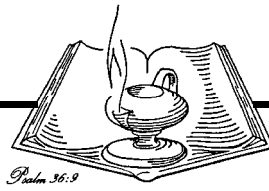


CAREY COLLEGE



"In your light we see light." Psalm 36:9

SECONDARY STUDENT'S GUIDE 2010

We welcome you to Carey College. Our secondary courses and the way in which this College operates are different from traditional schools. This guide will help you with some of the key issues common to secondary pupils. We cannot cover everything in a guide such as this - so if you are unsure, ask!

Nurture Excellence Truth

OUR CHRISTIAN FAITH

You may not be fully aware of just what we mean when we talk about *Christian faith*. We have a policy of accepting some students who do not share our commitment to Christ or our practices. Yet because these things are of critical importance - not just to us, but to the goals of the College and the ways we seek to fulfil those goals - we hope you will take some time to study and understand the nature of our faith. This should of course become progressively apparent as you work through the year's course, but for those students who do not, at this point, share our faith, we have prepared a selection of four short books that will introduce you to the faith that has motivated the establishment of our College. We would encourage you to ask for (if we have not already offered it to you) and read that selection as you prepare for and take part in your course of study.

If you do not regularly attend a Christian Church we would strongly recommend that you begin. If you are looking for a suitable Church to attend do talk to us and we will help find one that suits.

Carey College aims to help Christian parents educate their children in a Christian context.

The search for knowledge, skills and worthwhile values is the search to know the mind of God.

To be of eternal value, children's schooling needs to use the Bible as its foundation.

To develop godly wisdom and skills for serving God, children need a schooling that centres on Christ. They need the daily example of teachers who depend upon the Holy Spirit for every task.

Our aim at Carey College is to bring glory to God by helping parents equip their children for a Christ centred life in the modern community.

Value: \$5.00

Because of the focus we give our Christian faith, it is inevitable that some ways in which the College works, and some of the rules and requirements we expect students to support are different from those in other schools.

HOW TO CONTACT US

Phone: 570-5873 – messages can be left (at any time) if we can't talk to you.

Emergencies: if you need to contact the school during school hours urgently phone 021-176-5990.

In an emergency **Mr Drake** can be reached on his mobile phone 021-66-9796 when available, or you can leave a message for him at that number. **email:** principal@carey.school.nz

Other staff may be contacted by email – addresses will be advised as needed.

CONDUCT IN CLASS

Secondary students are expected to carry a great deal more responsibility for their work and conduct than they may have been used to. During most class times there will be a number of different activities going on around you, and you will need to focus on your work and neither distract nor be distracting. You will also be responsible for managing your own time and planning work. These are important skills to learn, but we know that most students start off needing help, so don't be afraid to ask for help. We even expect and accept mistakes - but we do want you to learn from your mistakes!

COLLEGE DRESS CODE

Our dress code is plainly set out in the Prospectus, and we ask that you comply with it at all times you are on the campus or involved in College activities. Please take particular note not only of the specific requirements, but also of the principle of modesty which underlies the code. (Modesty not only refers to restraining impurity, but also to the avoidance of unnecessary display.)

MORAL CONDUCT

An individual student's conduct has a direct impact on his own studies and learning, on other students, and on the public name of the school. Your conduct, within the school and in the wider community, is critical to a happy and beneficial relationship with the College.

Students are expected to conduct themselves within the framework of God's moral law. The Ten Commandments (in Exodus 20) clearly enunciate the standards God calls us to. God's law provides a liberating guide to a happy and good way of life when its use is based on faith in Jesus Christ. However, students who display a disregard for these standards set themselves against the courses of instruction of the College.

In the context of our modern society the following standards of moral conduct need to be specifically mentioned as ones on which the College will not compromise, and are likely to lead to suspension or expulsion:

- The use of illegal substances including drugs, or the abuse of substances such as solvents
- The breaking of or disregard for the sanctity of the marriage relationship, including sexual relations of any sort outside of marriage
- The use of profane, impure or coarse language
- The use at school or bringing to school of alcohol or tobacco in any form
- Plagiarism

PUPIL DRIVERS: DRIVING TO AND FROM SCHOOL

Please ask for a special notice about this if you intend to drive to school: ask before you bring your vehicle!

PARKING

There is not sufficient parking available in the school grounds for students' vehicles: please park in the public parking spaces near the school.

LEAVING THE SCHOOL

As a general rule secondary pupils will be permitted to leave the school to purchase lunches or such-like. Students leaving the school must hang their pass on the rack outside the office before they leave and retrieve it immediately upon their return to school.

ASK FOR HELP!

Please do not hesitate to ask for help, to seek guidance or to make suggestions on any issue. We have accepted your enrolment because we want to help!

SCHOOL YEAR

This year classes end for Year 11 - 13 students once their exams are finished: students must not make commitments until their exam timetables are published. For Year 9 & 10 students, classes end 11 December. However, all students are required to attend the **Final Assembly** on the evening of 17 December. Except for International Students returning to their home country for the holidays, students who are absent from the Final Assembly are ineligible for school awards.

GRIEVANCES or COMPLAINTS

This is a small school and all students have direct access to the Principal and other staff members. We have a detailed policy about complaints which will be given to pupils or parents on request; the main points are:

Parents and pupils are advised that

- The classroom teacher is the best person to talk to about lessons, course content or class management.
- Senior staff are the right people with whom to discuss school policies.
- The Principal or the Manager may be approached at any time about any school matters.
- In particular, the senior lady member of staff is a person female students may approach about any issue.
- If for any reason they wish to approach another staff member they may do so at any time.
- All staff will facilitate the resolution of problems.
- Any student who is not satisfied that a grievance has been resolved by discussion may give a written statement of grievance to the Principal who will investigate the grievance (including meeting with the student and any other parties) as soon as is practicable. If on investigation the grievance cannot be resolved, the Principal, the student and his parents or welfare service provider should meet to attempt to resolve the issue. Following such consultation, the Principal shall issue a final declaration that shall be determinative.
- It should be noted that should a student or any other body believe there has been a breach of any statutory code an appeal may be possible to a relevant appeal authority.

- International Students may contact the *International Education Appeal Authority*. The IEAA adjudicates on complaints from international students. The IEAA will investigate complaints and determine if there has been a breach of the Code. Contact details for the IEAA are: International Education Appeal Authority, c/o Ministry of Education, P O Box 1666, Wellington.

REQUESTING TESTIMONIALS

Testimonials will be supplied on request of a pupil who is leaving this school or applying for employment provided the request is made before the pupil has left and at least two weeks before the date the testimonial is required. Testimonials include this statement: *Testimonials issued by this school are supplementary to, and should be read in conjunction with, School Reports which report on attendance, punctuality, academic achievement and general conduct. School Reports are issued each term. The information used by the school in compiling this testimonial, and the testimonial itself, are protected by the provisions of the Privacy of Information Act.* They may at the school's discretion also comment on the following: *Attendance regularity and punctuality; Special skills and strengths; Attitude; Personal presentation; General assessment; Significant achievements or awards; any other matter we believe is relevant.* No more than one testimonial will be issued in any one year.

EXTERNAL QUALIFICATIONS

The school prepares students for a range of external qualifications including:

- Cambridge International Examinations
- National Certificate Trade Qualifications
- Christian Education Qualifications Trust Examinations

There may be special regulations relating to specific qualifications: students are responsible for ensuring they are fully aware of these and for making correct entries for the qualifications they seek.

ABSENCES

The school must be advised in writing about both the fact of and reason for any absence.

ATTENDANCE & COURSE COMPLETION

Students must attend school when it is open for the duration of their enrolment. Short absences

for illness or family matters may be excused, but if a student is absent for sustained periods that significantly interferes with the delivery of instruction and completion of work, the school will not recognise attendance as satisfactory and will not process entries or provide assessment for external qualifications, or make its own Carey College awards. Where a student's non-attendance is approaching such an unsatisfactory level, it will be normal for the school to advise parents and the pupil of this, and they may be advised to secure alternative support if this is appropriate (for example in the case of a chronically ill pupil, private tuition in the home or hospital classes may be appropriate). However, as attendance is a basic requirement, the absence of such advice will not be grounds for appeal. Parents and pupils must be aware that pupils must attend school to complete courses.

Pupils must complete the work set, including formative work (learning and practice activities) as well as assessment items. Students who do not complete modules to a satisfactory standard will not be regarded as having completed the course – in general that requires 6 modules of an 8 module course or 5 modules of a 6 module course.

MISSED LESSONS

Although we will do what we can to help students, we cannot undertake to make-up scheduled lessons missed by pupils for any reason. Students who miss lessons are responsible for finding out what has been covered and completing any work set.

We cannot stress too strongly that an important part of every student's course is the interaction with staff and other students in which learning is tested and extended. Every absence means you miss part of your course: no student, especially in Years 12 & 13, should plan an absence unless it is to take part in some educational activity that contributes to your education enough to compensate for lessons missed.

PLAGIARISM

Plagiarism is using another person's ideas, words or work as if it is your own. It includes quoting exactly without acknowledging the quotation, but it also involves using the other person's statement but changing a few words, or even just using the idea and presenting it as you own without acknowledging the source. Students are given clear directions on using

quotations and making references to other people's work. Plagiarism will result in

- the entire unit of work being marked "0"
- Depending on the seriousness of the plagiarism, the student may be excluded from that course
- In the case of external qualifications the student will always be excluded from that course (ie the student will not be permitted to submit any assessment items in that subject) for that year
- Repeated or gross instances of plagiarism may result in suspension or expulsion.

AUTHENTICATION OF STUDENT'S WORK

All work submitted for assessment must be the student's own work. Students are responsible for ensuring staff can be satisfied as to the authenticity of the work presented. The following procedures can be adopted:

1. Work completed at school under staff supervision is validated.
2. Work completed in part or in whole outside of the classroom will be validated by
 - 2.1. Presentation of a log book or dated progressions in work.
 - 2.2. Inclusion of research notes, draft documents, and all other data used in preparation of the final item.
 - 2.3. Progress must be shown to the subject teacher or tutor at least weekly and signed off.
 - 2.4. Teachers satisfying themselves that it is valid, by interviewing students and comparing work presented with work done in the classroom.

CAREERS AND TERTIARY STUDY GUIDANCE

The school is well resourced to provide guidance on careers and tertiary study. In addition we can help students obtain information from Career Guidance services or to meet with suitable counsellors. We are in regular contact with student liaison services at the polytechs and universities, and can help students determine best choices of career and study at school and on leaving school.

ID CARDS

Secondary students are provided with School ID cards for use on public transport and for the electronic issuing of school resources. Students who damage or misplace their ID cards can apply for a replacement for a \$10 fee. ID cards remain the property of the school

and must be given back to us when requested for whatever reason.

INTEGRATION OF EXTRAMURAL STUDIES

Any student may ask for extramural activities and studies to be recognised as part of their Carey College course. Recognised extramural activities or studies can then be allocated space on a pupil's individual timetable, be counted in the total number of units used to make up a year's course, and be included in school reports. As a rule however, no formal qualification is issued by the school for extramural studies; instead any qualifications gained are recognised in the student's course record and reports.

To be recognised as a valid part of the student's course, extra mural studies or activities must have prior approval from Carey College. An application must meet the following criteria:

1. The course or activity must be an academic, sporting or cultural one that is generally recognised as part of a child's over-all education
2. There must be a clearly defined content and standard, and the school must be satisfied that the content and standards are compatible with the school's aims, philosophies, courses and own standards
3. A formal agreement must be made by the coach, tutor or other person delivering or supervising the course or activity to report to the school and validate the student's participation and achievements.

PUPILS CANNOT USE SCHOOL TELEPHONES

School phones are kept busy on school business. Pupils are not normally allowed to use school phones, and they cannot be called to the phone to speak to callers. We can take messages for pupils if it is urgent, and of course in emergencies will assist pupils to make any necessary phone calls.

PERSONAL PROPERTY

All personal property and clothing should be named. If it can be lost it will be if it hasn't got a name on it!

We have adequate recreational play areas – and you may bring suitable play or sports equipment to school providing it is used sensibly and you accept the risk of damage.

CELL PHONES ETC

Pupils with cell-phones must have them turned off during school hours. Other electronic aids such as spell-checkers and translation dictionaries must be approved by the class teacher before they are used in class. (See School Rules for details).

SHOES OFF INSIDE

Pupils are required to remove shoes at the doors to classrooms. Racks are provided for shoes which are to be stored neatly. Students may wear slippers or designated "inside shoes" inside, or socks; but bare feet are not permitted.

MEDICINES AT SCHOOL

As a normal rule children may not bring medications to school – that includes cough lollies. Teachers are not permitted to administer or supervise the administration of medicines to children unless arranged beforehand as explained below.

On the advice of medical authorities, aspirin will not be administered to children at school. Medications will only be permitted at school for chronic illnesses or conditions. Children recovering from infections or illness may not bring medications to school to complete treatment: as a general rule children should not return to school until they have either completed any course of treatment or can take required medications at times they are not at school.

Children with chronic illnesses however, must have medications at school and have access to them. This applies for such conditions as asthma, acute allergies or long-term illness. In such cases:

- Arrangements must be approved before any medicines are brought to school
- Medications must be labelled with the child's name and dosage required
- Parents must sign our standard indemnity form and provide written advice detailing the condition and dosages to be administered
- Medications must be kept in a designated kit in the pupil's classroom and carried on field trips
- No medications can be kept in children's bags or desks
- Medications are to be taken under the oversight of a staff member

INTERNET SAFETY

We operate an "Internet Safety Policy" which includes requirements that

- Primary pupils are directly supervised by staff when using the internet; primary pupils may not have their own email account at school
- Secondary pupils must have an international "Safe Surfing Licence" before they can use the internet independently
- All computer access is in the classroom where staff and other pupils can be aware of what is happening
- All websites visited, and all incoming and outgoing email is audited to ensure safe and appropriate use
- Students are given explicit instruction in safe use of the internet and are limited as to what use they can make without direct supervision.

Please ask for more information if you have any concerns.

CAMBRIDGE INTERNATIONAL EXAMINATIONS

The CIE range of qualifications is offered at Senior College level. Details are given in the *Cambridge International Examinations at Carey College* booklet.

APPEALS AGAINST ASSESSMENTS

Students have the right to appeal any assessment made of a unit, module or assessment item (including internal examination) on the following grounds:

- There is an error in the marking
- There is an error in the recording of marks
- Failure of the assessment to meet the assessment principles or criteria
- In the case of an internal examination, failure to examine the syllabus
- In the cases of internal assessment for external qualifications, failure to examine the relevant assessment criteria in the standard

Procedures for Appeals Against Assessments

1. An appeal must be made within 1 week of the results of the marking or assessment being advised to the pupil

2. An appeal must be made in the first instance to the subject teacher responsible for that subject
3. Any staff member receiving such an appeal must give the appeal proper consideration and must promptly report a decision to the pupil
4. A decision must be reported to the pupil within five school days after the appeal has been made
5. If the student is not satisfied with the response of the subject teacher, a further appeal may be made to the Principal
6. In advising a pupil of a decision, it will be normal but not necessary to give reasons for the decision, and staff have absolute discretion as to whether or not reasons are disclosed (this provides for the fact that there may be conflicting issues of privacy or complexity surrounding such a decision)
7. In the event of a successful appeal, student records will be amended as required.

COMPASSIONATE CONSIDERATION

Students may apply for compassionate consideration in limited circumstances with regard to Module Tests and Examinations. No application for Compassionate Consideration will be considered with regard to Module Progress marks. Application for Compassionate Consideration may be made on the following grounds:

- Absence from the test or examination owing to illness, bereavement or emergency, or
- Illness, bereavement or emergency that has interrupted preparation in the week prior to the exam or test
- No other grounds will be considered

Exam or Test to be Attempted

If at all possible the student should attempt the test or examination.

Procedure for Mark Generation: Test

Where an application for Compassionate Consideration is accepted for a Module Test:

- The student will sit a new test in the period immediately following Mid-Year or End-of-Year Examinations

- The mark generated by this test will replace the original mark irrespective of the mark gained, and the original module mark will be adjusted accordingly
- No marks will be awarded for a test without a test taking place: evidence of course-work etc will not be used to generate a substitute test mark

**Procedure for Mark Generation:
Examination**

Where an application for Compassionate Consideration is accepted for an Examination:

- The student will be ranked against peers on the basis of Module Test results and a mark extrapolated from the student's rank
- Where there is an insufficient range of peers to validate this, the student's Module Test marks will be averaged to generate a mark
- Where the generated mark is higher than the mark achieved by the student in sitting the examination, the new mark will be

substituted (with a notation that this is an aegrotat mark)

**SENIOR COLLEGE COURSE
EVENING**

At the Senior College Course Evening at the beginning of each year the structure of courses, qualifications and examinations is explained. It is a requirement that at least one parent or caregiver accompany each Senior College Student to that evening: students who do not attend or who are not accompanied by a parent or caregiver will not be eligible for Senior College courses until a separate interview has been completed.

INTERNATIONAL STUDENTS

(& STUDENTS NOT LIVING AT HOME)

International students, and students not living at home with parents, are issued with a special booklet: *The Carey College Away From Home Guide*.

SECONDARY CURRICULUM

THE SECONDARY SCHOOL extends the work of the Primary School with the specific aim of meeting academic and vocational needs of pupils while maintaining a broad, biblical interest in the world in which God has placed each student.

The Secondary School was established in 1993 with five students. Although it has grown since then, we have deliberately kept it small because we believe this is the best way to teach this age group. The advantages of our small size are maximised through the use of the strategies outlined below.

It is important to note that our Secondary Programme implements a different style of teaching to that which is traditional in secondary schools. Traditionally, secondary schools have depended upon supposed economies of large classes organised around a formal timetable. Instead, we have developed a modular model that offers a high degree of flexibility to staff and pupils so that course content and levels can be individually tailored. Building on an expectation of pupils' commitment to a self-disciplined search for knowledge and skill, independent study skills, orderly work habits and varieties of learning strategies are taught along with the content of courses.

School hours are from 9.00 am to 3.00 pm Monday – Friday for all secondary pupils, with some classes continuing to 4:00 pm. All Grade 11 – 13 courses continue till 4:00 pm Monday – Thursday, and for some courses classes may continue till 5:00 pm (students in classes ending at 5:00 pm can arranged for a late start to compensate). The school is open for all secondary pupils from 8.00 am till 4.00 pm daily. This, along with the modular course structure enables extra-mural courses (such as sport, music and special studies) to be integrated into each pupil's course.

The school focuses on what it does best: teaching academic and vocational skills. It is our belief that such things as major sports, which many parents value for their children, are best provided for in the community, and while we make no attempt to compete with such clubs, student participation is integrated into the over-all profile of each student's course.

PREPARATION OF INDIVIDUAL COURSES FOR STUDENTS

At the beginning of the year students will have courses determined in consultation with the Principal and parents. Pupils' courses consist of a selection of modules in compulsory and elective subjects, which may include extramural studies. A full year's course in any subject will consist of 8 modules, but as few as 6 may be considered a "full course". Less than six modules is a "short course". A minimum year's course consists of 40 modules although most students will aim to complete at least 50 modules in a year.

Units of work used to make up modules are found on our website where teachers, parents and students can access them as required. Pupils make their own copies of subject Year Plans and individual Unit Plans, and are required to prepare a work plan for each module. Pupils must check with their teachers/tutors at set points through their course of study, but students are responsible for dividing the module up into weekly portions and having their plan approved at the start of each module

Students also prepare and submit for approval their own timetables. To do this they must take account of school hours that are specified for particular activities, the times particular tutors or teachers will be available, and the times they are committed to extra-mural modules. The complete timetable should encompass school and home-work time.

From this point the management of their time is to a large extent their responsibility. Teachers ensure that class lessons and other teaching strategies do not unreasonably encroach upon students' planned study programmes. As students in the secondary class will be working on their own subjects and at various paces at any particular time, teachers ensure that the lessons they teach are within the timetable.

MEETING INDIVIDUAL NEEDS

One of the strengths of the Carey College curriculum is its flexibility. Whether students need extra help or extension, whether they are aiming for university entrance or vocational training, individual needs can be built into courses. Among strategies we can use to help each child gain the most from school opportunities are:

- Selecting units at a level higher or lower than the pupil's age
- Restructuring units so that they cover more or less work
- Provision of alternate courses better suited to special needs on a one-to-one basis or for groups of students
- Linking with the Open Polytech and Industry Training Organisations
- Offering alternate papers within the Cambridge qualifications structure, such as O Levels for Senior College students who are not planning to undertake university study

MONITORING STUDENT PROGRESS

Throughout the school day at least one teacher or tutor is timetabled with responsibility for the secondary class, and is available to guide and monitor students through their scheduled course of study. Students are required to work in an orderly and quiet manner in the variety of study areas available. Teachers will also look at the work students are doing to ensure they are completing planned work and are not diverted.

The primary mechanism for monitoring and reporting on work is based on the Course Record for each pupil. There are detailed directions in the Course Records.

TEACHING STRATEGIES

Teachers use a variety of strategies to instruct students:

- **Class Instruction**, in which a teacher guides pupils through mastery of basic course content and the biblical relationships of the various subjects. In their planning, teachers are to identify key topics that may need class lessons. In addition topics will arise during the year which need class study. In addition, **Daily devotions** lasting about 10 minutes may be taken by the teacher at the beginning of the school day. Pupils are all required to undertake a course in Bible.
- **Research and Practice**, in which pupils are guided through independent study under the oversight of their class teacher or tutor. This includes practicals in such subjects as science or technology, and in these cases will normally be planned group lessons clearly identified in the timetable.
- **Tutorials**, in which the class teacher or specialist tutors train pupils on a one-to-one or small group basis in particular subjects. Throughout their school day, pupils are normally working on their own programmes. Normally they will initiate tutorials by seeking guidance on a particular point, but on other occasions teachers or tutors will note a need and intervene without a specific request being made.

RECORDING & REPORTING

On completion of each unit, the marks and any associated comments are recorded on the student's Course Record. Marks are transferred to the cumulative written School Report, issued to parents twice a year.

TEACHING RESOURCES

The school is committed to the provision of effective resources needed for excellence in academic achievement and practical skills. The use of modern information technology (computers and videos for example) supplements traditional text-based instruction, and community resources (gymnasias and libraries for example) are used by special arrangement. In general, secondary pupils have free access to these, being responsible for the management of their own time under the guidance of staff.

1. Computers are available on a ratio of 1 to 4 pupils. These may be used for accessing information, applications for study and practicals, and preparation of assignments and notes.
2. Pupils have free access to the internet, but this is subject to our Internet Safety policy (which you can read on our web site).
3. CD ROM library is used to provide an extensive range of print, visual and audio resources for study.
4. Video and video tapes are available for a wide range of topics.
5. Text books are purchased in support of all courses.
6. The Panmure Library has inter-loan facilities with other libraries and its computer index traces all resources in the Auckland City Library network.
7. Teachers and tutors are of course a major "resource"!

UNITS

All courses are divided into units. For a full course of study at Years 9 – 11, there will normally be 8 units, and in Years 12 & 13 there will normally be 6 or 7 units for a full course of study. A unit is a quantity of a course to be covered. Most units will be suited for completion in 5 weeks (ie as one module) but some courses need to be arranged with different numbers of units in a course (see the examples below).

MODULES

A module is a five week course of work within dates prescribed by the school. For example, Module 1 begins on the first day of the school year and ends on the last day of Week 5.

Usually a module will be made up of just one unit. However,

- some units are designed to be studied over a period of a term or even a year – in those cases modules will be made up of parts of one unit
- some units are designed to be studied in under five weeks – in those cases modules will be made up of two or more units or parts of units.

Examples

1. Unit 2 in Grade 10 Bible involves the study of the book of Joshua. This can be completed in five weeks and would be all the work needed in a particular module. A grade 10 student may choose (or be directed by a teacher) to do that unit for any one of the eight Bible modules required.
2. The Grade 12/13 English course is a complex mix of units, most of which are to be completed in four weeks, but some of which take the whole year. For that course students have a separate Year Plan that shows them how each of their modules will be made up, usually with parts from 2 or 3 units. For example, Module 1 is made up of Unit 1a (of four weeks) and the first part (1 week) of Unit 1b.
3. Most students are required to complete one unit of Physical Care in the year. Each module is therefore made up of 1/6th (Senior College) or 1/8th (Junior College) of Unit 1.

In general 6/8 of a year's course (Junior College) or 5/6 of a year's course (Senior College) will be adequate coverage to enable satisfactory progress to the next grade. (eg A Junior College student who has completed 6 units in history should have a soundly adequate basis for advancing to the next grade.)

COMPLETION OF MODULES

A module can be re-arranged by a teacher to account for course requirements (in the particular subject or in others) but not because a student is falling behind. No extensions will be made to due dates.

- Module Coverage marks will be awarded on the due date. Students behind at the due date will be awarded a mark out of 10 that reflects the standard and content of coverage; students absent (unless they arrange to have work presented at school) or unable to present any work will receive a 0 for that assessment. [A Module Coverage mark records an assessment of the work covered and presented at the assessment date: if no work is presented, for whatever reason, there is nothing to assess and the mark will be zero. Coverage includes learning what has been covered, and will be tested for before a coverage mark is given. Further, coverage includes participation in lessons and if a student is absent coverage is clearly inadequate.]
- Module Tests will take place on the due date. Students absent will receive a 0 for that assessment. [Test dates are advised 5 weeks in advance. Missing a test is like missing an exam – no answers, no marks.]
- Students may apply for compassionate consideration for Module Tests but not for Coverage Marks.

WHAT HAPPENS IF STUDENTS GET BEHIND?

Students may fall behind for a number of reasons including:

1. sickness or other absences
2. finding the work difficult
3. laziness or distraction
4. short-term eccentricity in the course (eg when a major test or project is due in one subject students may concentrate on the critical subject area and delay completion of other subjects)

Students have been given a degree of responsibility for planning their course work, and such planning must take account of periodic requirements, planned events or absences, and other variations.

When work has not been completed to a satisfactory standard or by the due date, the teacher or tutor, having regard to all relevant aspects, will mark the unit as explained in the next section, and make a judgement as to the best of the following options to follow for the continuation of the student's course:

1. If sufficient work has been covered in that module, terminate the module, mark it and move to the next module
2. Re-assess the level at which the pupil is working and assign a new course at the correct level or with an adjusted number of units to be completed
3. Re-schedule the module plan so that the student can complete essential work by the completion date

4. A “Repeat Unit” instruction may be given, requiring the student to complete parts or all of the unit. Such a requirement will be in addition to scheduled work – this unit becomes a “Late Unit” (see below).

UNIT RE-DOES

Where a teacher or tutor requires a unit to be redone, it will normally be re-scheduled as a new module. That module will be marked and marks recorded in the normal way.

However, where a re-do has a punitive nature and the teacher/tutor does not judge it is appropriate to allocate a module to the re-do, no marks will be recorded in the pupil's report.

Effectively, a legitimate unit re-do on this basis will show a new set of marks on the report, while a punitive re-do will not show marks on the report. Example:

Module	1	2	3	4	5	6
Grade	9	9	9	9	9	
Unit	2	6	6	1	4	
Work	50	0	38	0	41	
Test	35	0	18	0	30	
Total	85	0	56	0	71	

In Module 2 the student was due to complete Unit 6 but was away sick. The student was allowed to attempt the unit again.

In Module 3 the student was again allowed to attempt Unit 6 and achieved the marks shown.

In Module 4 however the student failed to complete Unit 1 because he was lazy. The student is required to complete the unit in his own time (no marks being credited on his report) and must complete the next unit in that module.

A student who is finding the work too difficult may be required to do one or two units at a lower level before returning to the course, or may be required to complete the full course at a lower level; or a student who has been away from the school for family commitments or illness could have one or more units deleted from his course, or could simply have the schedule for units adjusted (in which case the course at that grade might not be completed in the current year).

Module	1	2	3	4	5	6
Grade	11	11	9	11	11	
Unit	21	2	8	2	3	
Work	50	22	50	41	31	
Test	35	5	43	30	36	
Total	85	27	93	71	67	

In Module 1 the student was directed to study Unit 21 as the first unit in that year's course (in this course Unit 21 is a specialised unit that is an alternative to Unit 1).

The student is doing a Grade 11 course, but when it became clear some basics were missing, she was directed to complete a Grade 9 unit to fill in gaps.

She then returned to her Grade 11 course, re-did Unit 2 and achieved adequate marks to progress to the next unit in the course. This student will probably still complete 6 units at Grade 11 and be able to do a Grade 12 course the next year.

CAN WORK BE RESUBMITTED FOR A BETTER MARK?

No, except in the case of resubmissions for failed terms (see below).

WHAT HAPPENS IF STUDENTS GET *SERIOUSLY* BEHIND?

When students' Course Records show they are behind in a subject or group of subjects for two or more weeks, and there has been no arranged rescheduling of the work, pupils will be placed on a daily detention. Detentions are for an hour after school normally finishes. Once started detentions are daily until all work in all subjects is up to date. When detentions are imposed, the student is issued with a Red Detention Notice with detentions beginning the day following the issuing of the notice. Detentions are not negotiable, and students are required to complete detentions irrespective of other engagements.

In special circumstances students may be placed on daily monitoring. In this case they are issued with a daily monitoring chart which they must have checked by teachers, and a notice is issued to parents.

SETTING OUT MODULE RECORDS

At the start of each module students must prepare a plan (in their Module Record) that clearly states the work to be covered (eg page numbers, number and topics of essays, number and range of art works, etc).

- Where students are following a non-standard course where it may be difficult to predict course content five weeks in advance, then the plan must contain an appropriate entry (such as "content to be advised"). By doing this, *every* student will be working from a plan determined at the start of each module.

COURSE CONTENT

Courses are written on the basis that standard courses start in grade 9 (year 9) at the level expected of students having completed their primary schooling adequately, and end with A Levels in grade 13 (year 13). Courses have been developed from our distinctive Christian perspective, which may help determine content, methodology and scope. In history, for example, a much broader sweep of history is studied than is conventional; in English a greater emphasis is given to objective analysis of literature and expository writing; in science practical work is built on a strong theoretical foundation rather than being an introduction to theory. Nevertheless, the curriculum has not been developed in isolation, and cognisance is taken of other curriculum statements in a national and international context.

- Bible (Devotions and Bible or Divinity) is compulsory for all students in all grades.
- In Grades 9 – 10 full courses in the core subjects, English, Mathematics, History, and Science (which at Grade 11 can be a specialist science, or sciences, or general science), are compulsory
- In Grades 9 – 10 one unit each of Physical Care, Geography & Government art, music and computing (spread over the year) must also be taken.

Beyond that students nominate courses of study they wish to undertake: there are no lists of subjects offered nor are there any limitations on combinations of subjects. Rather, students, in consultation with parents and teachers, draw up a preferred course. While the school cannot guarantee any particular subject can be made available in any particular year, so far all students' requests have been able to be taught.

Subjects taught at various levels to date are:

Bible, Accounting, Art, Art & Design, Arabic, Biology, Chemistry, Classics, Computing, Divinity, Economics, English, English Literature, Food Science, French, General Science, German, Greek (NT), History, History of Art, Home Economics, Horticulture, Indonesian, Japanese, Latin, Māori, Mathematics, Mathematics with Calculus, Mathematics with Mechanics, Mathematics with Statistics, Music, Photography, Physics, Physical Care, Physical Education, Technical Drawing, Technicrafts, Typing and Woodwork.

In selecting courses, students are expected to maintain a balance between subject groupings with the aim of maintaining a broad secondary education rather than specialising in too narrow a track too early.

Grade 11 to 13 courses are closely linked to CIE prescriptions.

Year plans and unit plans are given on our web site or distributed in hard-copy as required.

SECONDARY PUPILS: MANAGEMENT OF INDEPENDENT WORK

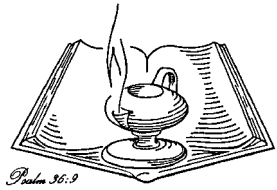
Secondary students spend a significant part of school time working independently. For the most part they do this well. It should also be noted that they have a Christian duty to other students – to those in the class, avoiding unnecessary distraction; and to the juniors, setting an example.

1. Students are to arrange their work before the beginning of each period so that movement around the school will be exceptionally rare during class times.
2. Students are to have books they are not presently using stored neatly in their bags under their chair or in personal storage boxes.
3. The opportunity to work in other places such as field studies, outside tables, and in unsupervised rooms, is a privilege that will be extended to trusted students only. It is a privilege that may be withdrawn at any time for any reason.
4. Students who wish to work in other places must make arrangements with the supervising teacher before the start of a period. This will include showing that teacher the work that is to be undertaken in the time you are out of the room.
5. You may not leave books in a vacated desk: you may use only one work space at a time, except that when working at a computer, you may leave one neat stack of books at a regular desk or table space.
6. The only outside tables that may be used are those adjacent to the classrooms; a maximum of two students per table.
7. With the permission of the timetabled supervising teacher, Rooms 1 and 4 may be used by up to six Senior College students when no class is being taught in those rooms.
8. There will be no discussion at the outside tables. Where discussion is an essential part of the work, that discussion will take place in the supervised classroom unless a teacher is directly supervising the group.
9. Students requiring advice on their work may consult others in Room 3 (or Room 4 when supervised by a teacher) on a limited basis: except for the most basic points, you should firstly consult the supervising teacher.
10. At the end of any period in which you have been working in a place other than Room 3 you must show the supervising teacher the work completed.

SENIOR SECONDARY PUPILS: “TERMS”

It is a condition of study in all courses in the Senior College that students achieve “terms”. The progressive building of knowledge and skill is essential for preparation for examinations. Adequate mastery of courses is dependent on building each module of a course on the content and skills of earlier modules. Completion of each stage of course work and achievement of an adequate level of mastery is therefore essential. Consequently, senior secondary students are required to achieve a minimum grade average of 50% in module marks each term to be permitted to continue in any course. A grade average of 50% or higher will result in the award of “terms”. If at the end of a term a student has not achieved “terms” in one or more courses, the subject teacher may set assignments and/or tests for resubmission at the commencement of the next term. Marks from assignments resubmitted by the first day of the term or tests completed in the first week of the term will replace the original marks only for the calculation of the term grade average – course records will not be altered. Students who achieve terms by the end of the first week of a term will have entry into the next term’s course; students who by then have not achieved “terms” will be withdrawn from the relevant course.

CAREY COLLEGE LIMITED



"In your light we see light." Psalm 36:9

School Rules

"Love the Lord your God with all your heart and with all your soul and with all your mind ... Love your neighbour as yourself." Matthew 22:37-39

1. **Conduct:** Children must always act in a way that shows they honour God and care for other people and for the school. Children are to be quiet and orderly in and around the buildings, walk and not run in classrooms, on the deck or on paths, and be seated whenever they are eating. At lunch time Primary children must remain seated until dismissed. Among items prohibited are: most electronic devices, chewing gum and bubble gum, rubbers and correction fluids, and medications. (Secondary pupils may use rubbers and water-based correcting fluids as required. Pupils with chronic medical conditions may have specified medications at school with permission.)

2. **Electronic Devices** Cell phones must be stored securely, switched off, and not used at school (including intervals). Electronic dictionaries, Blue Tooth, wireless and IR devices, organisers and personal computers, may only be used with permission and only for school purposes. All other electronic devices (including MP3 players, radios, games, etc) are prohibited at school.

3. **Dress & Property:** Children must be dressed tidily at all times in accordance with the school Dress Code. All personal property, including stationery issued by the school, must be clearly named. School bags must be kept closed and stored tidily when not in use. Coats must be stored in bags or hung on the hooks provided. School books being carried between home and school must be carried in a school bag.

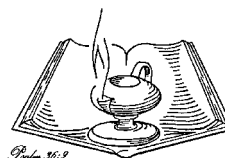
4. **Arrival & Departure:** Children should use the pedestrian gate when entering or leaving the school. Secondary pupils may begin work in their room from 8:00 am, but all other pupils must wait until classrooms are opened by staff. Bicycles may not be ridden in the school grounds and are to be stored neatly in the space provided

5. **Play:** Children are normally free to use classrooms (except room 1), the deck and sealed areas outside at intervals and lunch times. The playground may be used when it is dry. Children may not wait or play in toilets. All other areas are out-of-bounds (unless given special permission). Sports equipment may only be issued by a monitor and is to be returned at the end of each play period. Ball games may only be played on the playground and the court. There must be no rough body contact. When the bell is rung all play must stop, and children should go quietly to their desks and prepare for the next lesson.

6. **Lagoon Stadium Court:** Secondary pupils have access to the Lagoon Stadium court in fine weather at intervals and lunch time. Grades 7 - 8 pupils may go to and return from the Lagoon Stadium court under the supervision of the Senior Duty Pupil at lunch times. Appropriate sports' equipment may be used at the court.

The following notices also contain rules that may apply: **Pupils Driving Motor Vehicles to and from School, Internet Safety, Use of the Computers, Privacy of Personal Information, Dress Code, Emergency Evacuation, Medicines at School, Adult Students, Students Not Living at Home with Parents.**

CAREY COLLEGE LIMITED



"In your light we see light." Psalm 36:9

Explaining Our DRESS CODE

Our school draws together children from different families and our policy of not imposing a uniform reflects our desire to respect the centrality of the family in nurturing children and the liberty we have in Christ as to our clothes and ornaments. At the same time, that liberty must be exercised in a manner that honours God's standards of gender distinction and modesty¹, respects others and causes none to stumble in their Christian walk.² Underlying the code has been a commitment to requiring dress that is neat and orderly, personal (as opposed to uniform), suitable for school, and modest in all senses. Children are, after all, at school, and what may well be suitable for some in other situations is not necessarily appropriate for this situation.

It is *not* incidental that the Bible addresses the issue of dress and decoration with specific reference to women, just as it is not incidental that it is girls rather than boys who most frequently require guidance about conforming to the school's dress code:

*I also want women to dress modestly, with decency and propriety, not with braided hair or gold or pearls or expensive clothes, but with good deeds.*³

*Your beauty should not come from outward adornment, such as braided hair and the wearing of gold jewellery and fine clothes. Instead, it should be that of your inner self, the unfading beauty of a gentle and quiet spirit, which is of great worth in God's sight.*⁴

A biblical dress code is not just an issue of "rules". The fact is that the way a particular garment, even a "uniform" garment, is worn, can determine modesty or immodesty as much as style, length or fabric. So the school's general principles and basic rules are intended to guide attitude as well as conduct. This concept of guidance within principles is critical to the development of Christian character. "Modesty" has direct reference to the "exercise of self-restraint due to a sense of what is fitting or seemly." A modest person restrains herself, accepting responsibility for choices that arise from an attitude of gentleness. In contrast, a person of inward rebellion absolves herself from personal responsibility when forced to obey rules imposed by others – but the inner ugliness of a contentious spirit remains unrestrained. A dress code such as this demands that children themselves desire and work for the unfading beauty of doing good. They will look for ways to do what is right, not for ways to excuse avoidance.

We are convinced that the principles in our dress code, and their application, are well understood. From time to time parents or pupils have constructively discussed particular points with us within the framework of an obvious willingness to support the school's dress code. And as fashions change, refining of this code will sometimes be needed. We are always happy to seek a common understanding.

Explanation of the Boys' Dress Code

Pressures to conform to worldliness are significant but not irresistible. For boys that worldliness tends to show in such things as studied untidiness, casual standards not suited to the semi-formal context of school, effeminate adornment in the form of jewellery or long hair, or fashions that draw attention to the wearer. Our code is designed to minimise pressures to conform to ungodliness. It states:

¹ 1 Corinthians 11

² 1 Corinthians 8:9

³ 2 Timothy 2:9,10

⁴ 1 Peter 3:3,4

Tidy Tidiness has to do with having appropriately fitting garments as well as ones that are clean, un-frayed and without holes, tears or exaggerated patches. Clothing is to be worn neatly – which does allow for shirts or sweatshirts designed to be un-tucked but does not allow for layer upon layer of “tails” hanging out.

shorts or trousers Neat jeans are acceptable; track suit bottoms are not; they should be worn neatly, not exposing underwear or falling off the hips.

T-shirt or shirt which means with sleeves. Care should be taken to ensure any words or logos are appropriate for the context of a Christian school.

pullover or jacket again neatness is to be emphasised.

Clean shoes or sandals An emphasis on cleanliness is to be noted. Sports’ shoes, if they are clean, are suitable. Jandals, thongs and styles of footwear that do not support and protect feet are not acceptable.

Hair must be tidy, well groomed, short and cut in an unadorned masculine style. Tidiness and good grooming of short, masculine styles is required.

Unadorned means without extreme styles or styling products! Dyed or bleached hair is not acceptable.

No beach shorts, tank-tops or fluorescent colours may be worn. This seems very straight forward.

No jewellery may be worn. Nothing of any sort anywhere.

Explanation of the Girls’ Dress Code

Our dress code is deliberately conservative ... that statement in itself should be a guide to pupils and parents. We know our conservatism is not extreme, but anyone looking at our pupils will know that they are neatly and conservatively dressed. A good starting point is to ask whether what is being considered would conform to styles being worn by others at school or stand out.

Loose dress or skirt ... is to ensure girls are not mincing their steps! If a skirt is so tight as to prevent a pupil freely walking or running around school, it is too tight for school. A tight skirt split to enable ease of walking is not a loose skirt. The skirt should hang freely and not cling to her body or need constant smoothing down to prevent the hem rising and staying up. A divided skirt does not fit the code; nor does an unsecured wrap-around skirt that can easily unravel.

Dress or skirt of modest length (at least knee length) ... will ensure a modest covering of a girl’s thighs, and no provocative uncovering of her body or underwear as she sits or walks, as well as when standing. We suggest that if there are splits, length be determined from how high the split comes.

T-shirt, top or blouse ... means just that. It is either a complete Polo Shirt, T-shirt or knit top, or a buttoned-up blouse or top with a modestly high neckline. A flimsy see-through lace top does not meet this criterion – if it cannot be modestly worn without another outer garment it is not a suitable T-shirt or blouse. Nor is a lace patch, “covering” what would otherwise be immodest exposure, suitable.

With long or short sleeves ... unmistakably excludes sleeveless tops and those with straps (unless worn with a suitable T-shirt, blouse or top, with sleeves).

Pullover/cardigan/jacket ... is obvious.

Clean shoes or sandals ... involves issues of safety as well as tidiness: no jandals or thongs.

Tidy, clean hair ... long hair tied back ... is seldom misunderstood. It is however required that hair be kept clear of the face at all times. Hair clips and ties should be plain (without jewellery) and effective (constant re-adjustment should not be needed).

Unelaborate feminine hairstyle ... has two important points of reference: “unelaborate” implies simple styling (and excludes elaborate braiding) without dyeing or bleaching; “feminine” implies length and style recognised as a girl’s style (as opposed to a boy’s or “unisex” style).

No trousers ... is very clear. (For physical care, secondary girls are to wear either shorts or track-pants, and primary girls are to wear shorts.) Tight pants “covered” by a short skirt do not meet the code.

No tank-tops or sleeveless tops ... means a sleeveless top should not be worn without a proper T-shirt or blouse.

No make-up ... is obvious (and it is no excuse when the make-up is thought not to be obvious!). This includes the face, fingers and toes, and nails, as well as any other body part.

No jewellery ... means anything, anywhere, with only one exception: ... *except plain studs in pierced ears* in which case a small, plain, un-patterned metal stud without a stone may be used to keep the hole from closing.