



BOTANY DOWNS
Secondary College

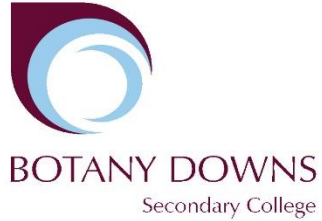


PARENT/GUARDIAN HANDBOOK

CONTACT DETAILS - GENERAL ENQUIRIES

Telephone	:	(09) 273 2310
Fax	:	(09) 273 8551
E-mail	:	admin@bdsc.school.nz
Specific contact details	:	www.bdsc.school.nz/contact-us

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Knowledge with Character

A forward-thinking education focused on challenging, innovative, personalised learning within a whanau-based community where learners are nurtured and inspired to achieve personal excellence. As global citizens we embrace diversity, develop character and self-worth, and live our values of empathy, excellence, integrity and respect.



BOTANY DOWNS SECONDARY COLLEGE VISION AND MISSION STATEMENTS

CONTENTS

0.	INTRODUCTION	3
1.	ATTENDANCE PROTOCOLS - ABSENCE, LATENESS and LEAVE.....	4
2.	ASSEMBLIES	10
3.	BDSC WEB PORTAL	10
4.	BDSC WEBSITE	11
5.	BEHAVIOURAL EXPECTATIONS – OUR WAY	12
5.1	Introduction.....	12
5.2	Unacceptable Behaviour.....	13
5.3	Consequences for unwanted behaviours	14
5.4	Detentions.....	16
6.	BOOKING COLLEGE FACILITIES	17
7.	BYOD and COMPUTER ACCESS	17
8.	COLLEGE CAFÉ	19
9.	COLLEGE HOURS	19
10.	DAILY NOTICES	20
11.	DONATIONS	20
12.	HOMEWORK / HOME STUDY	21
12.1	Paid Employment	21
13.	LIBRARY	21
14.	LOCKERS.....	22
15.	LOST PROPERTY	22
16.	MUSIC TUITION	22
17.	OUT OF BOUNDS	23
18.	PERSONAL PROPERTY	24
18.1	Mobile Phones (use of).....	24
18.2	Surrender and Retention of property (confiscation)	25
19.	REPORTING TO PARENTS.....	26
19.1	Sharing information:	26
19.2	Reports	27
19.3	Grades.....	28
19.4	Conferences	28
20.	STATIONERY	29
21.	TERM DATES	29
21.1	Term 1: Years 12-13 Commencement Procedures:.....	30
21.2	Term 1: Years 9-11 Commencement Procedures:	30
22.	TIMETABLE STRUCTURE	31
23.	TRANSPORT MANAGEMENT PLAN	32
23.1	Student Foot Traffic	32
23.2	Students Arriving and Exiting by Bicycle	32
23.3	Students Arriving and Leaving School by Parental Vehicle	32
23.4	Students Driving Cars to College	33
24.	TRANSPORT FROM WHITFORD	33
25.	UNIFORM AND PRESENTATION STANDARDS	34
25.1	Uniform Shop Opening Hours.....	34
25.2	College Uniform and Presentation Regulations	34
25.3	Years 12-13 Uniform Standards	35
25.4	Years 9-11 Uniform Standards	36
25.5	Physical Education Uniform (unisex)	37
25.6	Girls’ Shoes – Approved Styles.....	37
25.7	Boys’ Shoes – Approved Styles	38
25.8	Personal Appearance.....	39
25.9	Uniform or grooming exemptions for cultural or other reasons	39
26.	ZONE.....	39

0. INTRODUCTION

This handbook is an A-Z ready-reference of College procedures and standards. We are proud of our students and are committed to maintaining high standards for our community.

The Botany Values of *Respect, Integrity, Empathy and Excellence* underpin all for which we strive.

Botany Downs Secondary College focuses on high expectations of student commitment to achievement, an emphasis on personal development, care for one another and a desire to form strong partnerships with parents and others in a learning community.

We have a clear sense of direction and certainty about our vision, philosophy, core values and standards. Our conceptual framework draws on a blend of international research among leading schools, wide experience, and well-informed evaluation of trends in education.

Our Whanau system, as the basis of pastoral care, provides exceptional support for individual students. Each Whanau promotes group cohesion and establishes an identity for each student that is related to a physical and social environment.

When our students leave us, we want them to stride into the world of further education and employment, well qualified and skilled, and equipped to handle the challenges of the world in which they will live, learn, serve, and work. We welcome your active participation in making this vision a reality.

We encourage you to contact us if you have any queries. Key contacts include your child's whanau leader, the senior leadership team, the guidance counsellors, special education needs coordinator and careers advisor.

Go to www.bdsc.school.nz/contact-us for specific contact details.

Our logo



The BDSC logo represents the concept that the students are viewed as a seed being nurtured by their whānau (teachers, students, family) and the wider community. The upwards direction of the logo represents that as a learning organisation we are progressing upwards, continuously improving. Our logo is consistent with our mission, vision and values statement.

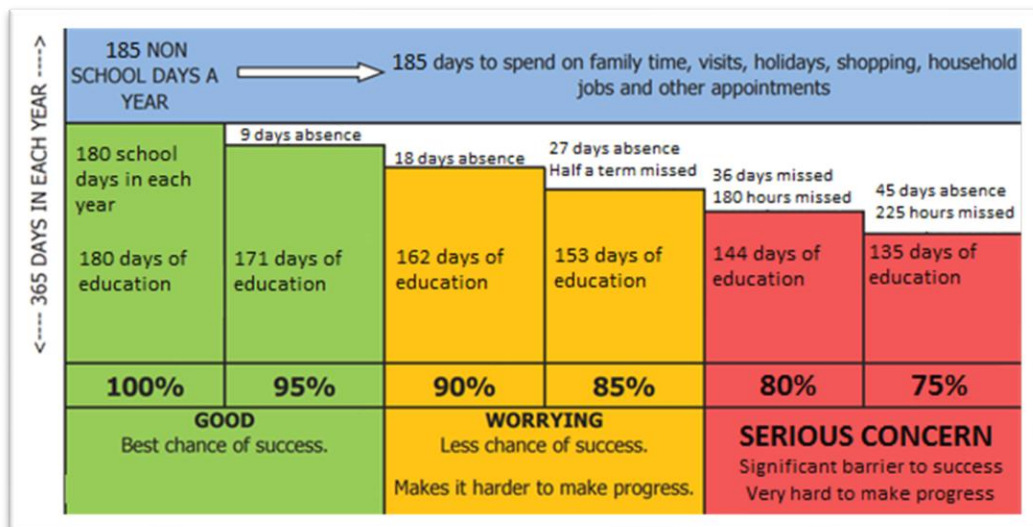
1. ATTENDANCE PROTOCOLS - ABSENCE, LATENESS and LEAVE

1.1 Legal requirements:

- Under The Education Act (1989) – “the Act” - all students enrolled at a school must attend when it is open for instruction, unless there is a justified reason, such as sickness, sudden and serious illness of a parent, or other equally serious situation that means a student *cannot* attend.
- This is true for **all students enrolled** at the College, regardless of age, as the school has a legal responsibility to ‘take all reasonable steps to ensure the attendance of students enrolled at its school’ (Section 31(1) of the Act). This means the College must follow up absences and lateness with appropriate interventions.
- Parents/guardians are responsible for their child’s attendance at school, and it is an offence if this responsibility is not met for students under the age of 16 (section 29 of the Act). In situations where a parent/guardian condones (by lack of action or explicit approval) the absence of a child, then there may be a prosecution, although this is a last resort.
- The other key legal requirement for the College is the need to keep accurate records of attendance [Education (School Attendance) Regulations 1951].

1.2 High attendance at school correlates strongly with positive socialisation, engagement with learning, stronger academic achievement, and general wellbeing. We are fortunate that most students at Botany Downs Secondary College have attendance levels of over 98% and give themselves the best opportunities to achieve great results.

- Attendance rates are reported as a percentage of half days over the number of half days open. Secondary schools must open a minimum of 180 days (360 half days) a year. Most students attend over 95% of the time.
- **“Regular attendance”**
The Ministry of Education guidelines considers a student to be ‘regularly attending’ if their attendance is above 90% or more. Below 90%, a student as ‘**not regularly attending**’ school. While 90% is regular is still means a student misses an average of 1 in 10 days of school, which equates to almost **100 hours** of lost learning time. The chart below illustrates this.



The College is very concerned if attendance falls below 90%, as students learning, achievement and overall wellbeing are negatively affected by lower attendance.

Students with attendance below 90% *may not* be eligible to participate in optional college activities e.g. representing the College in co-curricular activities, the Year 13 Graduation Dinner, the School Ball etc. or *may* have privileges such as Study periods or Botany lunch removed. If a student's attendance affects eligibility to participate in such activities, then appeals can be made to the Deputy Principal in charge of monitoring attendance.

The college does acknowledge that exceptional circumstances may affect attendance, and it is vital that we maintain open communication about the reasons for absence. For extended periods of absence, verified medical or other professional documentation is required (refer to 1.4).

1.3 Remaining on site / Exit passes

Students are required to stay in the College grounds during the school day (including interval and lunchtime). This is essential for the College to carry out its duty of care.

Exceptions:

- In the case of sickness, dental or medical appointments, provided **prior approval** has been obtained from Student Services, the Guidance Counsellors and/or the School Nurse by obtaining an **Exit Pass**.
- **Exit passes:** Students must take any request or appointment details to Student Services to have an **Exit Pass** issued at the start of the school day or interval. Students with an Exit Pass must sign out at Student Services and, on return, sign in.
- For any other reason with the prior approval of a Whanau Leader or Senior Leadership Team Member who will issue an Exit pass (student must still sign out/in)
- Year 12 and 13 students who have **off-site study approval**. Study is marked on a student's timetable. Year 12 students have one period of Study and Year 13 students have two study periods. If the study is Period 1 a student may study at home and come in to school, ready for Period 2. If the Study period is on Period 5, students may leave college at lunchtime. Students with Study periods at any other time must remain on site. This includes Year 13 students with "3ILG" –Independent Learning, which is a designated on-site self-managed time in the whanau.
- Year 13 students who have permission to have lunch at Botany Town Centre on **Tuesday** (subject to change).

Failure to comply with this requirement will result in being considered **out of bounds** and/or **truant** from College.

1.4 Advising of, and explaining, absences

- Absence from College for medical or other reasons must be accounted for by caregivers, preferably in advance, or other verifiable communication within 24 hours of the student returning to College.
- Whenever possible, parents/caregivers are encouraged to advise the College of an impending absence or lateness ahead of time. When this is not possible, then parents/caregivers are asked to inform the College as soon as possible after the event (e.g. by phone or email on the day of a student's illness, or by note/email on the first day when the student returns to school).
- To advise of an absence: Please phone 273 2310 and follow the prompts to leave a message on the absence voice mail before 9:40 a.m. (dial 1 and then leave the absence message). Alternatively, to contact the Attendance Officer directly, enter extension #283. Written communications can be sent to attendance@bdsc.school.nz. Please provide the student's name, tutor class, the date of and **reason** for, the absence. If no reason is provided, or the reason is not justified according to the Act, it is recorded as an explained, but unjustified, absence.
- **The following methods of explaining student absences will be accepted from parents/caregivers:** a signed written note or email (**from the designated primary caregiver email**), a phone call or a face-to-face explanation (noted by staff member in KAMAR), or a text message to the school's 'absence' system, a certificate from a health professional, or completion of a 'Request for Leave' (see Section 1.5).
- **Extended medical absences of over 3 days** should be referred to a GP for the health and wellbeing of a student and therefore a medical certificate should be provided to the college. In circumstances where this is not possible, parents/caregivers are asked to contact the attendance officer to explain.
- **Absence notifications:** Primary Caregiver One (whoever is listed as first contact) of students who are absent without explanation will receive a SMS (text) notification advising of this and *asking for an explanation* by replying. Please ensure you reply. The Attendance Officer will update records accordingly. If the answer to the text has no reason provided, then the absence will be explained but cannot be justified.
- Note: An unexplained absence is automatically converted into truancy after 7 days and followed up accordingly.

1.5 Assessments and Absences

- Any absences that affect or occur on NCEA internal assessments (e.g. test, exams, or assignment due dates) **MUST** be explained by a medical certificate otherwise there is no chance of any credit. A note from a parent/caregiver is insufficient. This is the same as for external examinations for NZQA.
- Students and parents are advised to refer to the BDSC NQF Assessment Policies and Procedures for details.

1.6 Requests for Leave:

- For planned absences, a **Request for Leave** is expected.
- Application for leave for planned absences must be received one week prior to the start date, unless under urgent circumstances (e.g. bereavement).
- The purposes of the form are to notify teachers of planned absence and to allow parents and students to consider the implications on assessments or preparation for assessments that could be affected by the leave request.

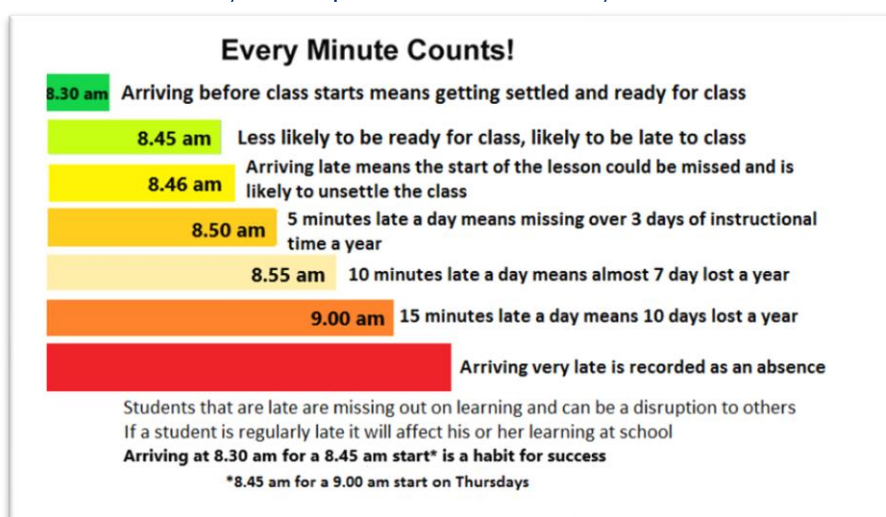
- A “Request for Leave” form is available from Student Services or Office 365 and be submitted to Student Services for a Deputy Principal to consider whether the absence is justified or unjustified (according to Ministry of Education guidelines - refer to Section 1.6).
- There is no obligation for the College to modify assessment dates if they fall in the period of requested leave. For further information, refer to the School’s National Qualification Framework booklet.

1.7 Classification of absences – justified and unjustified

- Absences can be either ‘justified’ or ‘unjustified’ regardless of if they have been explained. The College must abide by the Ministry of Education classifications of absence. In many cases the situation is similar to employers classifying staff absences.
- **Justified absences** include illness/injury preventing attendance, a significant event preventing attendance, regional or national sporting/cultural representation, bereavement, visiting a seriously ill relative, attendance at a citizenship or graduation ceremony, or other exceptional family circumstances.
- **Unjustified absence** includes holidays in term time or other absences that are explained but not allowed under the Ministry of Education guidelines, such as taking care of siblings, needing to work at home, the bus was late, etc. If the leave request extends a school term holiday, then it is generally unjustified.
- Sometimes it is hard to be definitive as families sometimes combine both unjustified and justified reasons into one event, e.g. a wedding held during a school holiday to justify leaving early; this is likely to be classified as a holiday in term time, and therefore as unjustified, or split as justified and unjustified time.
- **All absences** from class count as absences regardless of whether they are justified or unjustified, so all absences affect the attendance rate in the same way.
- **Truancy** is based on unexplained and/or unjustified absences only and includes skipping a class, a half day or full day of classes. In some cases, if the reason provided for the absence (by a parent/caregiver or a student) is unacceptable then it must be considered as truancy, for example staying home to study for a test, or to complete an assignment, or being ‘too tired to come to school’, etc.
- **Note:** The webportal includes live attendance information and records present in class as P and absences as either J – justified or U – unjustified. If there is a blank it means the roll is yet to be marked.

1.8 Punctuality (at the start of the day)

- Being on time means getting the most from lessons and will typically mean a student is ready to learn. This means aiming to arrive 10-15 minutes before the scheduled start of the day and being ready to learn with all the right materials.
- A student who is late to school may not be ready to learn, will miss instructions, and may disrupt the class on entry. Every minute counts. If a student is absent 5 minutes once a week that is equivalent to missing 1.5 hours of instruction. Being late by 5 minutes once a day adds up to 16 hours (or 3 days) of lost instructional time.



- Students arriving late to school because of tardiness or before-school appointments must sign in at the Student Services Centre. Students will receive a date-stamped Late Pass to show classroom teachers. The office will record the lateness and record the time and note if the reason is justified (for example a dental/medical appointment or unjustified (for example, catching a later bus).
- If the lateness is due to an early morning dental/medical appointment, then please present the **appointment slip** to Student Services when signing in to justify the lateness.
- The College is aware that occasionally other circumstances cause a lateness outside of the control of the student or parent/guardian. This is expected to be a rare event, but in such circumstances, please provide a suitable explanation to the office (i.e. written note/email). This will be recorded by the office.
- Students who are **very late** to school may be recorded as absent. For instance, if the student arrives with only 15-20 minutes of the class left then it is more accurate to record the student as **absent**.
- Parents/guardians of students who are late without a justified explanation will receive an email notification advising of this. Names and absence/late notes are sent to Whanau Tutors and Leaders who will follow up on unauthorised or unexplained lateness.

1.9 Lateness (at other times):

- If students are late at any other time, they should have a note to explain why from a staff member (e.g. meeting with another teacher). If not, the class teacher must mark the student as late.
- If a student does not have a late note from a teacher, then they must be reminded to bring a note next time. Sending a student to 'get a note', is not acceptable as it just reinforces the lateness. Any explanation must then be provided to the whanau tutor or whanau leader.
- If students are significantly late without reason (beyond 5 minutes) then their whanau leader will be notified.

1.10 Consequences for unexplained absent (truancy) and unjustified lateness

- Students who are late or have unexplained or unjustifiable absence (i.e. truancy) from College or any class during the school day may be subject to consequences to encourage a change in behaviour.
- For example, after three 'late to school' a student may receive a 'college detention' to reflect on the importance of punctuality or catch up on work missed. An email will be sent to parents/guardians informing of the consequence.
- For example, if a student is truant then a parent/caregiver will be notified, and the student may receive a 'school detention' to reflect on the reason missing class is disadvantageous or catch up on work missed.
- Should the lateness or truancy become more regular, then a **family / whanau conference** may be convened to discuss how the student, parent/guardian and College can work together to encourage adherence to the attendance/punctuality requirements. A range of supports may be discussed, including referral to guidance counsellors, the nurse, or external agencies.
- As noted earlier (Section 1.2) attendance below 90% for all students, regardless of being justified or unjustified, may affect eligibility for optional activities e.g. School Ball, Graduation Dinner, or other school events.

2. ASSEMBLIES

Assemblies are held to come together and celebrate student success, recognise important calendar events and to celebrate achievements and communicate important information to students. These are formal occasions.

- **College Assemblies:** Junior (Years 9 to 11) and Senior (Years 12 and 13) assemblies are held at the start and end of each term.
- **Year Level Assemblies:** These are generally held twice a term and are an opportunity for a year level to come together.
- **Whanau Assemblies:** These assemblies are held once a week in the Whanau Commons as an opportunity to regularly promote Whanau Identity, Develop relationships with Whanau staff and students, give out information, discuss housekeeping matters, celebrate student success, and provide a venue for student participation.

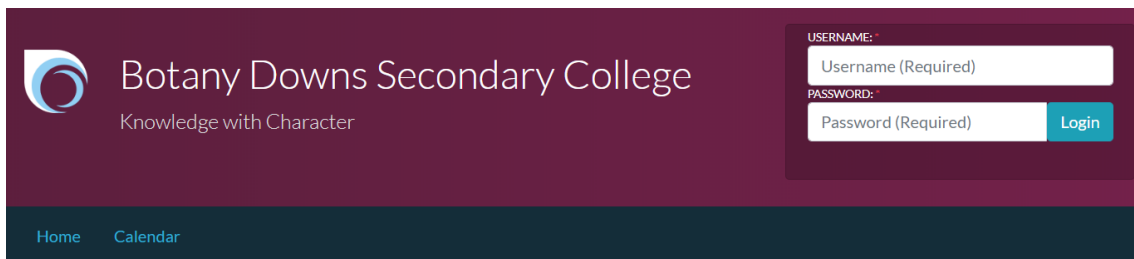
3. BDSC WEB PORTAL

The Botany Downs Secondary College Web Portal provides parents and students access to detailed information and useful functions (including online payment of accounts). There are different levels of access (student or parent). The web portal may be accessed using any web browser at <http://webportal.bdsc.school.nz> or using the **KAMAR App** available from the [Apple Store](#) (e.g. for iPad or iPhone) or [Google Play](#) (for Android phones or tablets). When you download the app, you will need to enter the domain: webportal.bdsc.school.nz and then sign in with your user name and password (see below).

In the web portal the **user name** is the name of the student in the form: **first name.last name** (truncated to 16 characters for long names) and the **password** differs for the type of access (**parent** or **student**).

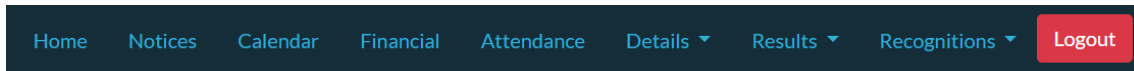
The username and passwords are emailed to the main contact email – the one that reports are sent to, and to students (to their school email). Please note that sibling accounts are linked together, but a password is required to jump from one to the other. Queries about access should be referred to the SMS Administrator, Mrs Sue Clark, s.clark@bdsc.school.nz or phone 273 2310 ext. #462.

When you use the browser web portal, you will need to enter your username and password:

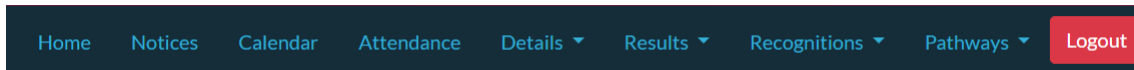


The following functions are available:

Parents:



Students:



- **Calendar:** Important school dates are available on the portal.
- **Notices:** The current daily notices
- **Details:** All contact and the main personal details (including secondary caregiver and emergency contacts, medical details).
 - **Groups** – groups that a student is involved with are listed (current and previous year)
- **Attendance** records are period by period and **updated regularly (live)**
- **Recognitions:** Class recognitions and **Awards** – school awards achieved are listed.
- **Financial** – a complete record of fees paid and due is available, including **Account Payment**– accounts may be paid in part or full using the DPS payment facility.
- **Results:**
 - **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
 - **Current Year Results** – current year assessments with results are listed
 - **All Results** – all assessments for every year are listed.
 - **Reports** - available for download and viewing.
- **Pathways** – Interviews / careers information.

4. BDSC WEBSITE

The BDSC website is found at www.bdsc.school.nz . It is the place to find up-to-date information, including the College Profile, College Charter, the Annual Reports to the Community, News and Events, and much more!


5. BEHAVIOURAL EXPECTATIONS – OUR WAY

5.1 Introduction

Botany Downs Secondary College is committed to encouraging and acknowledging positive behaviour and responding to other behaviour in a proactive and effective manner, such that behaviour is changed. The foundation of our behavioural expectations is encapsulated in Our Way, that links expected behaviours to our four values of Respect, Integrity, Empathy and Excellence. Our Way gives guidance about how we should all behave in different settings – everywhere 24/7 (both onsite and off-site, in the classroom and whilst involved in co-curricular activities). *When students are travelling to and from College, or representing the College, all College standards apply.*

Teachers and other leaders are expected to explicitly teach, remind, encourage and acknowledge these positive behaviours. Acknowledgements may include positive recognitions (merits), certificates, praise emails or postcards, and other ways to show students we value upholding **Our Way**.

OUR WAY			
	EVERYWHERE 24/7	CLASSROOM	CO-CURRICULAR
B BE RESPECTFUL <i>Respect for self, others and the environment</i>	<ul style="list-style-type: none"> Speak politely and use appropriate language (<i>STEP - Sorry, Thank you, Excuse me, Please</i>) Look after property, your own and others Dispose of rubbish in the correct bins Be on time Be an active listener Wear your uniform correctly 	<ul style="list-style-type: none"> Respect everyone's right to learn Use classroom equipment and furniture safely Follow class expectations and routines 	<ul style="list-style-type: none"> Represent the college with pride Be a positive role model Thank the volunteers that made things happen
D DO YOUR BEST <i>Excellence through perseverance and effort</i>	<ul style="list-style-type: none"> Make the most of school opportunities Set goals and work hard to achieve them Show perseverance Try new things Come prepared to learn with the correct equipment/gear 	<ul style="list-style-type: none"> Challenge yourself and learn from your mistakes Demonstrate on-task independence Act positively on feedback and reflect on your learning Ask for help 	<ul style="list-style-type: none"> Honour team commitments Attend all trainings/practices/rehearsals Take responsibility for your role in your group
S SHOW INTEGRITY <i>Integrity through honesty and fairness</i>	<ul style="list-style-type: none"> Take responsibility for your actions Acknowledge success, both of yourself and others Be a responsible digital citizen Show self-control 	<ul style="list-style-type: none"> Submit authentic work Use your devices for learning activities Return all resources and equipment Show consideration for others 	<ul style="list-style-type: none"> Show sportsmanship Be humble when you win and gracious in defeat Play fair
C CARE FOR OTHERS <i>Empathy for others in all that we do</i>	<ul style="list-style-type: none"> Show care and compassion towards others Be mindful of others when moving around in crowded areas Build positive relationships Accept diversity Act safely 	<ul style="list-style-type: none"> Be courteous Think before you speak/act <ul style="list-style-type: none"> T = Is it true? H = Is it helpful? I = Is it inspiring? N = Is it necessary? K = Is it kind? Accept others as part of group 	<ul style="list-style-type: none"> Be supportive of one another Be aware and look after the health and safety of others



BOTANY DOWNS SECONDARY COLLEGE

When students behave in ways that do not reflect Our Way, we must respond in such a way as to change this behaviour. Our model of responding behaviour is based on the premise that 'all we do is behave', and that behaviours are typically caused by something, are purposeful and contextual (i.e. vary based on the situation) and that future behaviour depends on what happens following a behaviour. This means that behaviour may be reinforced (be more likely to happen again) or weakened (be less likely to happen) by the consequences that follow. We aim to ensure our consequences discourage unwanted behaviours and reinforce positive behaviours. This requires *teaching young people new ways to behave* and to address the reasons for their behaviour.

Below (Section 5.2) is a summary of the behaviours that contravene Our Way.

5.2 Unacceptable Behaviour

Botany Downs Secondary College sets high standards and has high expectations for students in the quality of behaviour expected. These standards will be met through personal responsibility and positive encouragement by staff and the support of caregivers. Refer to Section 5.1.

The following list is *not exhaustive* and may be augmented with judgements by the Principal, Deputy Principals and Board of Trustees, where behaviours contravene our values and expectations.

The following are behaviours that contravene Our Way and therefore are unwanted:

- Disrespect for others, self or property
 - All types of verbal, physical, cyber harassment/bullying that may cause, or have potential to cause, harm to any individual or group, or any discrimination* based on disabilities, religious affiliation, race, gender, or sexuality. This includes direct, indirect or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling.
 - Property misuse (includes technology misuse) - using their own or other's property inappropriately (at the wrong time or for the wrong purpose). This includes inappropriate use of ICT (including mobile devices / phones) and / or not adhering to the CyberSafety agreement signed on enrolment to the College

- Defiance / Disobedience / Non-compliance;
- Disruption of learning of oneself or others;
- Inappropriate physical contact;
- Inappropriate language: Rude or abusive language or gestures to other students/staff/members of the public*;
- Incorrect uniform or grooming standards;
 - No Kirpan may be worn while a student is in College uniform, at the College or at any college event. *A miniature symbolic Kirpan on a neck chain may be worn provided it is not visible.*

- Not having the correct materials / equipment for learning / activities;
- Being late to class (or to school);
- Dishonesty, lying, concealing or failing to tell the whole truth, including forgery;
- Truancy / being out of bounds;
- Damaging (vandalism) or stealing property (theft)*;
- Being aggressive or confrontational;
- Physical, verbal violence / assault*;
- Possession or use of items that have the potential to cause harm or damage (to people and/or property) or cause offence including (but not limited to):
 - tobacco, alcohol, weapons*, lighters / matches, lasers, offensive images / media, drugs* / alcohol **or** other harmful substances (including synthetics)*, **or replicas or substitutes** for any such items or substances (that may be misconstrued as being harmful), e.g. replica weapons*, vaping cigarettes, etc.;
 - other items that are not allowed because of the standards of respect for personal and College property includes **chewing gum** and **permanent markers**.
 - **Chewing gum** is not allowed to be chewed at the college, since it is often discarded on the ground, carpet and desks – this is unsightly, costly to remove, and unhygienic.
 - We have a zero tolerance for graffiti on college and personal property, therefore permanent markers (e.g. Vivid Permanent Markers) are not allowed. Items such as bags, pencil cases and exercise books must not be 'tagged' in any way as this is unsightly and may encourage a culture of tagging.

*** These behaviours also contravene NZ Law and will be treated as Serious Misconduct.**

Note: The BDSC Board of Trustees has zero tolerance for students who possess and/or use drugs.

5.3 Consequences for unwanted behaviours

Our Way provides guidelines for acceptable behaviour at our College and are agreed to upon enrolment at the College. Section 5.1 describes behaviours that are expected, and Section 5.2 describes unacceptable behaviours. As explained in Section 5.1, consequences for unacceptable behaviour are necessary to discourage repeated unwanted behaviours.

Our Way has been developed to ensure acceptable standards of conduct are encouraged and so we respond to unwanted behaviour so that the best possible learning takes place for everyone. Students and parents should understand the consequences of unacceptable behaviours.

While it is important that responses to behaviour are corrective and restorative, students must also understand that discipline can be punitive.

Behaviours will be considered as one of **minor**, **major** or **serious** and dealt with accordingly. It should be clear that a behaviour may be considered as any one of the levels depending on the harm, or potential for harm caused. Minor does not mean unimportant but used to distinguish from 'major' and 'serious' behaviours. **NOTE:** At any stage, disciplinary action may be taken i.e. Whanau, College Detentions or other impositions, at the discretion of the College.

Minor – behaviours that can be managed by the teacher/adult in the context it happens (e.g. in the classroom, during an activity) – responses include reminding/prompting of expected behaviours and having restorative conversations that address the issue. Teachers/other adults, with the support of Heads of Department or Whanau Leaders, are encouraged to use a range of strategies to 'keep the small things small' and improve the behaviour of the student. These behaviours are such as: lateness, incorrect uniform, putting others down, non-compliance, disruption to lesson, inappropriate language, lack of equipment/gear, being out of bounds, or property misuse (includes technology misuse). Because behaviour is contextual, each situation needs to be considered on its merits, but consequences may include one or more of:

- Reminding / prompting / re-teaching expected behaviours
- Correction of issue (e.g. uniform / grooming)
- Apologies & warnings
- Conferences / agreements / restorative conversation
- Confiscation
- Contact and / or meeting parents / caregivers
- Temporary removal from class (i.e. time in another class)
- Classroom impositions such as completing a job for the teacher / class, completing work that was set, etc.

A restorative conversation may be called a 'W.A.R.M. conversation'

- **W**hat happened? How does this relate to Our Way? What were you thinking about? What are you thinking about now?
- **A**ffect. Who was affected? How? Was this fair? Was it right?
- **R**epair. What do you need to do to repair things? How? When?
- **M**ove forward. How do way stop this happening again? What do you need to start/stop or stay doing? What if it happens again?

Major - behaviours that may need to be managed by removing the student from the context. These behaviours are typically managed by a Whanau Leader or Head of Learning, with the support of the Senior Leadership Team (Deputy Principals). Such behaviours include abusive/ inappropriate language/gestures, aggression / confrontational, assault, dishonesty / lying / forgery / cheating, fighting, sustained non-compliance, theft, harassment/bullying, truancy, use or possession of cigarettes, use or possession of banned items and repeated 'minor' behaviours.

Consequences may include one or more of:

- Investigation (statements, etc.) as required
- Contact parents / caregivers
- Meeting parents / caregivers
- Restorative meeting(s) / circle(s)
- Daily report / Behaviour agreement
- Guidance team referral
- Removal of privileges
- Detention(s) to reflect on behaviour, e.g. write an apology, or complete work missed.
- Community Service

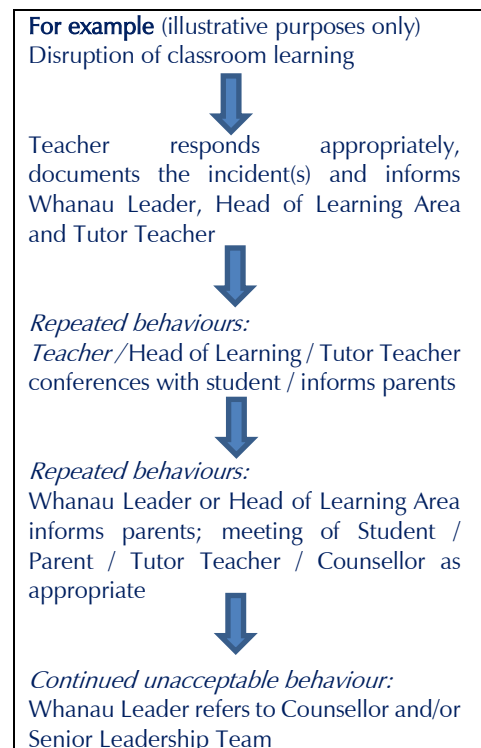
Serious – behaviours will typically be managed by the Deputy Principals, supported by the Principal and Board of Trustees. Such behaviours include serious assault, use or possession of alcohol, drugs, weapons or other items/substances that cause or have the potential to cause harm, or repeated 'major' behaviours.

Consequences may include one or more of:

- Investigation (statements, etc.) as required
- Contact parents / caregivers
- Meeting parents / caregivers
- Involvement of Police / other agencies
- Restorative meeting(s) / circle(s)
- Daily report / Behaviour agreement
- Guidance team referral
- Removal of privileges
- Detention(s) to reflect on behaviour, e.g. write an apology, or complete work missed.
- Community Service
- Referral to the Principal to consider stand down or suspension

The way a behaviour can be 'escalated' may be represented by the diagram to the right. More serious misbehaviours will normally be escalated more quickly to the whanau leader and/ member of the Senior Leadership Team.

Whanau Leaders, Guidance staff and the Senior Leadership Team are always available for consultation regarding student behaviour and discipline.



Stand downs and suspensions from College

A student involved in **continued disobedience** (repeated misbehaviours) or **gross misconduct** (unacceptable / serious behaviour that is a dangerous or harmful example or could cause harm to themselves or others) **may** be **stood down** or **suspended** by the **principal** (or person with delegated authority). (Section 14(1) / 14(2) of the Education Act 1989).

1. A Stand-down is the formal removal of a student from school for a specified period, not exceeding 5 school days in any one term and 10 days in total that year.
2. A Suspension: should a student either exhaust their 5 days in one Term or 10 days of stand-down in a year and/or engage in serious misbehaviour, the student may be suspended from College. A suspension is also the formal removal of a student from school until the board of trustees decides the outcome at a suspension hearing that must be held within 7 school days.

The Board of Trustees Disciplinary Committee considers the misconduct and can make one of four decisions: reinstate, reinstate with conditions, extend the suspension conditionally or exclude the student (if under 16 years), or expel the student (if over 16 years of age). Students who are stood-down or suspended may be required to attend College for counselling or to access an individual educational programme being provided during the period of stand-down or suspension, where appropriate.

5.4 Detentions

One of the consequences for behaviour is a 'detention' where a student is to attend a supervised session outside class time. Ideally these are used to reflect on the behaviour that resulted in the detention and what can be done to change that behaviour. The time may also be used to address the issue, e.g. incomplete work may be completed.

College has different types of detention.

- **Class/Department Detentions:** Subject teachers will issue and supervise these detentions. These may be at lunchtime or after school and are typically for classroom behaviour or non-completion of work.
- **Whanau Detentions:** These are the Whanau Leaders' detention and held each week in the Whanau, typically for uniform infringements or other unwanted (minor) behaviours.
- **College Detentions:** These are given and supervised by Whanau Leaders or Senior Leadership Team. They are held on Tuesday and Thursday lunchtime, for approximately 30 minutes. An email notification will be sent to parents/guardians. These are typically set for repeated lateness, truancy, or major unwanted behaviours, including repeated 'minor' behaviours.

For any after-school detention of *more than half an hour* the College will give the students 24 hours' notice.

Please notify the College if there is any reason that a student cannot be kept back after school if required.

6. BOOKING COLLEGE FACILITIES

College facilities, including the Performing Arts Centre, Gymnasium, Conference Centre, Grounds/Courts, Whanau Commons are available for hire. Please refer to the College website: www.bdsc.school.nz/our-school/facilities or contact the Business Manager, Mrs Diedre Lane, on 273 2310, ext. #240, or business@bdsc.school.nz

7. BYOD and COMPUTER ACCESS

Botany Downs Secondary College expects all students to bring their own device (BYOD) to support their learning. Students can access the internet using the wireless network on campus, and access learning materials provided by the college. This includes access to Office 365 and Monitor Web Printing (to print to school printers). Learning is enhanced when a student has his/her own device, one that can be used anywhere. Having your own device means the student can use the device that he or she prefers and increases the amount of time a device is accessible for learning, both at college and at home.

The most suitable device *for learning* is a laptop or similar with a keyboard, and reasonable screen size. You may wish to consider a device that allows a stylus or pen to be used, as this enables a blend of typing, writing and drawing. A smartphone is not suitable. More information about specifications is below.

Information Communication Technology (ICT) is used to promote an active and interactive learning environment, allowing students to further develop their 21st century competencies of digital literacy, communication and working collaboratively to problem-solve and think creatively. It is important that our students develop their critical thinking skills as well as using technology to complete tasks. The Years 9 to 13 curriculum and learning activities have been adapted so that teachers can rightfully expect students to bring their device every day, just as one would expect stationery or any other materials.

Every student at the college is issued with a unique network username and password(s) which allows him/her to log onto the College's network when onsite. All students have access to a cloud-based service (Office 365) which gives them a personal College Outlook email account, document storage (OneDrive) and the ability to view, edit and create Microsoft Office documents in the cloud and access learning materials/activities provided in SharePoint or using OneNote Classroom Notebooks. Office 365 is a web-based version of Microsoft Office that allows for creating and opening/editing Word, Excel, Power Point, OneNote documents and integrates with the full Office suite, if available on the device.

Note: **The Office 365 Student Advantage Programme** allows BDSC students, **free of charge**, to install the Microsoft Office suite (Word, Excel, PowerPoint, OneNote, etc.) on up to 15 devices (Windows or Mac versions) – *new students will receive information by email about how to install this suite at the beginning of Term 1.*

A student's logon identity is used to track the activity of each student on the BDSC network, keeping a record of his or her internet activity, and his or her use of network printers. **Consequently, it is a requirement that a student's username and password are confidential as per the ICT Cybersafety Agreement signed at enrolment.**

College requirements for a device are:

- A Laptop (or equivalent hybrid);
- At least 12" (30 cm) screen size;
- Wireless Connectivity using 802.11n (or higher)
- 6-8-hour battery life from one charge (minimum)
- Preferably light and robust
- A protective carrying case
- Operating System
 - Most compatible: **Windows** 10 – this is the system the College network uses (or Windows 8).
 - **Other operating systems** that have the appropriate wireless connectivity are supported, e.g. Mac OS v.10.10 or newer, Android, ...
- Must support software requirements below
 - Up-to-date Antivirus Software
 - The ability to install and run the Microsoft Office Suite (**free for BDSC students** with the Student Advantage).
 - Optional: Selected Adobe Software, if appropriate for courses chosen by the student, e.g. Design courses may require Adobe Photoshop
 - Higher specification machines may be required for Year 10 Digital Technology, Year 10 Digital Art, and Level 1-3 Design or Digital Technology classes, so consider the expected lifetime/usefulness of the device.

Students are encouraged to use their own devices (including phones) as personal organisers, keeping track of homework or assessment requirements, in addition to maintaining a diary.

CARE AND MAINTENANCE OF DEVICE

- Our on-site technician is able to help students with internal technical issues (i.e. connectivity, printing, etc.) but the security and care of the device is the responsibility of the student and parents/caregivers.
- **We recommend ensuring personal insurance covers loss or damage to a device whilst at College.**
- Devices that are not being used should be kept locked in a student's locker.
- If a student's device is damaged or has technical problems that means it cannot be used at College, then we ask parents to notify the College (by note or email to the whanau tutor / leader) and to make repair a matter of priority, to minimise any loss of learning.
- **Equity:** A limited number of personal devices is available for student loan in case of hardship; please contact your child's whanau leader to find out more.

For further information about BYOD please visit Harvey Norman's website: <http://www.harveynorman.co.nz/computers>. New Era has partnered exclusively with Harvey Norman nationwide to ensure availability of superb hardware at a competitive price, and a great retail BYOD experience for students and parents (including technical support). For more information contact Harvey Norman on 0800 464 278

If you have any queries, please feel free to contact the College.

8. COLLEGE CAFÉ

The College Café is open daily at interval and at lunchtime following sit-down lunch in the Whanau Houses. A Café menu and price list is available on the College website. <http://www.bdsc.school.nz/our-college/student-care-and-wellbeing/cafe/>

9. COLLEGE HOURS

Students are encouraged **not** to be at school before **8.00 a.m.** as we cannot guarantee they will be supervised. Students are expected to be at school 15 minutes before the scheduled start of class, i.e. by **8:30 a.m.** and ready to learn by 8:45 a.m., except on Thursday when students should arrive by 8.45 a.m. for a 9.05 am start.

- **Monday** 8:45 a.m. - 3:05 p.m.
- **Wednesday, Tuesday, Friday** 8:45 a.m. - 3.15 p.m.
- **Thursday** 9:05 a.m. - 3:15 p.m.

Students must remain on site once they have arrived at College, until the end of the school day.

Being punctual is important to maintain a positive learning environment; consequently, there are impositions for lateness. Please note that if you want to allow your child to go to Botany Town Centre before school then they should be dropped off there, as they may not be allowed to exit the College once they have come into the grounds. This is because our duty of care can only be achieved on site.

Students should not be in Whanau Commons unless supervised by a member of staff. The Library is open until 4.00 pm most days (4.30 pm on Tuesdays and Thursdays).

On Thursdays, there is later start as all teaching staff are involved in Professional Learning from 8:15 to 9:00 a.m.

Refer to Section 22: Timetable Structure for an overview of the College Week.

10. DAILY NOTICES

Daily notices for students are displayed on the plasma screens in each of the Whanau Commons before school, interval and lunchtime. Students and parents may access the daily notices through the Notices tab of the Web Portal: <http://webportal.bdsc.school.nz>

11. DONATIONS

The College donation helps cover shortfalls in government funding to cover such items as class materials, computer technology, library books, the school magazine, sports and cultural equipment, or any such purpose as may be approved by the Board of Trustees.

The College donation, set by the board of trustees, is \$275.00 per student. Families with three or more students are not asked to contribute for the third and additional student(s).

Discounts can no longer be offered to families who pay a donation early as this is in breach of the Ministry of Education Guidelines. Parents still have a choice of how much they want to donate to the College.

The school magazine will no longer be gifted to families who have paid their donation as we have been advised that this is considered a 'thank you gift' and impacts the tax treatment of the donation.

Donation tax credits can be claimed from the Inland Revenue Department. You can find out more about this, and apply, by visiting the page about donations on the [IRD's website](#).

The College is very appreciative of the support from families who pay the school donation.

A donation may be made:

- via the BDSC Web Portal (<http://webportal.bdsc.school.nz>) using the Financial option (via DPS); or
- by internet banking direct to our account: Botany Downs Secondary College, ASB Botany Branch, Account **12-3040-0700750-01**
It is important to record the student ID number, family and first name of the student, and the item you are paying for i.e. donation, sport etc. as reference information to appear on our bank statement
- by cheque, EFTPOS, credit card or cash at the Finance Office.

With any of the above payment options we are willing to accept payment in instalments, which can be arranged at the Finance Centre.

12. HOMEWORK / HOME STUDY

Homework or home study may constitute a review of lesson content and skills, reflection about each lesson, preparation for the next lesson or extension work that builds on key lesson ideas. Students may also be reading set texts, completing long-term assignments as well as completing work started in class. As students progress to high levels of study, less direction for the use of at home study can be expected, as students are expected to be more independent. Senior students that make time to reinforce learning and practise their skills, are often more successful.

The amount of homework set is at the discretion of the teacher, but in general terms *should not exceed* the following:

- Years **9** and **10** - **20 minutes** per subject each day (i.e. 100 minutes per day)
- Years **11** and **12** - **25 minutes** per subject each day (i.e. 2 hours)
- Year **13** - **30 minutes** per subject each day (i.e. 2.5 hours)

12.1 Paid Employment

While there are clear benefits in having a paid job, both financial and in terms of gaining work skills and experience, it is recommended that college students not exceed 15 hours part-time employment per week (outside of College hours). Longer working hours may affect students' ability to keep up with coursework or to prepare adequately for assessments, as well as affect the time available for co-curricular activities that have clear developmental benefits. This could affect students' well-being, including increased stress due to pressure to perform well both at work and college. There are [some studies](#) that have linked higher working hours to lower grades and academic outcomes, although the exact nature of the link is complex. If students are in paid employment, they must ensure they manage their homework, assignment and/or assessment work, and their co-curricular commitment. Communication with teachers is essential to ensure there is understanding and support available.

13. LIBRARY

The Library is open from 8.00 a.m. – 4.00 p.m. daily with extended hours to 4.30 p.m. on Tuesdays and Thursdays.

14. LOCKERS

Lockers are available for student use in each Whanau at a cost of \$5. Use of a locker is a privilege. Whanau Leaders will allocate lockers to each student who wishes to use one and maintain a register of this allocation. Students are to provide their own locks. The lockers should not be marked or labelled or have stickers applied, either inside or outside. If a Whanau Leader believes the contents of the locker are a health hazard e.g. due to food left in lockers, etc., they reserve the right to remove the lock and inspect and clear the locker. Students found to be misusing lockers will lose this privilege.

15. LOST PROPERTY

Students are responsible for keeping possession of their property, however property is sometimes misplaced. Refer to Section 18: Personal Property.

Any property that is named can easily be returned, so all property should be labelled with a student's name.

Any lost property should be handed into Student Services, as a central location to store and claim items.

Lost unnamed property will be held in each Whanau Leader's Office or Specialist area and students are encouraged to claim it. **On Friday each week unclaimed items will be sent to Student Services.** Students can make enquiries at Interval or lunchtime each day, and are encouraged to retrace their steps or check with the whanau lost property areas and Student Services. A record will be kept of students claiming items (signed by students claiming items).

Unclaimed items will be donated to charity at the end of each term.

16. MUSIC TUITION

Tuition is offered at the College for a range of musical instruments e.g. drums, clarinet, and guitar. There is a variety of musical groups in the College that students can choose to belong to. Musical groups at the College and tuition by itinerant teachers are coordinated by the Head of Music.

17. OUT OF BOUNDS

In general, students must remain in areas that are supervised by staff, unless with prior and specific permission. *Students must remain on site once they have arrived at College until the end of the school day, unless an Exit pass is obtained (refer to Section 1.3)*

Please note that if you wish to allow your child to go to Botany Town Centre before school then they should not arrive at College first, as they may not be allowed to exit once they have come into the grounds. This is because our duty of care can only be achieved on site.

Students who leave the College grounds during the College day are required to obtain an Exit Pass from Student Services (refer to section 1.3). Students going to the dentist, doctor or leaving the College for other accepted reason must show their class teacher their approved Exit Pass and have signed out at student services.

The following areas are **out of bounds** for all students:

- **Being in the wrong Whanau commons** at 'sit down lunch' is considered as 'Out of Bounds'
- **Botany Town Centre** – unless accompanied by a guardian or appointment permission slip (yellow exit card), or Year 13 students on Botany lunch days.
- The **main reception area** - should only be used when instructed by staff.
- The **staffroom** – at all times (unless if instructed by staff, e.g. presenting to staff)
- The **slip road** at the front of the school.
- The **Logan Carr Reserve** (on the College's northern boundary).
- Students must remain closer than the cricket pitch on the fields, unless using the football field beyond for games.
- **Dannemora Kindergarten.**
- The **Staff/visitor car parks** at the front, back and sides of the college - students may only cross at the designated crossing areas.
- **Lifts** – except with teacher approval or when needing the lift for accessibility needs.
- **Level 2 of the college** is out of bounds at lunchtime and interval, unless directly supervised by a teacher, or seeing the Sports Coordinators.
- **Behind the PAC and Gym**, and the **access road** to the South of the College.
- **Note: Lockers** may only be accessed outside of class instruction time and not between periods 1 and 2 or periods 3 and 4.

18. PERSONAL PROPERTY

All personal property must be clearly named, preferably in a way that is permanent or not easily removed. In many cases lost property could easily be returned if only it were named.

The College cannot accept responsibility for loss, theft or damage to items / property brought to College, especially when loss or damage is due to a lack of care by students that do not take enough responsibility for their own gear.

Bicycles (or scooters) must be stored and locked in the racks provided using a good quality cable and padlock. Too many students rely on the additional lock that gets placed by the ground staff; this is a poor habit.

Sports balls should be kept in whanau lockers/ Storage areas not carried to each class.

There are items that are banned from the college or college trips/functions as possession or use of these items that have the potential to cause harm or damage (to people and/or property) or cause offence. Refer to Section 9.2 (Unacceptable Behaviour).

For ease of reference the list is repeated here. The list includes, but is not limited to:

chewing gum	permanent markers	tobacco	alcohol
weapons*	knives	guns	lighters / matches,
lasers	offensive images/media	drugs*	vaping cigarettes, etc.

or other harmful substances (including synthetics) not named above;
or replicas or substitutes for any such items or substances (that may be misconstrued as being harmful), e.g. replica weapons*, vaping cigarettes, etc.;

18.1 Use of Mobile Phones

In general, mobile phones may only be used outside of class time (morning tea and lunch time) or with the explicit permission of a teacher. BYOD devices (refer to Section 7) should be used in class time for learning activities, for example, to record homework, or search for information. **Phones must therefore be kept inside a student's bag (or locker) during class time.**

To be clear, BYOD devices should not be used for messaging, social media, gaming, updates, etc., either. This includes checking for messages or contacting parents (this can be done at break time; urgent messages should come via Student Services).

Students should not ask to go to the toilet in order to use their phone or other device, as this is also a distraction to learning. Students may be asked to leave their phone in the classroom, if the teacher allows a toilet break. Ear buds and headphones should not be used while walking around the school, as this can be a distraction and mean there are more collisions and tardiness getting to the class.

Students must take complete responsibility for their phones and other digital devices or any other valuable item such as sportswear or sporting equipment and musical instruments. It is the responsibility of the student to ensure their security and proper use.

Devices that are not being used should be kept locked in their locker during the school day, turned off or on silent (not vibrate). The security of the device remains the responsibility of the student.

18.2 Surrender and Retention of property (confiscation)

Legal background: School teachers or other authorised staff members are allowed to ask a student to produce, reveal or surrender an item or device, or the device on which an item is stored, so long as there is reasonable grounds *to believe the item/device is likely to endanger safety, likely to be detrimental to the learning environment or be harmful* - Education (Surrender, Retention, and Search) Rules 2013.

The definition of 'detrimental' to the learning environment is broad as it is up to the professional judgement of teachers/authorised staff. Detrimental can include the *distraction of learning* due to unapproved use of a device. Also, non-uniform items can be a distraction to the learning environment as they contravene the uniform code and therefore must be addressed.

College teachers or other authorised staff members can ask a student to produce, reveal or surrender:

- Items, including those that contravene the uniform standards (e.g., jewellery, caps, etc.), behavioural expectations (e.g. banned items) or that are not being used for learning with explicit teacher permission may be temporarily confiscated (e.g. phones).
- **Phones** or other **devices** may be searched and confiscated when there is due cause to suggest the device is being used to produce or store harmful digital communications

Please note that in circumstances where there are reasonable grounds to suggest a student has a harmful item, but refuses to reveal or surrender it, then a search is permissible, and will be carried out under the relevant search and surrender guidelines.

Any concerns about search, surrender and retention of items should be discussed with a deputy principal or the principal.

Confiscated items:

- **Banned items** will be kept until collected by a parent or caregiver or passed to another agency (for example Police).
- **Non-uniform items** (e.g. jewellery) may be held until the end of term.
- **Phones** may be held by the teacher until the end of the lesson or, if handed into the office for secure storage, may be collected by students at the **end of the week**. If the device is confiscated on Friday, the item may be collected on the following Monday.

Note: A phone may be collected by a parent/caregiver from the office at any time. If collection in person is not possible, and circumstances require it, please contact a deputy principal to discuss.

19. REPORTING TO PARENTS

19.1 Sharing information:

Reporting to parents is an important way that the college helps support student progress and achievement. Reporting to parents involves informing parents of assessment data and other information that allows parents to engage with the student and the college. Ideally, there is an ongoing and shared conversation about progress and how we can further support learning together. This happens through a range of communication modes.

Parents and students can review results of assessments and any feedforward comments provided by teachers via the Parent/Student Web Portal. Key competencies are assessed and reported in Terms One, Two and Four, and these provide indications of students' engagement with and attitudes towards learning. Progress towards NCEA is reported by regularly tracking the number and quality of credits achieved, along with overall teacher judgements (OTJs) that take available information and summarise if students are on track to achieve in each subject.

Parents/caregivers are invited to contact whanau leaders or subject teachers by email or phone whenever they have a query. Refer to [Staff Directory](#) at www.bdsc.school.nz for details.

Face-to-face opportunities are important as these provide an opportunity for a shared conversation about learning, between the student, parent and teacher or tutor or mentor. We encourage parents to continue to engage in conversations about the education of their children, even as they get older and may prefer parents did not.

Tutors and/or mentors and whanau leaders maintain an oversight of the progress of students and may make contact with parents to highlight potential issues and interventions, and provide summative comments at the end-of-year report.

There are several ways we 'report to parents':

- **Ongoing reporting of progress and achievement (subject-based)**
 - Webportal – assessment grades, comments and Progress 'GPA'
 - Email/phone – when there is a need for direct contact (parent <-> teacher)
 - NCEA Progress updates by email – regularly updating credits earned.
- **Face-to-face meetings / conferences**
 - Mentor meetings in Term 1, for senior students that need additional guidance or support;
 - Subject-based student-teacher-parent conferences in Term 2;
 - By appointment, initiated by either staff or parents, e.g. teacher, tutor, whanau leader(s).
- **Written reports**
 - There are three reports, Term 1 ('interim'), Term 2 ('mid-year') and Term 4 ('end-of-year'), that include:
 - Key Competencies grades (Years 9-13)
 - Overall teacher judgements (Years 11-13)
 - NCEA Summaries (Years 11-13) – included as part of report
 - Comments by tutors / mentors and/or whanau leaders in Term 4 reports.

19.2 Reports

There are three 'reports' that are available for download from the Webportal. Parents will receive an email advising when reports have been published. Dates for 2020:

- **Term 1**
 - Week 8: Tuesday 17 March
 - **Term 2**
 - Week 4: Friday 19 May
 - **Term 4**
 - Years 11 and 12: Week 3 – Friday 30 October;
 - Year 13: Week 8 – Friday 4 December;
 - Years 9 and 10: Week 8 – Thursday 10 December.
- **Term 1 (Interim) Report:** Key competency grades from each subject teacher summarising how students have settled into their learning at the start of the year. There is an explanation of key competencies included in the report to give meaning to the grades and provide suggestions about how to improve.

The four Key Competencies are

- **Managing Self** – being prepared for learning (organisation), being an active learner, striving for improvement.
- **Managing Self** – Learning beyond the classroom (Homework) – meeting deadlines and managing time.
- **Participating and Contributing** – actively contributing to all learning including discussions, group work and effective communication.
- **Relating to Others** – sharing ideas, effective listening, collaborating and leadership skills where appropriate.

The scale used is: Excellent, Very Good, Acceptable, Needs Attention and Of Concern

- **Term 2 (Mid-year) Report:**

This report is just prior to the Student/Parent/Teacher conferences and can be discussed with Teachers then.

 - **Years 9 and 10:** like the Term 1 report.
 - **Years 11-13:** like the Term 1 report, with an NCEA Summary.
- **Term 4 (End-of-year) Report:**

This report is like the Term 2 report but also includes a summative **tutor comment** and, where appropriate, a comment by the whanau leader or assistant whanau leader.

19.3 Grades

Grades that are reported for assessments are typically standards-based, as for [NCEA, and the meaning of grades is similar](#). There are four main grades. The criteria for each grade for each assessment varies for each learning area and each specific assessment. However, in general, this guide may help interpret grades:

- Achieved (A) for a satisfactory performance, can demonstrate the ability to describe, state or name ideas;
- Merit (M) for very good performance, can demonstrate the ability to explain ideas
- Excellence (E) for outstanding performance, can demonstrate the ability to discuss ideas in depth.
- Not achieved (N) if students do not meet the criteria of the assessment.

In some cases, there are additional grades to further distinguish performance, such as high excellence, high merit, high achieved and high not achieved etc.

19.4 Conferences

There is one scheduled whole-school opportunity to meet face-to-face (kanohi ke te kanohi) in Term 2, following the report.

In 2020 this opportunity will comprise 5-minute briefings about progress in each subject. If more time is required to discuss, then an alternative time must be scheduled.

TERM ONE:

- **Year 9 - Meet the Tutor**– opportunity to meet the tutor and discuss common questions that parents may have, along with sharing information about individual needs.
- **Student-teacher mentor meetings:** For students who need additional academic mentoring, and have been allocated a mentor, parents will be invited to meet with the mentor and student in Term One. This purpose is to ensure that expectations are clear, goals are shared and pathways (courses and careers) are discussed. Students will spend time with their mentor preparing for this meeting. Meeting face-to-face will help reinforce the home-college partnership we may need throughout the year to address any concerns.

TERM TWO

- **Years 9-13 - Student-teacher-parent conferences:** Subject teachers, and students, present a summary of how the student is progressing and any next steps required. The nature of the conference is a focused dialogue (as it is timed for 5 minutes). If further time is needed it must be organised for another time (unless the teacher has time available that evening).

20. STATIONERY

The stationery requirements for all courses may be determined and ordered online through the Office Max My School website www.myschool.nz. Simply type 'botany' in the school search box and select Botany Downs Secondary College. Please note this is not applicable for International students. International student stationery is ordered by the college. All students in Years9-11 should have a diary.

Take-home write-on customised workbooks or other resources (such as Education Perfect) that are *highly recommended* for some subjects are also only available from the My School website. Costs of *take-home materials* for some subjects may also be paid at the My School website (as well as through the Parent Portal).

[Our website has stationery requirements listed by year level.](#)

21. TERM DATES

[The school terms are advised by the Ministry of Education.](#) The Ministry has allocated 2 'teacher-only' days in 2020 to assist with the review and implementation of NCEA. For BDSC these dates are Thursday 6 August and Thursday 19 November.

Term 1	Thursday 30 January to Thursday 9 April Monday 27 January Auckland Anniversary Day Thursday 30 January Year 9 Welcome and Orientation (9 am – 2 pm) New Year 10-13 Students Orientation (9 am – 12 pm) Friday 31 January Year 9 arrive at 9.00 am; finish at 2pm Year 10 arrive at 10.00 am; finish at 2pm Year 11 arrive at 11.00 am; finish at 1.30pm Monday 3 February College starts on full timetable for ALL year levels. Arrive at 8:30 am for an 8:45 am start in TUTOR class. Tuesday 4 February Year 9 Parents Meeting (7 pm) Thursday 6 February Waitangi Day Note: Good Friday, Easter Monday, Easter Tuesday and ANZAC Day are in the Term 1 Holiday
Term 2	Tuesday 28 April to Friday 5 July Monday 1 June Queen's Birthday
Term 3	Monday 20 July to Friday 25 September <i>Thursday 6 August NCEA teacher-only day</i>
Term 4	Monday 12 October to Thursday 10 December* Monday 28 October Labour Day <i>Thursday 19 November NCEA teacher-only day</i> *subject to change, please check the website.

[Key dates and events can be viewed on our website.](#)

21.1 Term 1: Years 12-13 Commencement Procedures:

Course confirmation Day Thursday 30 January:

Only new Year 12 and 13 students and returning Years 12 and 13 students requiring option changes, either due to changed plans, or not meeting entry prerequisites, must attend.

Current students who need to confirm their course **must** report to their whanau leader in their whanau at the times below. *All new students to the college are to assemble at Reception.*

Once year 12 and 13 students' timetables are confirmed they may leave to ensure they are ready for the start of classes on **Monday 3 February**.

Thursday 30 January	11.00 am	Year 13 students requiring option changes only.
	12.00 pm	Year 12 students requiring option changes only

21.2 Term 1: Years 9-11 Commencement Procedures:

Students are to assemble outside the Performing Arts Centre

Thursday 30 January	9.00 am – 2.00 pm	Year 9 Orientation Programme: gather between the Performing Arts Centre and Blake Whanau. Following the powhiri / welcome, students will be allocated to whanau and parents can go with them to their whanau.
	9.00 am – 12.00 pm	<u>New Years 10-13 Orientation:</u> as above. After the welcome, new students will complete an orientation programme.
Friday 31 January	9.00 am – 2.00 pm	Year 9 Orientation continues (in tutor classes)
	10.00 am – 2.00 pm	Year 10 start up programme, starting with an Assembly in the Performing Arts Centre
	11.00 am – 1.30 pm	Year 11 start up programme, starting with an Assembly in the Performing Arts Centre
Monday 3 February	8.45 am – 3.05 pm	Arrive at 08:30 am for an 8:45 am start in TUTOR class. College starts on full timetable for ALL year levels.
Tuesday 4 February- Wednesday 5 February	8.45 am – 3.15 pm	Normal timetable
Thursday 6 February	Holiday	
Friday 7 February	College closed	College resumes on Monday 10 February, on regular timetable.

22. TIMETABLE STRUCTURE

Student timetables may be viewed on the Web Portal (refer to Section 3: BDSC Web Portal for details) but the overall timing of the College day is below for ease of reference.

BDSC TIMETABLE for 2020				
Monday	Tuesday	Wednesday	Thursday	Friday
8:25 Whole Staff	8:15 Whanau Staff	8:25 Whole Staff	8:15 Professional Learning	8:25 Whole Staff
8:45 Period 1	8:45 Period 1	8:45 Period 1	9:05 Period 1	8:45 Period 1
9:45	9:45	9:45	10:05	9:45
Period 2	Period 2	Period 2	Period 2	Period 2
10:45	10:45	10:45	11:05	10:45
Interval	Interval	Interval	Interval	Interval
11:05	11:05	11:05	11:05	11:05
11:10 Tutor	11:10 Whanau Assembly	11:10 Tutor / Mentoring or Assembly	11:25 Interval	11:10 Tutor / Mentoring or Assembly
11:20 Period 3	11:30 Period 3	11:30 Period 3	11:30 Period 3	11:30 Period 3
12:20	12:30	12:30	12:30	12:30
Period 4	Period 4	Period 4	Period 4	Period 4
1:20	1:30	1:30	1:30	1:30
Lunch	Lunch	Lunch	Lunch	Lunch
2:00	2:10	2:10	2:10	2:10
2:05 Period 5	2:15 Period 5	2:15 Period 5	2:15 Period 5	2:15 Period 5
3:05	3:15	3:15	3:15	3:15

23. TRANSPORT MANAGEMENT PLAN

To ensure the safety of all members of the College Community we have a traffic management plan. We promote students **walking to and from College** whenever possible, not only as a means of personal fitness, but also to keep traffic around the college to a minimum. **We ask for the co-operation of parents and students in following the plan.**

Most students that attend BDSC live within 2 km of the college, and the primary mode of transport to and from college should be by foot or bicycle. Even during inclement weather, the use of raincoats and umbrellas is recommended rather than using vehicles.

Vehicles may not drop off or pick up students inside the college grounds, unless students have genuine limited mobility.

23.1 Student Foot Traffic

- **Chapel Road entrance / exit** - All students coming to and from the College must cross Chapel Road at the Traffic Light Controlled Intersection.
- **Kilkenny Drive entrance / exit** - Students are to use the pedestrian crossing at the exit. Please encourage your son / daughter to **STOP, LOOK, LISTEN**, before crossing.

23.2 Students Arriving and Exiting by Bicycle

- All students must wear a helmet (this is a legal requirement)
- Students crossing Chapel Rd must dismount and use the pedestrian crossing at the traffic lights.
- Riding of bikes in the College grounds is permitted only on the **internal road:** (Foundation Avenue). Otherwise, bicycles must be pushed, to minimise the risk of injury to pedestrians on paths.

23.3 Students Arriving and Leaving School by Parental Vehicle

When parents/caregivers need to drop off or pick up students from college, we request that this traffic management plan is adhered to.

Our large student population and density of internal traffic, without a dedicated drop off zone, and the continued use of the Chapel Rd traffic lights to enter the college causing cross-over traffic has affected our ability to ensure the safety of students. Consequently, we have restrictions on the traffic that can enter the college grounds, at the start (7.45 am to 8.45 am) and (3.00 to 3.45 pm).

Vehicles may not drop off or pick up students inside the college grounds, unless students have genuine limited mobility.

Be aware of any no stopping or no parking zones around the college – be sure to adhere to these restrictions, otherwise council authorities or police may act.

The College requests that parents do not pick-up or drop off students on Chapel Road, as this road has no parking zones, and high traffic flow that would make this hazardous. Cars are not allowed to pick up or drop off students in the church carpark to the south of the College.

In case of limited mobility, parents can use the mobility zone at the front of the college (enter via the northern gate, turn right, and exit to the south, give way and then exit via the controlled intersection. Aside from limited mobility access, the front road is **closed to through traffic** and is for staff parking only, except for the provision for disabled car access and parking at the front of the administration block, plus limited visitor car parks for official business *during the school day*.

23.4 Students Driving Cars to College

While the Board discourages students driving to college to promote walking and reduce traffic, the College realises that there may be some students that need to drive. "Application to drive" forms are available on Office 365. There is no onsite parking available at BDSC.

No students may park at Botany Town Centre from 2020.

From 2020, student parking at Botany Town Centre is no longer possible during the school day. Anyone parking there is liable to the same restrictions of parking as any other person. Students that choose to park in the surrounding streets need to be sure to adhere to the restrictions in effect, otherwise they are liable to face the legal consequences (outside the control of the college).

24. TRANSPORT FROM WHITFORD

There is no free transport provided from the Whitford and Peninsular areas.

25. UNIFORM AND PRESENTATION STANDARDS

25.1 Uniform Shop Opening Hours

Uniform items are available from the Uniform Shop on the College site.

Term time opening hours are:

Monday, Wednesday and Thursday	:	8:00 – 9:00 a.m.
Tuesday	:	3:15 – 4:15 p.m.
Friday	:	Closed

Additional times at the start of the year and each term to ensure all students have the correct uniform will be advised separately (refer to web site www.bdsc.school.nz)

25.2 College Uniform and Presentation Regulations

Every student will wear correct uniform. This applies to students who are:

- Attending College
- Travelling to or from College
- Attending school functions
- Representing the College
- Identifiable as Botany Downs Secondary College students in a public place.

College uniform items, such as trousers, skirts and blouses must not be modified beyond adjusting the length and must continue to meet College regulations regarding length. Tapering trousers and narrowing blouses and skirts is not permitted. Modified items will need to be replaced.

The College is judged in public by the uniform standards shown by students. We value the support of parents to ensure the standards are adhered to as agreed upon enrolment.

Incorrect uniform or a combination of College uniform, the sports uniform or mufti is unacceptable. Students not in correct uniform are required to have a note from home explaining the reason for their discrepancy and the note is to be handed to the Whanau Leader for approval at the start of the day concerned. The Whanau Leader, if appropriate, will issue the student with a temporary Uniform Pass.

Summer uniform is worn during **Terms 1 and 4** and **Winter** uniform is worn **Terms 2 and 3**.

Please ensure all items are labelled clearly with name inside the garment.

Uniform or grooming exemptions for cultural or other reasons.

Exemptions from the uniform or grooming standards may be sought where its literal application could unduly infringe upon a student's religious, cultural or other beliefs.

Requests for exemptions from the general standards must be made in writing to the principal and must state both the exemption sought and the belief which could be compromised if the exemption were not granted. The granting of any exemptions to the general standards shall be at the sole discretion of the principal.

25.3 Years 12-13 Uniform Standards

All uniform items must be the regulation BDSC items or otherwise as described below.

SENIOR GIRLS UNIFORM	SENIOR BOYS UNIFORM
Years 12 and 13	
<p>Summer (Terms 1 and 4):</p> <ul style="list-style-type: none"> Navy blue merino wool, mid-calf length skirt with side pleats (with College emblem) Sky blue twill striped short-sleeved blouse 	<p>Summer (Terms 1 and 4):</p> <ul style="list-style-type: none"> Navy blue regulation long trousers OR Navy-blue regulation shorts (College emblem on back pocket) Sky blue striped short-sleeved College shirt, worn tucked in and with the top button undone (unless wearing a tie) Black leather or leather-look (not canvas) belt with standard buckle must be worn with the trousers.
<p>Winter (Terms 2 and 3):</p> <ul style="list-style-type: none"> Navy blue merino wool, mid-calf length skirt with side pleats (with College emblem) Sky blue twill striped short sleeved blouse or optional long-sleeved blouse College tie (optional) - with college emblem 	<p>Winter (Terms 2 and 3):</p> <ul style="list-style-type: none"> Navy blue regulation long trousers (College emblem on back pocket). Sky blue striped short sleeved shirt <u>or</u> optional long-sleeved shirt worn <u>with</u> a BDSC tie. Shirts are worn tucked in. Long sleeves are not to be rolled up. College tie - with college emblem Black leather or leather-look (not canvas) belt with plain buckle must be worn with the trousers
<p>Jersey: Burgundy, V-neck long line jersey with College emblem.</p>	
<p>Footwear:</p> <ul style="list-style-type: none"> No decorations (e.g. ribbons, bows, diamantes, non-functional buckles). No ballet flats or boat or platform shoes permitted. Footwear is to be kept clean / polished <ul style="list-style-type: none"> <i>Examples of approved styles are included on the next page.</i> Summer: Regulation College French navy-blue, <u>knee-high</u> socks (with narrow burgundy stripe), to be worn pulled up Winter: Regulation College French navy-blue <u>knee-high</u> socks (with narrow burgundy stripe), to be worn pulled up, or plain French navy-blue tights may be worn Summer (optional): Black leather sandal, with heel/sole no higher than 4 cm and an ankle strap, e.g. Roman Sandal Not permitted: <i>high-heel or platform shoes, patent leather, canvas, suede leather, ballet-type backless shoes, boots, scuffs, jandals, slippers, track shoes or casual street brand shoes such as Nike, Chuck Taylors or Vans.</i> 	<p>Footwear:</p> <ul style="list-style-type: none"> Plain black leather shoe with a heel/sole no higher than 4 cm. i.e. black leather lace-up college or dress shoe; black dress slip-on shoe may <u>only</u> be worn with long trousers. No decorations or boat shoes permitted. The shoes must be able to be polished, and are to be kept clean and polished <ul style="list-style-type: none"> <i>Examples of approved styles are shown below.</i> Navy blue regulation College socks, to be worn to the knee with the shorts or long trousers; OR plain navy blue (short) business socks (either with BDSC emblem or not) may be worn with long trousers Summer (optional): Black leather sandal, with heel/sole no higher than 4 cm and an ankle strap, e.g. Roman Sandal Not permitted: <i>high-heel or platform shoes, patent leather, canvas, suede leather, ballet-type backless shoes, boots, scuffs, jandals, slippers, track shoes or casual street brand shoes such as Nike, Chuck Taylors or Vans.</i>
<p>Cap (optional): The College cap is recommended for outside wear in Terms 1 and 4.</p>	
<p>BDSC Sports sweatshirt:</p>	<p>This is to be worn only during sporting activities.</p>
<p>Blazer (optional) and Tie:</p>	<p>Must be worn when representing the college for formal occasions. The blazer may be hired from the college.</p>
<p>College Jacket and Scarf (optional): Navy blue nylon jacket with a water-resistant coating and College emblem.</p> <ul style="list-style-type: none"> The regulation jacket is the only jacket permitted to be worn with the College uniform. The College scarf may only be worn in the winter terms (Terms 2 and 3). Must not be worn inside classrooms. 	
<p>Note: Any garment worn under the blouse/shirt for extra warmth must be white and not visible (V-neck)</p>	

25.4 Years 9-11 Uniform Standards

All uniform items must be the regulation BDSC items or otherwise as described below.

GIRLS UNIFORM	BOYS UNIFORM
<p>Skirt:</p> <ul style="list-style-type: none"> Navy blue merino wool, mid-calf length skirt with side pleats (with College emblem) 	<p>Shorts:</p> <ul style="list-style-type: none"> Navy blue, lined shorts, single pleat (College emblem on back pocket) Shorts are to be worn <u>above</u> the knee and in a neat and tidy fashion. <p>Long Trousers: <u>Optional</u> for Year 11 Boys</p>
<p>Blouse:</p> <ul style="list-style-type: none"> Striped tailored, short sleeved blouse with College emblem. This blouse is designed to be worn out over the waistband of the skirt. <i>Any garment worn under the blouse must be white or not visible.</i> 	<p>Shirt:</p> <ul style="list-style-type: none"> Striped tailored short sleeved shirt with College emblem. To be <u>worn tucked in</u> and with the top button undone. <i>Any garment worn under the shirt must be white or not visible.</i>
<p>Jersey: Burgundy, V-neck long line jersey with College emblem.</p>	
<p>Footwear:</p> <ul style="list-style-type: none"> Plain black leather shoe with a heel/sole no higher than 4 cm. i.e. black leather lace up college shoe or shoe of an approved style only. Footwear is to be kept clean / polished. No decorations (e.g. ribbons, bows, diamantes, non-functional buckles). No ballet flats or boat shoes permitted. Examples of approved styles are included on the next page. <u>Not permitted:</u> <i>high-heel or platform shoes, patent leather, canvas, suede leather, ballet-type backless shoes, boots, scuffs, jandals, slippers, track shoes or casual street brand shoes such as Sketchers, Nike, Chuck Taylors or Vans, etc.</i> Summer: Regulation College French navy-blue <u>knee-high</u> socks (with narrow burgundy stripe), to be worn pulled up. Winter: Regulation College French navy-blue <u>knee-high</u> socks (with narrow burgundy stripe), to be worn pulled up, or plain French navy blue tights may be worn. Summer (optional): Black leather sandal, with heel/sole no higher than 4 cm and a heel strap, e.g. Roman Sandal 	<p>Footwear:</p> <ul style="list-style-type: none"> Black leather lace up college shoes, with a heel/sole no higher than 4 cm. No decorations or boat shoes. The shoes must be able to be polished and are to be kept clean and polished. Examples of approved styles are included below. <u>Not permitted:</u> <i>high-heel or platform shoes, patent leather, canvas, suede leather, ballet-type backless shoes, boots, scuffs, jandals, slippers, track shoes or casual street brand shoes such as Sketchers, Nike, Chuck Taylors or Vans, etc.</i> Regulation College Navy blue <u>knee-high</u> socks (with broad burgundy stripe), to be worn pulled up. Summer (optional): Black leather sandal, with heel/sole no higher than 4 cm and a single ankle strap, e.g. Roman Sandal.
<p>College Jacket and Scarf (optional): Navy blue nylon jacket with a water-resistant coating and College emblem.</p> <ul style="list-style-type: none"> The regulation jacket is the only jacket permitted to be worn with the College uniform. The College scarf may only be worn in the winter terms (Terms 2 and 3). Must not be worn inside classrooms. <p>BDSC Sports sweatshirt: This is to be worn only during sporting activities.</p>	
<p>Cap (optional): The College cap is recommended for outside wear in Terms 1 and 4.</p>	
<p>Note: Any garment worn under the blouse/shirt for extra warmth must be white and not visible.</p>	

25.5 Physical Education Uniform

Required for all classes in the Health & Physical Education Learning Area.

- Regulation PE shorts (with College emblem).
- Regulation PE sports shirt, in correct whanau colour.
- Sports shoes are strongly recommended for all Health & Physical Education Classes.

25.6 Girls' Shoes – Approved Styles

- Plain black leather shoe with a heel/sole no higher than 4 cm. i.e. black leather lace up college shoe **or** shoe of an approved style only.

The following types of black shoes are examples of **approved styles**, i.e. brands are not limited to those illustrated. If in doubt, please ask before purchasing.

There is no recommendation of supplier and these specific styles may no longer be available.



*Champion II or Bonzer
from Hannahs*



*Eva School Shoes
available from Number One Shoes*



*Pulp "Sq-worm-ish"
available from Hannahs*



*Pulp "Brazilian"
available from Hannahs*



*Ladi School Shoes
available from Number One Shoes*



*Sabrina
available from Number One Shoes*

- **Not permitted:** high-heel or platform shoes, patent leather, canvas, suede leather, ballet-type backless shoes, boots, scuffs, jandals, slippers, track shoes or casual street brand shoes such as Sketchers, Nike, Chuck Taylors or Vans, etc.

25.7 Boys' Shoes – Approved Styles

- **Years 9-10:** Black leather lace-up college shoes, with a heel/sole no higher than 4 cm. No decorations or boat shoes. The shoes must be able to be polished, and are to be kept clean and polished.
- **Years 11-13:** Plain black leather college or dress shoe with a heel/sole no higher than 4 cm. i.e. black leather lace-up college / dress shoe; black dress slip-on shoe may only be worn with long trousers. No decorations or boat shoes permitted. The shoes must be able to be polished, and are to be kept clean and polished.

The following types of black shoes are examples of **approved styles**, i.e. brands are not limited to those illustrated. If in doubt, please ask before purchasing.

There is no recommendation of supplier and these specific styles may no longer be available.



Daytona, available from Hannahs



Rugged Shark, available from Hannahs



*Layton School Shoes
available from Number One Shoes*



*Detention school shoes
available from Number One Shoes*



*Michael Dress Shoes
available from Number One Shoes*



*Cyrus
available from Hannahs*

- **Not permitted:** high-heel or platform shoes, patent leather, canvas, suede leather, ballet-type backless shoes, boots, scuffs, jandals, slippers, track shoes or casual street brand shoes such as Sketchers, Nike, Chuck Taylors or Vans, etc.

25.8 Personal Appearance

Hair:

Students must wear their hair tidy and styled in a *conventional way*. This means:

- Hair must be clean and clear of the face and eyes.
- No unnatural colours, extreme colouring, or streaks and patches of colour.
- No spikes, skinheads, Mohawks, or areas with greatly varying lengths (i.e. patchy hair).
- No signs, letters, or symbols cut into the hair (or eyebrows).
- Any plaits or braids must adhere to guidelines regarding colour (above) and must not have beads or other adornments.
- In the case of clipped hair, a No. 2 or above is acceptable.

Any issues about whether a hairstyle is compliant with these standards will be determined by the Principal, having regard to what would be generally be considered presentable for a person representing an organisation in public.

- If hair is below the shoulder line, it must be tied up using plain black or navy-blue bands, ribbons or clips. Headbands are not permitted.
- Male students' hair should be clear of the bottom of the collar.
- Male students must always be clean shaven.

Body Adornment/Jewellery:

- Students may not wear makeup of any kind. If nail polish is worn, it must be colourless.
- Female students are permitted to wear a pair of small, plain studs - one plain stud in the lower part of each earlobe. A plain small stud is metallic (gold/silver colour) or small clear jewel/diamante style, less than 5 mm in diameter. No hoops or dangling earrings are permitted.
- Male students are not permitted to wear earrings.
- No other visible body piercing (including tongue studs or nose studs) is allowed.
- Tattoos must be covered.
- A wristwatch may be worn.
- Necklaces or cultural insignia, if worn, must not be visible. This includes, for example, pounamu, Kirpan symbolic necklace, etc.
- No other jewellery is permitted.

25.9 Uniform or grooming exemptions for cultural or other reasons

Refer to Section 25.2 in this Handbook.

26. ZONE

The official zone as set by the Ministry of Education may be found on our [website](http://www.bpsc.school.nz) at www.bpsc.school.nz, or search for Botany Downs Secondary College at NZSchools.tki.org.nz.

If a student moves out of zone within two years of commencing at BDSC, then an application must be made **in writing** to the Board of Trustees for permission for that student to remain at BDSC.

OUR WAY

EVERYWHERE 24/7

CLASSROOM

CO-CURRICULAR

B BE RESPECTFUL

Respect for self, others and the environment

- Speak politely and use appropriate language (*STEP - Sorry, Thank you, Excuse me, Please*)
- Look after property, your own and others
- Dispose of rubbish in the correct bins
- Be on time
- Be an active listener
- Wear your uniform correctly

- Respect everyone's right to learn
- Use classroom equipment and furniture safely
- Follow class expectations and routines

- Represent the college with pride
- Be a positive role model
- Thank the volunteers that made things happen

D DO YOUR BEST

Excellence through perseverance and effort

- Make the most of school opportunities
- Set goals and work hard to achieve them
- Show perseverance
- Try new things
- Come prepared to learn with the correct equipment/gear

- Challenge yourself and learn from your mistakes
- Demonstrate on-task independence
- Act positively on feedback and reflect on your learning
- Ask for help

- Honour team commitments
- Attend all trainings/practices/rehearsals
- Take responsibility for your role in your group

S SHOW INTEGRITY

Integrity through honesty and fairness

- Take responsibility for your actions
- Acknowledge success, both of yourself and others
- Be a responsible digital citizen
- Show self-control

- Submit authentic work
- Use your devices for learning activities
- Return all resources and equipment
- Show consideration for others

- Show sportsmanship
- Be humble when you win and gracious in defeat
- Play fair

C CARE FOR OTHERS

Empathy for others in all that we do

- Show care and compassion towards others
- Be mindful of others when moving around in crowded areas
- Build positive relationships
- Accept diversity
- Act safely

- Be courteous
- Think before you speak/act
 - T = Is it true?
 - H = Is it helpful?
 - I = Is it inspiring?
 - N = Is it necessary?
 - K = Is it kind?
- Accept others as part of group

- Be supportive of one another
- Be aware and look after the health and safety of others



BOTANY DOWNS SECONDARY COLLEGE