the bus each time. Each fare costs \$1.20 using the Bee Card. Top up online.

To get to St Peter's College in the morning you catch your nearest pickup bus near your home, which will take you into the city depot and then you catch the connecting "Milson – No.6" bus which will stop outside the college on Holdsworth/Aspiring/Rennie Avenues.

**All information is subject to change. Please contact transport provider to confirm.**





## LOOP BUS

There is a loop bus service that travels around all the Catholic schools, picking students up before school, and dropping them off after school. This is only for St Peter's College students. This bus service runs on a user pays basis. Unlike the city bus service, parents and students will need to complete a permission form [Page 5 of *Enrolment Forms Booklet*] and buy a Loop Bus ticket from the school office. No cash sales are available on the bus.

This service is aimed at providing parents who have long term logistical issues a new transport option.

School	Morning	Afternoon	TUESDAY Morning ONLY
LOL	Leave 8:05am	Arrive 3:50pm	Arrive 8.40am
St James	Arrive 8:15am	Arrive 3:40pm	Arrive 8.50am
St Mary's	Arrive 8:25am	Arrive 3:30pm	Arrive 9.05am
St Peter's	Arrive 8:30am	Leave 3:25pm	Arrive 9.15am

After school, the bus will be waiting for the students on the right of the school driveway, as the students come out of Rennie Ave.

Please note: the above times are estimates. If you do use the service, please be mindful of the potential for delays due to the traffic flow around the city during these peak times. The service is committed to arrive at St Peter's College each day before 8.45am.

### Pick up and drop off points at each stop:

School	Before school	After school
LOL	Shamrock St directly opposite LOL school.	Shamrock St directly opposite LOL school (the same place as the pick up).
St James	Albert St, directly outside St James School.	At the bus stop on Albert St, just before St James School, opposite side of the street from the morning pick up.
St James & St Mary's	Main Street, between Albert St and Ruahine St. Bus stop outside The Cooperage Cafe.	At the bus stop on Main St, on opposite side of street from morning pick up (just up from Drivers Motor Inn)
St Marys	Ruahine St hospital bus stop – across the road and up from St Mary's School, going towards St Peter's.	Ruahine St dairy bus stop, on the same side of the road as St Mary's School.

**Cost: \$40.00** for 10 return trips (20 trips in total) - Concession tickets can be purchased from the School Office, or paid online and your child can collect their ticket from the school office. Students will need to present their loop bus ticket to the bus driver to be clicked as one trip. Students must carry their ID card with them at all times when using the bus. Masks are required on bus services.

The use of the Loop Bus service will be by application and conditional upon behavioural expectations being upheld. This includes waiting at the contributing Primary Schools.

The bus service, provided by Tranzit Coachlines (Manawatu), advises that there will be a total of 40 seats available on the bus. If you would like to apply for a place on the bus, please complete the Application form included in the *Enrolment Forms Booklet*. You are asked to purchase your bus ticket passes from the school office. Places will be issued on a first come basis.



## DIOCESE OF PALMERSTON NORTH ATTENDANCE DUES GUIDELINES

### 1. EXECUTIVE SUMMARY

- 1.1. This document sets out the policy that underpins the Attendance Dues Scheme, its context, use and the roles of stakeholders to ensure its successful management.
- 1.2. Under the Education and Training Act 2020, the Diocese is permitted to collect Attendance Dues. The majority of Attendance Dues are used to service loans that enable the funding of new school building work.
- 1.3. In consultation with local primary schools every parish is requested to appoint an attendance dues adviser, likewise colleges are requested to appoint an advisor. The advisors work with the Diocese Attendance Dues team to ensure the successful management of the scheme.
- 1.4. Every principal in the Diocese must ensure that an attendance dues agreement is signed by every family attending the school. Furthermore, principals must ensure the timeliness and accuracy of information collected and ensure families are informed of payment options.
- 1.5. The scheme has criteria for hardship rebates and arrears write-offs supported with an appeals process.

### 2. INTRODUCTION

- 2.1. All Catholic schools in New Zealand (including those in the Diocese of Palmerston North) are state integrated schools under the Education Training Act 2020.
- 2.2. The Education Act means that the proprietors of integrated schools can charge attendance dues and imposes a legal obligation on parents or other people (“dues payers”) who have, by signing Attendance Dues Agreements, accepted as a condition of enrolment, responsibility for the education of students enrolled at and attending integrated schools.
- 2.3. “Proprietors”, are those who have primary responsibility for determining and maintaining the special character of integrated schools and who own (or hold in trust or lease) the land and buildings that constitute school premises. Trust Board of the Brothers of the Christian Schools in New Zealand (Francis Douglas Memorial College, New Plymouth)
  - There are five proprietors in the Diocese of Palmerston North.
  - Mission College New Plymouth Trust Board (Sacred Heart College, New Plymouth)
  - St Joseph’s Maori Girls College Trust Board (St Joseph’s Maori Girls College, Napier)
  - Hato Paora Trust Board (Hato Paora College, Feilding)
  - The Bishop of Palmerston North
- 2.4. The Bishop of Palmerston North is the proprietor of all 28 primary schools in the Diocese and the following secondary schools:
  - Cullinane College, Whanganui
  - St John’s College, Hastings
  - St Peter’s College, Palmerston North
  - Sacred Heart College, Napier
- 2.5. In these Attendance Dues Guidelines, the term “proprietors” refers to the proprietors of integrated Catholic schools in the Diocese of Palmerston North only.

### 3. NEED FOR ATTENDANCE DUES

- 3.1. The proprietors in the Diocese of Palmerston North belong to a National Attendance Dues Scheme which services loans for its members, enabling them to fund new school building work. These loans are repaid from attendance dues. Each year, approximately 80% of attendance dues collected on behalf of the proprietors of Catholic schools is used to service loans.



- 3.2. The balance of attendance dues collected on behalf of the proprietors in the Diocese of Palmerston North is used to pay insurance on integrated school buildings, collection costs and some building-related costs.
- 3.3. Proprietors need the highest possible level of payment of attendance dues to ensure they are able to make their required payments to the National Attendance Dues Scheme and pay all other expenses since attendance dues are the only way of sustaining the Catholic school network.
- 3.4. Nevertheless, it is the pastoral practice of proprietors in the Diocese of Palmerston North that no “preference student” will be denied access to an integrated Catholic school because of the inability of their dues payers to pay attendance dues in full.

## **4. COLLECTING ATTENDANCE DUES IN THE DIOCESE OF PALMERSTON NORTH**

- 4.1. The proprietors in the Diocese of Palmerston North (DPN) have agreed that their schools shall be a group of schools for the purpose of establishing attendance dues under the Integration Act. The Proprietors meet together in a group called “DPN Proprietor’s Group”.
- 4.2. The DPN Proprietor’s Group have authorised the Diocese of Palmerston North to collect attendance dues in respect of the group of schools from 1 January 2015 and to maintain a fund into which will be paid the attendance dues collected in respect of students attending all schools in the group and from which all national dues and regional expenses will be paid.
- 4.3. The Diocese of Palmerston North is undertaking the collection of attendance dues in- house through its attendance dues team (the DPN Attendance Dues team).
- 4.4. The Proprietors recognise that the DPN Attendance Dues team will require assistance at a local level from people able to provide presence and local knowledge as necessary.
  - In consultation with its local primary school/s every parish is asked to appoint attendance dues adviser/s to work collaboratively with the DPN attendance dues team.
  - Colleges are also asked to appoint attendance dues advisors to work collaboratively with the DPN Attendance Dues team and the local parish dues advisers where necessary.
- 4.5. The DPN Attendance Dues team will work with the local attendance dues advisers to administer hardship rebates (and write-off arrears) for dues payers in circumstances where paying full attendance dues would result in genuine and undue hardship on the family of the applicant.
- 4.6. These guidelines have been approved by the proprietors in the Diocese of Palmerston North who expect parish priests, lay pastoral leaders, school principals and attendance dues advisers to co-operate with each other and operate in accordance with them.

## **5. ENROLMENT OF STUDENTS AT INTEGRATED CATHOLIC SCHOOLS IN THE DIOCESE OF PALMERSTON NORTH**

- 5.1. A student is not validly enrolled at any integrated Catholic school in the Diocese of Palmerston North unless and until the student’s dues payers have signed an attendance dues agreement with the proprietor of the school concerned, using Form B, thereby agreeing, as a condition of enrolment, to pay attendance dues in respect of the student.
- 5.2. It is the responsibility of the principal of every integrated Catholic school in the Diocese of Palmerston North to ensure that an attendance dues agreement signed by the dues payers concerned has been obtained in respect of every student attending their school.
- 5.3. It is also the principal’s responsibility to ensure that:
  - 5.3.1. Enrolment forms and procedures are fully and accurately completed for all new students.
  - 5.3.2. Dues payers are fully informed about attendance dues and their obligations to pay them. The information in Form A can be used for this purpose
  - 5.3.3. Dues payers are advised of the different ways in which attendance dues can be paid and the options for paying by instalments. Refer to Form C. Automatic payment authorities (Form C1) or Credit/Debit Card remittances (Form C2) must be completed and signed by dues payers who choose to make their payments by that means.



5.3.4. The attendance dues agreement and all other information required in order to charge attendance dues on behalf of the proprietor is promptly forwarded to the DPN Attendance Dues team.

5.3.5. The DPN Attendance Dues team is promptly notified of any changes in enrolment information.

## 5.4. Student Enrolment Information and the Privacy Act 2020

5.4.1. Personal information will be collected and held by proprietors and the DPN Attendance Dues team as their collection agent, and used for administering the invoicing and collection of attendance dues and/or for assessing eligibility for any attendance dues rebate or write-off.

5.4.2. Information about outstanding attendance dues may be disclosed to the proprietor of other integrated Catholic schools attended by children from the same family and that proprietor's collection agent. This information may be used for the purposes of collecting attendance dues and/or assessing eligibility for any rebate or write-off.

## 6. ATTENDANCE DUES ACCOUNTS

6.1. The level of attendance dues payable in respect of students attending all integrated Catholic schools in the Diocese of Palmerston North is reviewed annually.

6.2. All attendance dues accounts are sent to dues payers by the DPN Attendance Dues team.

6.3. Dues payers are expected to pay directly to the DPN Attendance Dues team and must do so promptly. The accepted methods of payment are automatic payment, internet banking, credit and debit card. If dues payers pay their attendance dues to the school or parish, the money is to be receipted and immediately sent on to the DPN Attendance Dues team with details of who paid it.

### 6.4. DPN Attendance Dues team Contact Information

Address: Diocesan Centre, 33 Amesbury Street, Palmerston North.

*Please ask for a team member at Reception.*

Postal address: PO Box 5279, Terrace End, Palmerston North, 4441

Email: [dues@pndiocese.org.nz](mailto:dues@pndiocese.org.nz)

Phone: 06 3503825 or 0800 200 208

Website: [www.pndiocese.org.nz/dues](http://www.pndiocese.org.nz/dues)

## 7. APPOINTMENT OF ATTENDANCE DUES ADVISERS

7.1. Responsibility for the administration of attendance dues lies with the proprietors who, in turn, have appointed the DPN Attendance Dues team as their agent to carry out this task.

7.2. As noted in section 4.4, the DPN Attendance Dues team needs local assistance with this task. For that reason every parish and college is asked to appoint attendance dues advisers to assist the DPN Attendance Dues team.

7.3. Parishes or colleges must, annually, provide the DPN Attendance Dues team with the name, address, contact phone numbers and email addresses of attendance dues advisers appointed for the parish or college.

7.4. Parish attendance dues advisers should be appointed by the parish priest or lay pastoral coordinator (preferably on the recommendation or with the assistance of the parish finance committee) but may be appointed by the proprietor of the school or by someone authorised by the proprietor of the school to make such appointments. The payment of attendance dues for all primary students residing in the parish is to be the concern of parish attendance dues advisers.

7.5. It is recommended that the principal of their primary schools (and/or people recommended by the principal) be appointed as parish attendance dues advisers.

7.6. College attendance dues advisers should be appointed by the college principal (on the recommendation or with assistance of one or more of the proprietor's appointees on the College Board of Trustees) but may be appointed by the proprietor of the college or by someone authorised by the proprietor to make such appointments. The payment of attendance dues for all students attending the college is to be the concern of college attendance dues advisers.



- 7.7. It is recommended that college principals (or their nominees) and one or more of the proprietor's appointee on the College Board of Trustees be appointed as college attendance dues advisers.
- 7.8. Every parish and college should appoint as many attendance dues advisers as they consider are necessary to enable the work to be carried out effectively.
- 7.9. Attendance dues advisers shall have authority to individually undertake any and all of the tasks and responsibilities of attendance dues advisers expressed or implied by these guidelines but only in respect of the parishes or colleges they were appointed to.

## 8. ROLE OF ATTENDANCE DUES ADVISERS

- 8.1. The primary task of every attendance dues adviser is to use local presence and knowledge to facilitate the payment of attendance dues for the proprietors in respect of the parishes or colleges they were appointed to.
- 8.2. Attendance dues advisers will take all appropriate steps, e.g. letter, phone call or personal visit to dues payers whose attendance dues are in arrears, in order to determine how best to advise the DPN Attendance Dues team on action that should be taken. Where possible, attendance dues advisers should try to help dues payers to manage the arrears. If there are pastoral considerations that should be taken into account, the parish priest or lay pastoral coordinator should be consulted.
- 8.3. An attendance dues adviser may, after examining the circumstances of each case, decide that the best option is one or more of the following:
  - the dues payer should pay off the arrears in one lump sum;
  - the arrears, in whole or in part, should be paid off by instalments, preferably by automatic payment, at a rate agreed on with the dues payer;
  - a hardship rebate should be processed;
  - and/or arrears should, in part, be written off;
  - or some other option.
- 8.4. The decision is to be conveyed to the DPN Attendance Dues team so that they can action and/or update the payer's records.
- 8.5. An attendance dues adviser who considers that debt should be put into the hands of a debt collecting agency will make a recommendation to that effect to the DPN Attendance Dues team. For its part, the DPN Attendance Dues team will not refer any debt to a debt collecting agency unless such action has been recommended by an attendance dues adviser or approved by the proprietor of the school concerned.
- 8.6. The Education Act authorises suspension of students on the grounds of non-payment of attendance dues. If exceptional circumstances warranting suspension are thought to exist, the case is to be presented to the DPN Attendance Dues team for the consideration and decision of the proprietor of the school concerned.
- 8.7. Parishes in the Diocese of Palmerston North are not required to make up for attendance dues that are unpaid or have been rebated or written off. However, several parishes generously provide funds to help families who have permanent or temporary difficulty paying their attendance dues. The DPN Proprietors Group commends the practice as helping to alleviate the burden otherwise borne by dues payers who pay their accounts in full and on time.

## 9. APPROVAL OF HARDSHIP REBATES AND ARREARS WRITE-OFFS

### 9.1. Introduction

- 9.1.1. Hardship rebates and the write-off of attendance dues arrears are a practical means of helping in circumstances where paying the full attendance due would result in genuine and undue hardship to a dues payer's family.
- 9.1.2. When approved, hardship rebates will reduce attendance dues owing for the current year. Write-offs will reduce arrears of attendance dues by the amount (or percentage) specified in the approval.



- 9.1.3. The granting of hardship rebates and write-offs is confidential.
- 9.1.4. Applicants for rebates or write-offs should be encouraged to discuss their circumstances with an attendance dues adviser appointed for their parish or college.
- 9.1.5. Parish and school personnel, if aware that a dues payer is facing hardship may bring this to the attention of an attendance dues adviser.
- 9.1.6. DPN Attendance Dues team, if aware that a dues payer is facing hardship shall be proactive in providing assistance and shall advise the local attendance dues adviser of action taken about the account.

## 9.2. Criteria for Approving Hardship Rebates and Write-offs

- 9.2.1. A hardship rebate and/or write-off may be approved or recommended by an attendance dues adviser in circumstances where paying the full attendance due would result in genuine and undue hardship on the family of the dues payer.
- 9.2.2. The decision or recommendation is communicated to the DPN Attendance Dues team who will review and collate for the Proprietor's representatives to review periodically.
- 9.2.3. Hardship rebates may be granted in the following circumstances:
  - Loss of income/redundancy,
  - Death of the main income earner,
  - Extended unemployment,
  - Family reasons\*, and
  - Hardship.

\*N.B. Including the number of children a family is paying attendance dues for.

- 9.2.4. Unless exceptional circumstances exist, hardship rebates will be granted in part only because all dues payers are expected to pay something.
- 9.2.5. The ability of dues payers to pay at least something needs to be carefully assessed. This statement applies to all applications and is as applicable to a dues payer's second or subsequent application as it is to the first. In addition, dues payers who receive a rebate and/or write-off should be informed that they will be expected to pay all attendance dues (or a greater portion of them) the following year unless exceptional circumstances are found to exist at that time.
- 9.2.6. The DPN Attendance Dues team may, after consultation with the Proprietor's representatives, request that a hardship rebate or write-off application is revisited to fit within these guidelines where it appears the criteria has not been met or due process not correctly followed or completed. The consultation on revisiting the application will be with the attendance dues adviser(s).

## 9.3. Procedure for Approval: All Application

- 9.3.1. The procedure to be followed in processing applications for hardship rebates and write-offs is as follows:
  - a) The dues payer is to complete and sign Form E. (This form is also downloadable as Form E from the DPN website and all attendance dues advisers should ensure they keep copies of it).
  - b) An attendance dues adviser will meet with the dues payer, check the application form has been completed and ascertain that the criteria for assistance are met. The attendance dues adviser should then discuss the proposed level of assistance to be given with the dues payer.
  - c) The attendance dues adviser should also reach agreement with the dues payer as to how any balance of attendance dues and/or arrears will be repaid. Form E1 should be used and the dues payer should be given a copy. If future payments are proposed to be made by automatic payment, the bank automatic payment form (E2) should also be completed.
- 9.3.2. After approving a hardship rebate or write-off, the attendance dues adviser must forward the completed forms to the DPN Attendance Dues team so the hardship rebate and/or write-off and payment arrangements can be recorded and the dues payer's attendance dues account adjusted.



9.3.3. In some circumstances (see section 9.4 below), the attendance dues adviser will not be able to approve a hardship rebate or write-off. The attendance dues adviser should still follow the procedure in section 9.3.1 but will make a recommendation (rather than a decision) on the appropriate action. The documentation is then sent to the DPN Attendance Dues team where the decision will be made.

9.3.4. An attendance dues adviser who declines an application for a hardship rebate or write-off or gives approval for an amount less than requested must record the decision and reasons for it on Form E and tell the dues payer.

## 9.4. Applications that cannot be approved by Attendance Dues Advisers

9.4.1. Unless the Proprietor has given prior written approval to an increase in the following limits, approval cannot be given for:

- 1) Hardship rebates and/or write-offs that will exceed 80% of the total attendance dues (including arrears) owing by the applicant.
- 2) Hardship rebates that will result in total hardship rebates exceeding 10% of total current dues charged for the relevant school that year.
- 3) Write-offs that will result in total arrears written off exceeding 5% of total current dues charged for the relevant school that year.

9.4.2. Prior written approvals can be requested through the DPN Attendance Dues team who will seek approval the Proprietors representative.

## 10. APPEALS: Process to appeal decisions on hardship rebate

- 10.1. A dues payer whose application for a rebate or write-off has been declined; or who is dissatisfied with the amount rebated or written may appeal against the decision.
- 10.2. A complaint that an attendance dues adviser or any other person in the parish or at the school or college has failed to act on a request for a hardship rebate or write-off may also be the subject of an appeal.
- 10.3. An appeal must be in writing and should explain what decision is being appealed against and why. The appeal should be forwarded to "Appeals Committee" c/o the DPN Attendance Dues team, Private Bag 11 012, Palmerston North 4412.
- 10.4. An appeal should be made as soon as possible after the decision appealed against was given. An appeal will not be invalidated by delay but delay without good reason is a factor an appeals committee may take into account when making a decision on the appeal. Every appeal will be heard by an appeals committee appointed for the purpose by the DPN Proprietors Group.
- 10.5. The appeals committees will convene to hear the appeal and will invite the dues payer and the person whose decision is being appealed against, to attend and/or to provide additional information. Parties may be represented at the hearing by others. Provided invitations to attend were sent (and the parties given adequate time to respond), the appeals committee may proceed to hear and determine an appeal on the stipulated date even if one or both parties does not respond to the invitation to attend or provide additional information.
- 10.6. The DPN Attendance Dues team may provide the appeals committee with a background paper on issues relevant to the appeal. If so, a copy must be sent to both parties with the appeals committee invitation to attend the hearing of the appeal.
- 10.7. The appeals committee decision, which will be final, will be delivered in writing and posted to the dues payer and the person whose decision was appealed against.

# St Peter's College Curriculum Overview

## Junior School (Years 7-10)

## Senior School (Years 11-13)

Service Integrity Courage Stewardship Community Respect Justice Compassion Peace Truth Fairness Responsibility Faith Hope Love Mercy

Learning Areas:	Years 7-8	Year 9-10	Year 11	Year 12	Year 13
Religious Studies:	Foundation Studies	Religious Studies	Religious Studies	Religious Studies	Religious Studies
English & Social Sciences:	Foundation Studies	English, Social Studies, Young Enterprise Scheme	English, History, Geography, Young Enterprise Scheme	English, History, Geography, Young Enterprise Scheme, Social Studies, Art Theory	English, History, Geography, Young Enterprise Scheme, Social Studies, Art Theory
Mathematics/Statistics:	Numeracy/Mathematics	Numeracy/Mathematics	Mathematics	Statistics, Calculus	Statistics, Calculus
Health and Physical Education:	Health & Physical Education	Health & Physical Education	PE Studies, Outdoor Education, Physical Education	PE Studies, Outdoor Education	Physical Education, PE Studies
The Arts:	Options	Creative Practice, Fashion & Textiles, Performing Arts, Music	Creative Studio Practice, Fashion & Textiles, Performing Arts, Music, Dance	Creative Studio Practice, Fashion & Textiles, Performing Arts, Music, Dance	Creative Studio Practice, Fashion & Textiles, Performing Arts, Music, Dance
Science:	Science	Science	Science	Biology, Physics, Chemistry	Biology, Physics, Chemistry
Technology:	Options	Food & Nutrition, Structures & Spaces, Construction & Engineering, STEM	Food & Nutrition, Structures & Spaces, Creative Studio Design, Media & Communication, Construction, STEM	Food & Nutrition, Structures & Spaces, Creative Studio Design, Media & Communication, Construction, Engineering, STEM	Food & Nutrition, Structures & Spaces, Creative Studio Design, Media & Communication, Construction, Engineering, STEM
Language Learning:	Te Reo Maori, English Language Learning	Te Reo Maori, Japanese, English Language Learning	Te Reo Maori, Japanese, English Language Learning	Te Reo Maori, Japanese, English Language Learning	Te Reo Maori, Japanese, English Language Learning
Transition to Employment:			Transition (11-13)	Gateway / USkills	Gateway / USkills

High Expectations	Learning to Learn	Inclusion	Coherence	Future Focus	Treaty of Waitangi	Cultural Diversity	Community Engagement
<b>Key Competencies:</b>	<b>Thinking</b>	<b>Language/symbol/text</b>		<b>Managing self</b>		<b>Relating</b>	<b>Participating</b>

Please see the Senior Curriculum Handbook for details of courses on offer each year.