

PAPATOETOE  
HIGH SCHOOL

PROSPECTUS





# INTRODUCTION FROM THE PRINCIPAL

Thank you for your interest in our school.

Papatoetoe High School is a school with proud traditions where priority is placed on meeting the individual learning needs of all our students. We believe this is achieved through having a well-balanced curriculum, excellent staff and facilities and a school-wide commitment to high standards and expectations. Our curriculum is designed to offer a broad base to our year 9 and 10 students so that they can discover and develop those subjects they enjoy and in which they show potential. Senior students are able to choose from a wide variety of subjects, including a number of vocational courses, and to study towards national qualifications. The school is very proud of the excellent achievement of our students in the national qualifications and of their ongoing academic successes as they move into tertiary study.

A comprehensive pastoral care and guidance network in the school supports our philosophy of meeting the needs of each individual student. An emphasis is placed on the development of teamwork, team spirit and pride as idealised in our school motto – “Digne Lampada Tradas” – Be worthy to hand on the torch.

Education Review Office reports on Papatoetoe High School are overwhelmingly positive and students enjoy the time they spend learning with us. We encourage students to be respectful, be responsible and be active learners as they engage with the extensive opportunities that Papatoetoe High School provides.

In addition to all we do for students, we welcome the active support of families as your children meet the challenges the secondary school system can offer.

I look forward to you joining our school community and getting to know you well in the years ahead.

Naku te rourou nau te rourou ka ora ai te iwi.

*V R Couillault*  
MEdLM, PGDipSM, BCom, DipTchg



**PAPATOETOE**  
HIGH SCHOOL



# SCHOOL VALUES

## CELEBRATION OF DIVERSITY

The multicultural mix of our students and inclusion of students with special needs provides a unique and special opportunity to learn about each other from each other in a supportive and positive way.

## COMMUNITY SPIRIT

Our school is a community within a community and it is important that we all play our part in promoting a sense of belonging and a caring attitude.

## CONTINUAL IMPROVEMENT

We constantly seek ways to improve all aspects of the things we do at Papatoetoe High School.

## COOPERATION

An attitude of “we not me” is fostered.

## INTEGRITY

Our expectation is for all people in the school to be honest, trustworthy and ethical.

## LEARNER MOTIVATION

Learning is to have a high priority for all students and staff, who are encouraged to be self-motivated and life long learners.

## PRIDE

It is important that we acknowledge and celebrate the achievements of past and present students and staff.

## RESPECT

We place importance on showing respect for others, their property, the school’s facilities and reputation.

## ABOUT

Papatoetoe High School is a co-educational year 9–13 state secondary school that has more than 60 years of history and tradition. Set in just over eleven hectares of attractively presented grounds in Papatoetoe, Auckland, the school offers multi-level programmes to a school population which reflects the overall mix of New Zealand society.

The school’s facilities provide for approximately 1500 students who are in the care of over 150 teaching and non-teaching staff. The staff, which is almost evenly split between males and females, enjoys a mix of youth and experience and are involved in a wide range of professional development opportunities to continue to provide the best for those in their care.

The staff also encourage participation in a wide range of out-of-class activities which help to make the school a more enjoyable place in which to thrive and learn.

Papatoetoe High School is accredited by the New Zealand Qualifications Authority under the provisions of the Education Act 1989 to provide education and training based on the National Qualifications Framework in all conventional school subjects.

## OUR MISSION STATEMENT

“To provide effective learning opportunities that encourage academic, personal and social development.”





## PHILOSOPHY

The school philosophy is summed up in our motto 'Digne Lampada Tradas' – "Be worthy to hand on the torch" and refers to the emphasis we place on developing pride, teamwork and a tradition of excellence.

Our school motto (Latin) refers to an essential aspect of the life of the ancient Greeks who believed in perfection of mind and body. At the Athenian Games, the most prestigious event was the torch relay race, which consisted of keeping the torch burning and handing it, still lit, to the next runner. Selection to be a torch bearer and member of the relay team was very competitive and, indeed, a high honour.

A modern day parallel is the Torch Relay that precedes the Olympic Games. People who carry the Olympic flame are chosen because of the excellent contribution they have made in their chosen field of endeavour, to their communities and to their country.

Our aim is for students to leave our school as well-rounded young adults who have gained suitable qualifications and a desire to continue their learning, and are well able and proud to 'hand on the torch' to those who follow.

## VISION STATEMENT

On leaving Papatoetoe High School a student is:

- A COMMITTED LEARNER** Valuing education and a commitment to being a lifelong learner.
- DIVERSE IN EXPERIENCE** Experiences a rich and diverse learning environment. Develops acceptance and tolerance towards others.
- RESILIENT** Is equipped to respond to the challenges of life.
- AN EFFECTIVE COMMUNICATOR** Confident in expressing themselves and is an active listener.
- A PROUD NEW ZEALANDER** Values New Zealand heritage and culture. Law abiding, engaged locally and nationally.
- DEVELOPING GLOBAL AWARENESS** Having an environmentally sustainable approach to living in the world and awareness of differing world views and issues.

## POSITIVE BEHAVIOUR FOR LEARNING (PB4L)

As a Positive Behaviour for Learning (PB4L) School we believe strongly that students and teachers benefit greatly from an environment that focuses on positive behaviour. The acknowledgment of good behaviour of students by staff creates an environment of trust and respect and allows students to excel in all areas of school life.

As a school we have developed the following key principles that drive our behaviour management which all students follow and are based on positive expectations:

**BE RESPECTFUL  
BE RESPONSIBLE  
BE A LEARNER**

# ENROLMENTS

## THE ENROLMENT SCHEME

### IN-ZONE ENROLMENTS

The zonal boundaries provide a home zone for enrolments. Any student whose current place of residence is in this home zone is entitled, as of right, to enrol at our school.

To prevent overcrowding a Ministry of Education approved enrolment scheme is in place.

Details can be found on our school website:  
[www.papatoetoehigh.school.nz](http://www.papatoetoehigh.school.nz)

### OUT-OF-ZONE ENROLMENTS

The board of trustees of Papatoetoe High School decides each year how many out-of-zone applications to accept. The priority order for out-of-zone enrolments is described in the school enrolment scheme.

To be considered as “in-zone” a student’s confirmed address must be within the school zone on a permanent basis on enrolment date (i.e. the first day of attending the school). Students who use a temporary address to gain a place at the school or who provide false information on the enrolment form may have their enrolment annulled.

## INTERNATIONAL STUDENTS

For International Students wishing to enrol, we invite you to visit our website and download our International Students’ Application Form.

[www.papatoetoehigh.school.nz](http://www.papatoetoehigh.school.nz)

More detailed information about application procedures is included in the International Students Enrolment Information in the back of this Prospectus.

# STUDENT GROUPS

## HOUSES

Students are placed into one of four houses which engage in a variety of competitions throughout the year. These houses are divided into form groups, each form being a mixture of students from all levels, years 9 to 13. These forms meet four times a week for pastoral and other administrative matters.

The four houses are named

## KAURI KOWHAI POHUTUKAWA RIMU

## CLASSES

Students in years 9 and 10 are placed into mixed ability class groupings. A student in year 9 may be a member of Kowhai house, be in form class 11 and teaching class 9OEM. In years 11, 12 and 13 classes are determined by subject choices.

## STUDENT LEADERS

Each year the following student leaders are elected:

- Head Boy,
- Head Girl,
- Deputy Head Boy,
- Deputy Head Girl,
- arts & culture leaders (one boy and one girl),
- sports captains (one boy and one girl),
- four house leaders per house.

These students take a lead role in helping with school events, acting as positive role models and generally supporting and encouraging students to make the most of the opportunities that sit before them in their time at Papatoetoe High School.

Students leaders are often called on to act as ambassadors for our school, attend formal events, host visitors to the school and engage with wider community.





# SPECIAL NEEDS

Special needs groups identified in the school are:

- Physically disabled students.
- English language learners (ELL).
- Students requiring learning support .

Students within each of these special needs areas may be withdrawn from option lines or single periods to receive specialist assistance. Many of these students will be on Individual Education Plans (IEPs).

If you have a child that might be interested in one of our special needs programmes, head to our website for more information

# EDUCATIONALLY POWERFUL CONNECTIONS WITH PARENTS AND WHANAU

Educationally powerful connections are relationships between schools, parents, whānau and communities that improve education outcomes for students.

Such connections involve two-way collaborative working relationships that reflect the concept of mahi tahi - working together towards the specific goal of supporting a young person's success.

The best examples are learning - centered collaborations between students, their teachers and their parents and whānau that focus on the students' learning and progress (ERO, 2015).

At Papatoetoe High School we look to foster such connections through regular communication with parents and whanau via our newsletters, website, Facebook page and text messaging service.

Our form teachers, curriculum leaders, deans and senior leadership team all value creating meaningful relationships with parents and whanau and are only too happy to help answer any questions that may arise.

# EXTENSION PROGRAMMES

Academic excellence is promoted at all levels and there is an expectation that students gain national qualifications in line with their ability. High performing students are identified as a group and join our gifted and talented education (GATE) programme. They are tracked throughout the senior school years and receive additional study advice and encouragement to achieve their potential.

# ACADEMIC MENTORING

Every student at Papatoetoe High school has an academic mentor to assist with their learning by guiding and supporting them to set and meet realistic academic goals. Typical activities include setting goals, understanding data about achievement, discussing and trying strategies for improving learning such as study skills, deeper understanding of NCEA, assessment and option choices.

# HOMEWORK AND ASSESSMENTS

Homework may be set and students are expected to complete it by the due date. This is especially important for students in years 11–13 as NCEA internal assessments can create a workload for students that needs to be carefully managed. The support of parents/guardians is always needed to check that homework is being completed. Any parent in doubt is advised to check with the teacher concerned, or contact your child's dean. By working together, we can make a significant difference to student achievement.

# COMMUNICATIONS WITH PARENTS

Six main newsletters, at least one each term, are issued each year with other special newsletters issued as needed. Newsletters are issued via email and published on our website and linked on our Facebook page. Hard copies are available on request from the main office.

In terms 1, 2 and 3, after reports have been issued, special afternoons are held when, by appointment, parents/guardians can discuss student progress and achievement with teachers. At all times parents/guardians are encouraged to contact the school if they have concerns or wish to obtain information.

# SCHOOL ATTENDANCE

All students are required to attend school until they reach the age of 16. Any student that is absent from school for any reason must have this absence explained by their parent/caregiver as soon as possible.

Explanations for absences can be sent to student reception in advance, or can be sent on the day immediately following an absence (either by written note, email or phone call). Our text service allows parents/caregivers to respond to any absence text free of charge, and these responses are considered suitable notification. We ask that parents/caregivers inform the school about absence as quickly as possible and for each day a student is absent.

Any applications for leave, other than sickness, must be made to the Associate Principal in writing in advance of the leave period. Attendance is marked on a period basis and this data is stored electronically by the school. Parents are able to access attendance data for their children via the parent portal (see next page for detail) and a summary of attendance is included with each achievement and progress report.





# PARENT PORTAL

Papatoetoe High School has a web based information site for parents (Parent Portal) which will provide important and detailed information about your child's progress at school. The parent information site can be accessed by going to the school website [www.papatoetoehigh.school.nz](http://www.papatoetoehigh.school.nz) and clicking on the parent portal.

### YOU CAN ACCESS THE FOLLOWING INFORMATION VIA OUR PARENT PORTAL:

- Contact details (including secondary caregiver and emergency contacts, medical details).
- Timetable details.
- Attendance records (updated every three days).
- NCEA summary – includes details of the annual official NCEA results, a summary by year of all credits earned and an up-to-date table showing current qualification progress, and a full record of all NCEA assessment results.
- All Results – all assessments for every year of enrolment.

### ADDITIONAL INFORMATION:

- Groups – groups that a student is involved in (current and previous years).
- Reports – including archived reports from previous years.
- Fees – a complete record of fees paid and due is shown.

# EXAMINATIONS & REPORTS TEXTBOOKS & STATIONERY

Achievement and progress reports are issued to students three times per year. Typically this has occurred in terms 1, 2 and 4.

Parents can access previous reports via the Parent Portal.

A small number of subjects still issue textbooks and although they are issued free, students must pay for books lost or damaged. All texts must be returned at the end of the year or on leaving the school. Lists of stationery requirements are provided prior to the school year and parents are encouraged to purchase the required stationery from local suppliers in readiness for the first day at school. A limited range of specialised stationery for certain subjects is available from the school.

A stationary list can be found at the back of this Prospectus.

# STUDENT WELFARE

The school has an extensive team of people who are able to assist with the physical and emotional needs of the students. This support is known as pastoral care for students.

The pastoral care team is made up of a whanau care team of form teachers, deans and senior managers supported by a team of nurses, guidance counsellors, a family liaison officer and a careers advisor. The school also has access to the expertise of a number of outside agencies when needed.

# FORM TEACHER

Students see their form teacher once a day during form time. This time is used for an attendance check, administrative purposes, academic mentoring and pastoral. If form teachers are unable to answer student queries, then an appropriate referral is made.

# DEANS

Deans have a pastoral care role and are responsible for the wellbeing of students in their house. They are concerned with the overall progress of students as well as dealing with student issues, class placements, student option choices, discipline and any concerns from parents/guardians.

# CAREERS ADVISOR

The careers advisor provides one-to-one assistance with career decision making and planning. Up-to-date information is kept on courses and career opportunities. Other services include work experience, career seminars, exchange programmes, information on student loans and allowances, as well as assistance with curriculum vitae.

# GUIDANCE COUNSELLORS

The guidance counsellors provide support for students who have personal, social or school problems. Some examples of areas of support include conflict, bullying, stress/anger, eating disorders, addictions, grief, depression and relationships.

# HEALTH CENTRE

The school employs a number of registered nurses to meet the needs of the students should they feel ill during the day. This service should not be seen as a substitute for visiting your family doctor.

# SCHOOL FAMILY LIAISON OFFICER

The school family liaison officer works closely with families of students who are having difficulty engaging with school on a regular basis.



# SCHOOL EXPECTATIONS

Students meet SCHOOL EXPECTATIONS while at school, in school uniform or on school associated activities. The prime rule however is consideration and respect for other people and their property.

The following should also be noted:

- students must meet uniform regulations (as detailed in the inserts to this publication).
- items that could be used as weapons are not to be brought to school.
- damage to school property caused by carelessness or deliberate acts must be paid for by the person(s) responsible.
- students are prohibited from using or possessing substances/items such as cigarettes, tobacco, alcohol, solvents, cannabis, matches/lighters and other illegal substances.
- all students sign an ICT contract before having access to our computer network.
- verbal abuse, physical violence and bullying are not tolerated.
- the school does not take responsibility for the loss or damage of personal items, e.g., mobile phones, iPods, etc.

# ACTIVITIES/ SPORTS

Students are encouraged to participate in school activities outside the classroom. Opportunities to learn to play musical instruments are provided. Various clubs exist and there is regular inter-school competition in a wide range of midweek and weekend sports. The school's eleven hectares are ideally suited for such activities.

# SCHOOL UNIFORM

A school uniform applies to students in years 9 –12. A dress code exists for year 13 students (details in the inserts at the back of the Prospectus).

Parents/guardians have an important role in helping the school to maintain high standards in dress and appearance. The school makes every reasonable effort to see that students display, both in and out of the grounds, a well-presented image in which all associated with the school can take pride. Where temporary difficulties exist, parents/guardians are asked to advise the school, by note, of the problem. Otherwise, students are to be in correct uniform, worn neatly, at all times.

There is no specific summer or winter uniform items. Uniform can be worn throughout the year. However, all uniform items must be worn correctly and for function rather than fashion.





