

## Introduction from the Principal

Thank you for your interest in our school.

Papatoetoe High School is a school with proud traditions where priority is placed on meeting the individual learning needs of all of our students. We believe this is achieved through having a well balanced curriculum, excellent staff and facilities and a school-wide commitment to high standards and expectations.

Our curriculum is designed to offer a broad base to our year 09 and 10 students so that they can discover and develop those subjects they enjoy and in which they show potential. Senior students are able to choose from a wide variety of subjects, including a number of vocational courses, and to study towards national qualifications. The school is very proud of the excellent achievement of our students in examinations and of their ongoing academic successes as they move into tertiary study.

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

A recent Education Review Office Review report on Papatoetoe High School stated:

“The school provides good quality education and has a positive settled atmosphere that supports students’ learning...Students have high regard for their teachers. They appreciate the support for learning that teachers provide. They have ready access to pastoral care services and career advice and guidance. Students are generally on-task and cooperative in classroom programmes. They know the school’s expectations for behaviour and learning and they contribute to the positive school culture through availing themselves of participation and leadership opportunities.”

I look forward to welcoming our new students and trust they will respond positively to our philosophy of hard work and involvement. I also welcome the active support of parents as your son/daughter embarks on the many challenges of their secondary education.

**P R Gall BSc**



**PHS**  
**PROSPECTUS**





## **PHS** **PROSPECTUS**

*Papatoetoe  
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### **Papatoetoe High School**

Papatoetoe High School is a co-educational year 09–13 state secondary school that has more than 50 years of history and tradition.

Set in just over eleven hectares of attractively presented grounds in the Papatoetoe Ward of the City of Manukau, the school offers multi-level programmes to a school population which reflects the overall mix of New Zealand society.

The school's facilities provide best for no more than about 1820 students who are in the care of over 170 teaching and non teaching staff. The staff, which is almost evenly split between males and females, enjoys a mix of youth and experience and are involved in a wide range of professional development opportunities to continue to provide the best for the students in their care. The staff have also encouraged participation in a wide range of out-of-class activities which help to make the school a more enjoyable place in which to seek an education.

The school has been through a phase of considerable roll growth and has benefited from an extensive building and modernisation programme. The redevelopment has provided excellent learning and recreational facilities.

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

The school is accredited to the international "Investors in People" standard. This is a quality assurance standard that provides benchmarks for human resource aspects of our organisation.

### **Mission Statement**

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



## School Values

### Celebration Of Diversity

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

### Community Spirit

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

### Continual Improvement

We constantly seek ways to improve all aspects of the school's operations.

### Cooperation

An attitude of "we not me" is fostered.

### Integrity

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

### Learner Motivation

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

### Pride

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

### Respect

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

## Philosophy

The school philosophy is summed up in its motto 'Digne Lampada Tradas' – "Be worthy to carry the torch" and refers to the emphasis we place on developing pride, teamwork and a tradition of excellence. Our aim is for students to leave our school as well-rounded young adults who have gained suitable qualifications and a desire to continue their learning, and are well able and proud to 'pass on the torch' to those who follow.

## Vision Statement

On leaving Papatoetoe High School a student is:

<b>A committed learner</b>	Valuing education and commitment to being a life long learner.
<b>Diverse in experience</b>	Experiences a rich and diverse environment. Develops acceptance and tolerance towards others.
<b>Resilient</b>	Is equipped to respond to the challenges of life.
<b>A proud New Zealander</b>	Values New Zealand heritage/Culture, law abiding, engaged locally and nationally.
<b>Developing a global awareness</b>	Having an environmentally sustainable approach to living in the world and awareness of differing world views and issues.



**Learner Motivation**  
*Learning is to have a high priority for all students and staff, who are encouraged to be self-motivated and self-reliant.*

### Pride

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





## PHS PROSPECTUS

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### Enrolments

To prevent overcrowding an approved enrolment scheme is in place.

#### The Enrolment Scheme

##### Home Zone Enrolments

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

##### Out of Zone Enrolments

The board of trustees of Papatoetoe High School decides each year how many out of zone applications to accept. The priority order for out of zone enrolments is described in the school enrolment scheme. Pre-enrolment application forms are available from the main school office and details on when applications close are contained in the material at the back of the prospectus.

##### The School Zone

The preferential home zone is the area bounded as follows.

**to the east:** by the southern motorway.

**to the south:** by Wiri Station Road.

**to the west:** by the railway line.

**to the north:** following the southern edge of the Grange Golf Course from number 27 Swaffield Road, up the eastern edge of the golf course to the intersection of Great South Road and Motatau Road – then from Motatau Road to the Southern Motorway.

Houses in those streets which are boundary lines are included in the zone. Applicants in doubt are advised to check the map available at the school office.

#### In-Zone Enrolment Procedures

Enrolment application forms are available from the school office. The following documentation is to be provided by the student:

- 1 Completed application form.
- 2 Proof of address (telephone or power account only).
- 3 Birth certificate
- 4 Passport if not born in New Zealand.

For applications for years 10–13 the following will also be requested.

- 1 A copy of the student's latest school report.
- 2 Details of their previous school (for requesting information on the student).

Enrolment applications will only be confirmed once all details and documentation have been checked by Papatoetoe High School staff. Students will be informed when the enrolment is confirmed or if there is further information that we require.

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



## Student Groups

### Houses

Students are currently placed into one of four houses which engage in a variety of competitions throughout the year. These houses are divided into form groups, each form being a mixture of students from all levels, years 09 to 13. These forms meet daily for roll-checks and other administrative matters.

The four houses are named Kauri, Kowhai, Pohutukawa and Rimu.

In addition to the house based form classes, we also have a Rautotoe whanau form class. The objective of Rautotoe is to promote, develop and nurture Te Reo me na Tikanga within individuals who desire to learn one of the three recognised languages of Aotearoa, New Zealand. Through this we aim to promote and implement values to assist the holistic development of students, by enhancing their spiritual, mental, social and physical well being.

### Classes

Students in years 09 and 10 are placed into mixed ability class groupings and are taught in line with the house that they are in. A student in year 09 may be a member of Kowhai house, be in form class O11 and teaching class 09OEM. In years 11, 12 and 13 classes are determined by subject choices.

### Student Leaders

Each year the following group of student leaders is elected: head boy, head girl, deputy head boy, deputy head girl, arts & culture leaders (one boy and one girl), sports captains (one boy and one girl), plus four house leaders per house. These students take a lead role in helping to administer school events, act as positive role models and generally support and encourage students to be make the most of the opportunities that sit before them in their time at Papatoetoe High School.

## The Curriculum

### Year 09

#### Compulsory

English, Mathematics, Science, Social Studies, Technology, Physical Education, Health, Music (½ year), Language, Information Technology, Art (½ year).

#### Note:

- 1 Technology is divided into three modules [hard materials with graphics or soft materials with graphics (2 terms), food technology (1 term), information technology (1 term)].
- 2 Languages offered are French, Japanese, Māori and Spanish which run as full year courses. Some students will, however, be placed in classes where they will receive extra tuition in English and mathematics rather than studying another language.
- 3 A homeroom class exists for those students who require special support in most curriculum areas.

### Year 10

#### Compulsory

English, mathematics, social studies, information technology, physical education & health, technology (refer to options), language, science, the arts (refer to options).

### Options

Students must study a total of four options. They choose one option from categories A, B and D plus one other which can come from any of the four categories.

### Year 10 Options

#### A. Technology Options

Enterprise studies  
Graphics  
Information technology  
Media studies  
Technology – food  
Technology – hard materials  
Technology – soft materials

#### B. Art Options

Art  
Computer art  
Music  
Drama  
Dance

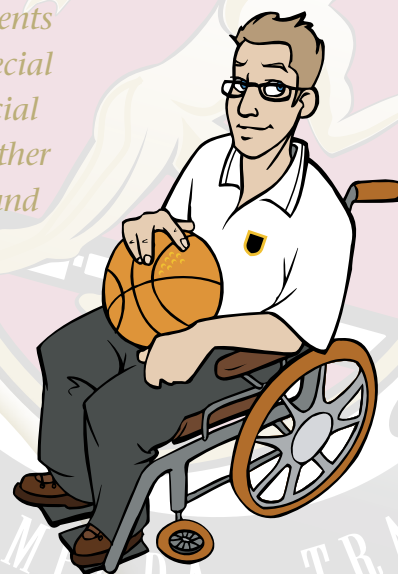
#### C. Other Options

Accounting  
Economics

#### D. Language Options

French  
Japanese  
Māori  
Pacific languages  
Extra English

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





## PHS PROSPECTUS



### Year 11 (NCEA Level 1)

#### Compulsory

English, mathematics, gym, health/ financial literacy (½ year each).

#### Year 11

##### Options:

Students pick 3 options from this list:

- Accounting
- Art visual
- Dance
- Drama
- Economics
- English
- French
- Geography
- Graphics
- History
- Horticulture
- Human biology
- Japanese
- Mathematics
- Media studies
- Music
- Photography
- Physical education
- Science
- Social studies
- Social sciences
- Spanish
- Technology – fabrics
- Technology – food
- Technology – information mgmt
- Technology – materials
- Technology – workshop
- Te Reo Māori

### Year 12 (NCEA Level 2)

#### Compulsory

English. All students to take six subjects in year 12.

#### Year 12

##### Options

- Accounting
- Art – digital design
- Art – visual
- Automotive engineering
- Biology
- Business
- Chemistry
- Classical studies
- Drama
- Economics
- Electronics technology
- English
- Finance
- French
- Furniture
- Geography
- Graphics
- History
- History of art
- Horticulture
- Hospitality
- Human development
- Japanese
- Law
- Mathematics
- Media studies
- Māori enrichment studies
- Music
- Photography
- Academic physical education
- Physics
- Science
- Social studies
- Sports leadership
- Technology – apparel
- Technology ICT – applications
- Technology ICT – introduction
- Technology ICT – programming
- Technology ICT – solutions
- Technology ICT – web design
- Technology – materials
- Te Reo Māori
- Transition
- Travel and tourism

## Year 13 (NCEA Level 3)

### Year 13

#### Options

Accounting  
 ASDAN  
 Automotive engineering  
 Biology  
 Business  
 Chemistry  
 Classical studies  
 Design  
 Drama  
 Economics  
 Electronics technology  
 English  
 Fashion design  
 Fine furniture  
 French  
 Geography  
 Graphics  
 History  
 History of art  
 Hospitality  
 Human development  
 Japanese  
 Law  
 Mathematics  
 Media studies  
 Music  
 Painting  
 Photography  
 Academic  
 Physics  
 Science  
 Social studies  
 Sports leadership  
 Technology ICT – applications  
 Technology ICT – programming  
 Technology ICT – solutions  
 Technology ICT – web design  
 Technology – materials  
 Te Reo Māori  
 Travel and tourism

## Delivery of Curriculum

The timetable involves:

- 24 x one hour periods
- Five periods per day except for Wednesday which has four periods

## Period Distribution

### Year 09

English, mathematics . . . . . 4 periods each  
 Science, social studies, technology . . . . . 3 periods each  
 Language, physical education . . . . . 2 periods each  
 Art, music . . . . . 2 periods for half year  
 Health . . . . . 1 period

### Year 10

Science, social studies . . . . . 4 periods each  
 English, mathematics . . . . . 3 periods each  
 Language, technology option, art option, other . . . . . 2 periods each  
 Physical education and health . . . . . 2 periods

### Year 11

5 subjects . . . . . 4 periods each  
 Gym . . . . . 2 periods  
 Health . . . . . 2 periods for half year  
 Financial literacy . . . . . 2 periods for half year

### Year 12

6 subjects . . . . . 4 periods each

### Year 13

5 subjects plus study . . . . . 4 periods each

## Continual Improvement

*We constantly seek ways to improve all aspects of the school's operations.*

## Integrity

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





**PHS**  
**PROSPECTUS**

*Our students  
are diverse in  
experience and  
learn in an  
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respect, tolerance  
and acceptance.*

## Special Needs

Special needs groups identified in the school are:

- 1 Physically disabled unit students
- 2 Deaf unit students
- 3 ESOL students
- 4 Students requiring learning support

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

## Extension Programmes

Academic excellence is promoted at all levels and there is an expectation that students gain national qualifications commensurate with their ability.

High performing students are identified as a group and join our gifted and talented education (GATE) programme. They are tracked throughout the senior school years and receive additional study advice and encouragement to achieve their potential.

## Homework

Homework is set regularly at all levels and students are expected to complete it by due dates. This is especially important for years 11–13 students as internal assessment procedures require punctuality.

The support of parents/guardians is always needed to check that homework is being completed. Any parent in doubt is advised to check with the school. By working together, the school may help those with poor study habits to improve themselves.

## School Attendance

All students must, by law, remain at school until they reach the age of 16. Absences must be explained in writing setting out the cause of the absence and the exact period involved. Notes must be brought to school on the first day the student returns.

Where the period of absence is likely to be longer than three days, parents are asked to inform the school as soon as possible. Any applications for leave other than sickness must be made to the associate principal in writing in advance of the leave period.

Lunch passes are rarely issued. Students are expected to be at school for lunch.

Attendance is marked on a period by period basis and this data is stored electronically by the school. Parents are able to access attendance data for their children via the school and a summary of attendance is included with each students school report.





## Communications with Parents

Six main newsletters, at least one each term, are issued to parents each year. In addition to a hard copy sent home, each newsletter is available on the school website immediately after it is published. Where the need arises, other special newsletters will be issued.

We operate an Open Evening during term 3 of each year to allow parents of new and prospective students to tour the grounds, meet key staff and ask questions of existing students. During term 1 an evening for year 09 (or any new students) parents is organised when they can meet with some of the teachers and hear something of the programmes being taught. Other evenings for parents are arranged as necessary. In term 1 and term 3, after reports have been issued, special report afternoons are held when, by appointment, parents/guardians can discuss student progress and achievement with teachers.

At all times parents/guardians are encouraged to contact the school if they have concerns or wish to obtain information. The PAPF (Principal and Parents Forum) is both a valuable support to the school and a channel for communication.

## Examinations & Reports

A progress report is issued to all students late in term 1. An assessment week is held in May with reports issued at the end of term 2. Years 11–13 are examined in September and years 09–10 in November. Reports are issued following these examinations.

## Textbooks & Stationery

A small number of subjects still issue textbooks and although they are issued free students must pay for books lost or damaged. All texts must be returned at the end of a year or on leaving the school.

Lists of stationery requirements are provided prior to the school year starting and parents are encouraged to purchase the required stationery items from local suppliers in readiness for the first day at school. A limited range of specialised stationery for certain subjects is available from the school.

## Student Welfare

The school has many people who are available to help meet the physical and emotional needs of the students.

### Form Teacher

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

### Deans

Deans have a pastoral care role for students in their house (we have 4 houses as mentioned previously). They are concerned with the overall progress of students as well as dealing with student issues, class placements, student option choices, attendance, discipline and any concerns from parents/guardians.

### Guidance Counsellors

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

### Careers Advisor

The careers advisor provides personal one-to-one assistance with career decision making and

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

### Health Centre

A registered nurse is on duty to attend to minor health concerns that occur during the school day. This service is not a substitute for going to the family doctor.

### School Family Liaison Officer

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

## Community Spirit

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





## PHS PROSPECTUS

*The prime rule  
is consideration  
and respect  
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### School Rules

Students must follow all school rules while at school, in school uniform or on school associated activities. The prime rule however is consideration and respect for other people and their property.

The following should also be noted:

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

### Fees & Contributions

Annually the board will set subject and sports fees and advise parents of the rates set. Parents are also requested to make a voluntary contribution towards the school's running expenses. The amount set by the board is \$100 per student or \$200 per family (living in the same household), with discounted rates (20% saving) if payment is made, or automatic payment established prior to the end of term 1.

### Activities/Sports

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

### School Uniform

Parents/guardians have an important role in helping the school to maintain high standards in dress and appearance. The school makes every reasonable effort to see that students display, both in and out of the grounds, a well-presented image in which all associated with the school can take pride. Where temporary difficulties exist, parents/guardians are asked to advise the school, by note, of the problem. Otherwise, students are to be in correct uniform, worn neatly, at all times. School uniform applies to year 09–12 students.

#### General

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



**Jersey:**

Regulation brand in highland red with school crest.

**Vest (sleeveless jersey):**

Regulation brand in highland red with school crest.

**Footwear:**

Plain brown or black leather (or imitation) sandals (with heel strap) or, plain black leather (or imitation), low-heeled, flat soled school shoes. Boots of any kind (boots are defined as covering the ankle), sports shoes and platform soles are unacceptable.

**Jacket:**

The school jacket is only available from the school uniform shop.

**Cap:**

The regulation cap is available only from the school uniform shop.

**Scarves:**

Red or black scarf.

**Jewellery:**

The following only may be worn:  
A single plain ring worn on a finger with no stone and no sharp edges.  
A single plain necklace may be worn and must be hidden from view.  
One pair of plain ear-studs (one stud per ear).

**Nail polish:**

Clear nail polish may be worn.

**Undergarments:**

Undergarments (excluding white/light grey T-shirts) are not to be visible.

**Girls Uniform Years O9–12****Shirt:**

Polo shirt – short or long sleeve, either white or mid-grey with school logo and customised collar. A plain white or light grey short-sleeved T-shirt with a round neck may be worn under the polo shirt. Polo shirts can be worn untucked but must be tucked in when wearing a jersey.

**Skirt:**

Regulation patterned skirt that is only available from the specified uniform shops.

**Trousers:**

Dark grey trousers of the colour, material and style as specified by the school may be worn instead of the school skirt. Available only from the specified uniform shops.

**Socks:**

Plain ankle or mid-calf white socks (worn with shoe option only). Black or flesh coloured pantyhose or winter tights may be worn instead of white socks, with shoes.

**Hair Ties:**

Hair may be tied back with an inconspicuous black hair tie or clip.

**Physical Education Uniform:**

Above the knee plain black shorts or school black shorts with red trim (available from school uniform shop). Plain T-shirt in house colour (to be purchased from the school uniform shop) or plain white T-shirt.

**Boys Uniform Years O9–12****Shirt:**

Polo shirt – short or long sleeve, either white or mid-grey with school logo and customised collar. A plain white or light grey short-sleeved T-shirt with a round neck may be worn under the polo shirt. Polo shirts can be worn untucked but must be tucked in when wearing a jersey.

**Shorts & Trousers:**

Dark grey shorts/trousers of the colour, material and style as specified by the school. Available from the specified uniform shops.

**Socks:**

Mid-grey with plain top. Socks must be worn to calf length.

**Belt:**

Plain black or brown belt.

**Physical Education Uniform:**

Above the knee plain black shorts or school black shorts with red trim (available from school uniform shop). Plain T-shirt in house colour (to be purchased from the school uniform shop) or plain white T-shirt.

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