

# 2024 Student Handbook



SAMUEL  
MARSDEN  
COLLEGIATE SCHOOL



# Marsden Vision, Mission, Motto and Values

▶ MARSDEN  
VISION

“Manu Rere Ao”

The bird that flies the world

Manu Rere Ao likens a Marsden graduate to a bird who is nurtured in the kohanga (nest) and ngahere (forest), then equipped to take on the world. Manu Rere Ao also references the natural setting of Marsden and the native birds and seabirds that inhabit its spaces.

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▶ MARSDEN MISSION

To lay the foundation for lives of meaning, accomplishment and genuine happiness. We develop confident, independent, creative, lifelong learners who are challenged to reach their academic and personal potential in a warm and supportive environment underpinned by Christian values.

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▶ MOTTO

Ad Summa

Aim for the Highest | Whāia te Hiranga

This means that we strive to be our best in all that we do. Our motto reminds us of our commitment to personal excellence, being *our* best rather than being *the* best.

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▶ VALUES

**Hiranga**  
**Excellence**

Marsden School is a high-performance environment where everyone aspires to be the best they can be in their academic and co-curricular pursuits.

**Manahau**  
**Resilience**

Those who can pick themselves up and keep going have the greatest chance of personal happiness and success. Resilience is the explicit focus of a number of our programmes.

**Auahatanga**  
**Creativity**

The ability to think outside the square, to respond to the challenges of today in innovative ways, to find new ways of working, thinking and living is vital to a successful future.

**Oha**  
**Service**

It is important for our students to be aware of their place in the local and global community. In keeping with Anglican values and tradition, consideration for others is fostered and delivered through co-curricular programmes.

**Whanaungatanga**  
**Respectful Relationships**

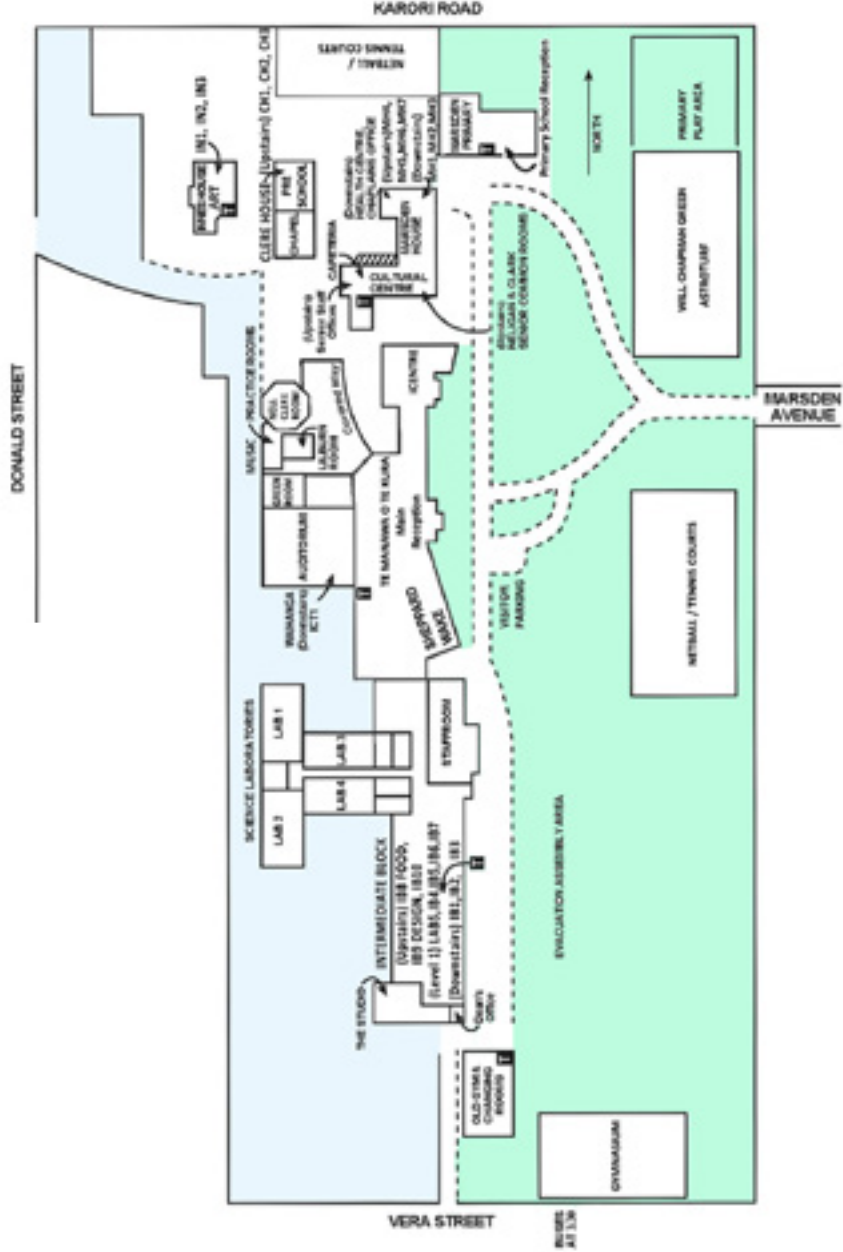
A sense of belonging is nurtured through shared experiences and working positively together as one Marsden family. This is achieved through forming and forging reciprocally respectful relationships.

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# General information

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## School address

### Physical Address

Marsden School Karori  
Marsden Ave  
Karori  
Wellington 6012

### Postal Address

Marsden School Karori  
Private Bag 17000  
Karori  
Wellington 6147

### Telephone

04 476 8707

### School Absences

The best way to notify us of any absence, late arrival or early departure is via the Marsden App or the Marsden Portal. Alternatively, email [absences@marsden.school.nz](mailto:absences@marsden.school.nz)

### Website

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

## School Hours

Our school buildings are unlocked at 7.30am and locked again at 5pm from Monday to Thursday and 4pm on Friday. Students from Years 7 to 13 are welcome indoors between these hours.

An exception to this is the iCentre, which has three late nights: Monday, Tuesday and Wednesday, where students from Years 10 to 13 are welcome to study until 6pm. The iCentre is the only space available for study outside classroom hours, with the exception of the Common Room, which is available to seniors until 5pm Monday to Thursday.

Entry to any school building outside these times must be by prior arrangement and adult supervision must be on hand.

Of course there are many early morning, evening and weekend coaching sessions, practices and events. Students are welcome inside the designated building when staff and/or coaches are on site. For reasons of personal safety, however, we cannot have students inside school buildings without supervision. It is essential that we know who is on site at any given time.

The school day runs from 8.25am–3.25pm. Period 1 lessons begin at 8.35am

# Staff at Marsden

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Principal	Mrs Paula Wells
Deputy Principal   Curriculum Lead   Head of Senior School	Mrs Jenny Caldwell
Head of Middle School   Hauora Lead	Ms Dianne Smith
Head of Primary   Director of International	Mrs Jo Burns
Chief Operating Officer	Mrs Hilary Fiennes

## Heads of Department

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Visual Art	Ms Kathryn Cotter
English and Languages	Ms Tracey Allen
Humanities	Ms Julia Finny
Mathematics	Mrs Kirin Fahey
Music	Mrs Marian Campbell
Personalised Learning	Mrs Sarah Rees-Moore
Physical Education and Health	Mrs Juliet McGrath
Religious Education	Ms Andrea Stockwell
Science	Mrs Jane Jackson
Technology	Ms Sarah Wirth

## Other Directors of the School

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Director of Performing Arts	Miss Sarah Wilson
Director of Sport & Active Recreation	Ms Rosie Kirkpatrick



## School Deans

Dean Year 7	Ms Rose Stevens
Dean Year 8	Mrs Rebecca George
Dean Year 9	Ms Andrea Stockwell
Dean Year 10	Ms Louise Kleingeld
Dean Year 11	Ms Sarah Molisa
Dean Year 12	Ms Aylana Wright
Dean Year 13	Mrs Charlotte McCarthy
Māori and Pasifika Mentor	Ms Sarah Molisa

## Hauora Team

Careers Advisor	Ms Sue Binns
School Chaplain	Mrs Sarah King
Counsellors	Ms Amelia Volkerling/Ms Sarah Richards
Nurse	Mrs Amanda Woodbury

## Administration

Receptionists	Mrs Katherine Priddle   Mrs Tamara Moore
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# Student Leaders

Head Girl	Emily Allen
Deputy Head Girl	Cate Hughson
Head of Service	Kate Yu
Head of Wellbeing	Eddie Birnie
Sports Captain	Phoebe Gray
Head of Performing Arts	Georgia Burley
Head of School Council	Charlotte Cinque
Head of Primary School	Caitlin Fuchs
Head of Activities and Events	Eliza Taylor
House Captains	See below

## The House System

	Baber	Hadfield-Beere	Jellicoe	Johnson	Richmond	Swainson-Riddiford
House Captain	Sophie Zhang	Isabella Huang	Davida McKenzie	Grace Masters	Gussie Hampton	Lucy Prince
Deputy House Captain	Siobhan Costello	Charlotte Stinson	Olive Mitchell	Eva Roberts	Macy Mahoney-Studd	Lara Masters
Colour	Green	Purple	Yellow	Orange	Blue	Red
Meeting Place	iCentre	Common Room	Auditorium	Sheppard-Wake	Cultural Centre	Chapel
House Teacher	Ms Jolliffe	Miss Wilson	Ms Stockwell	Ms Tracey Allen	Ms Wirth	Mrs McCarthy

# Guidance and Pastoral Care system

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A strong commitment to an effective school-wide system of care for students is part of the special character and philosophy of Marsden. Your hauora/wellbeing is of utmost importance to us.

As well as your teachers, there is a team dedicated to your personal welfare and helping you manage the busyness of day to day life, deal with issues and concerns as well as help you make plans for your future.

## The Deans and Hauora Team

See the names of your Deans and the Support Team on page 6. The School Chaplain, Sarah King, the school nurse, and our school counsellors are also here to support you.

Their aim is to assist you in your personal development which includes:

- encouraging you to enjoy success
- encouraging self-confidence, self-esteem and helping you feeling good about yourself
- helping you to develop a sense of responsibility for your actions
- helping you to develop an attitude of care, concern and Christian responsibility towards others.

Your Dean knows you well and is always prepared to listen to you. Beyond your form teacher or tutor, they may be the first person you go to for help or advice with your academic or co-curricular programme, personal matters or any stress-related problems.

Depending on the area of concern, they may either counsel you themselves or refer you to other specialists, such as teachers, Heads of Subjects, Careers Advisor, Counsellor, Nurse, Dean, Head of School.

Confidentiality is most important and would only be broken if your safety or the safety of someone else is at risk or if you give permission.

# Hauora/Wellbeing

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“Tukua kia tū takitahi ngā whetū o te rangi.”  
Let each star in the sky shine its own light

Our approach to hauora is school-wide and embedded in everything we do. We want Marsden students to be empowered and equipped for lives of purpose and meaning. Therefore, we strive to help you recognise your own worth and to place value in living well.



To achieve this, we have created Awhi, our tailored wellbeing education programme. In te reo Maori, Awhi means to nurture, care for, embrace, and cherish. Grounded in our school values, wellbeing education at Marsden is intentional and specifically designed to best nurture you as you grow with us.



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Here are some strategies to support your hauora throughout the year:

Keep a daily gratitude journal as part of your school diary.  
*What are you thankful for today? What did you enjoy or appreciate?*

Download a mindfulness or meditation app, eg Stop, Breathe and Think OR Headspace and use it daily.



## Co-Curricular Activities

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There are so many ways you can involve yourself in the co-curricular life at Marsden. We pride ourselves on the fact that Marsden has one of the highest participation rates in sport of any school in Wellington and, as well as that, there are many ways you can take up performing arts activities as well.

We encourage everyone to get involved in a summer and winter sporting activity. It's a great way of keeping active and of mixing with a range of students from across the school. Sporting and performing arts activities require practice and you need to make sure that you commit to attending practices and rehearsals. It is disrespectful to your team mates or performance group not to be there. We encourage you to have fun, try something new and give your best. Discuss with your parents what your involvement is going to be this year – because you may need their support for attendance at games, rehearsals and practices.

Full information on all the available co-curricular options can be found online at [www.marsden.school.nz/our-schools/cocurricular](http://www.marsden.school.nz/our-schools/cocurricular)

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## Performing arts activities

Our performing arts programme is a great platform for building confidence, nurturing creativity and encouraging curiosity. From music and drama to debating and performance, these activities are a rich part of school life and our community. There are specialist teachers if you want to try your hand or develop expertise with a musical instrument, singing or speech and drama. Enjoy the power and camaraderie of performance and sign up!

## Sport

Marsden enjoys fantastic success in sport – both regionally and nationally. It's a big part of who we are. We offer a great range of sports so there should be something to suit everyone, at every level. Whichever sport you choose, we have the team and the resources to make sure you can get out there and achieve your personal best. Our Director of Sport, alongside specialist coaches and staff, play key roles in helping you to achieve your best as a sportsperson.

# Uniform

The uniform identifies you as a Marsden student. Wear it with pride and be aware that you represent your school when seen in public in your Marsden uniform. The personal appearance of all Marsden students should always be of the highest standard.

- ▶ Marsden blazer
- ▶ Marsden rain jacket
- ▶ Marsden V-neck jersey
- ▶ Marsden cardigan  
(Year 12 and 13 students only)
- ▶ White long-sleeve winter shirt
- ▶ Marsden tie for winter and dress occasions
- ▶ White short-sleeve summer shirt
- ▶ White ankle socks in summer, black tights in winter. Black socks are to be worn with the navy trousers
- ▶ Tartan skirt – knee length for Years 7–11; navy skirt no more than 8cm above the knee when kneeling for Years 12–13
- ▶ Navy trousers  
Note: Students may choose to wear either the trousers or the skirt. Black socks are to be worn with the navy trousers
- ▶ Marsden regulation PE shorts and top (until Year 10 unless continuing PE for NCEA)
- ▶ Marsden cap



## Uniform Guidelines

*I respect myself and our school value of Hiranga/Excellence when:*

- I wear my uniform correctly to represent the school, **and myself**, with pride
- I wear my formal school uniform including my blazer to and from school daily
- I wear my blazer to assemblies and to formal occasions
- I tie my hair up if it is below shoulder length with black or brown hair ties
- I have hair that is of a natural colour
- I wear no more than one pair of earrings which are small gold, silver or pearl studs
- I wear no nail polish and no makeup
- I wear my shirt buttoned at the neck, with a tie in winter
- I wear plain black, closed toe shoes with white socks in summer and black tights in winter with my skirt. I wear black socks with my trousers
- I only wear my school hoodie with school sports shorts or trackpants
- I only wear my school PE shirt with school PE shorts or trackpants
- I only wear my school rain jacket outside
- I only wear my school scarf outside
- I wear a coverall/paint shirt/lab coat for lessons as required.

*I aspire to be the best that I can be.*

## What to do if you...

	Middle School (Years 7–10)	Senior School (Years 11–13)
<b>Are unable to come to school or have an appointment</b>	Parents/caregivers need to advise the school of any absence, late arrival, or early departure by 8.25am. The best way for them to notify us is via the Marsden App or the Marsden Portal. Alternatively, they can email <a href="mailto:absences@marsden.school.nz">absences@marsden.school.nz</a>	
<b>Are late to school</b>	Sign in on the tablet at Reception.	
<b>Are ill whilst at school</b>	Go to Main Reception	Go to Health Centre
<b>Lose something</b>	Ask at Reception and check the lost property area by the stairs to the Waihanga.	
<b>Want to see one of the school counsellors</b>	Email Ms Amelia Volkerling ( <a href="mailto:amelia.volkerling@marsden.school.nz">amelia.volkerling@marsden.school.nz</a> ) or Ms Sarah Richards ( <a href="mailto:sarah.richards@marsden.school.nz">sarah.richards@marsden.school.nz</a> )	
<b>Have changed address or your parents'/caregivers' contact details have changed</b>	Parents/caregivers can manage their own details in their Marsden Portal using the Quicklink 'Update Personal Information'	
<b>Want to play sport</b>	Complete online sports registrations via the Marsden sports website <a href="http://www.marsdensport.school.nz/">www.marsdensport.school.nz/</a> or talk to Director of Sport & Active Recreation, Ms Rosie Kirkpatrick.	
<b>Want to be involved in the performing arts</b>	Sign up through the Performing Arts Noticeboard. Listen to Assembly notices and read the Daily Messages. See Director of Performing Arts, Miss Sarah Wilson.	



# Emergency procedures

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## FIRE

### What do you do if you discover a fire?

#### Stay calm and use common sense:

1. Activate a fire alarm if possible.
2. Evacuate the area using the nearest exit.

#### If the fire alarm sounds, move quickly:

1. Leave your books behind.
2. Walk quickly to the nearest exit (see route map).
3. Assemble:
  - Years 7–13: FAR SIDE OF PLAYING FIELD
  - Preschool and Years 1–6: ASTROTURF.
4. Line up with your form class in alphabetical order facing away from the school, with Year 13 standing on the field nearest to Marsden Avenue and Year 7 nearest to the gymnasium.
5. Form captain to assist form teachers with checking class registers.

Wait quietly for further instructions.

## EARTHQUAKE

### **DROP, COVER and HOLD** (count to 60 out loud).

Remain in the building and turn away from windows.

Take shelter under doorways or solid furniture only if within one metre.

If instructed, evacuate the building – follow fire evacuation routes and procedures.

## LOCKDOWN

Remain inside, wherever you are.

Lie down on the floor well away from windows. Remain quiet.

Stay in position until released by a senior staff member.

## Other events

Use common sense and follow the instructions from teachers.

# Fire

**ANY THREAT OF SMOKE, OBVIOUS UNCALLED FOR HEAT OR A FIRE OR OBSERVATIONS OF A FIRE AT SAMUEL MARSDEN COLLEGIATE SCHOOL, ACTIVATE THE NEAREST FIRE ALARM AND EVACUATE THE BUILDINGS**

UPON HEARING THE **EVACUATION ALARM (CONTINUOUS SOUNDING OF THE SCHOOL BELL OR FIRE ALARM)** - EVACUATE ALL SCHOOL BUILDINGS IMMEDIATELY IN AN ORDERLY MANNER  
- **PHONE 111**

**ASSEMBLE AT THE SCHOOL FIELD**

STUDENTS TO SIT IN ORDERLY LINES BY CLASS FACING AWAY FROM THE SCHOOL AND TEACHERS TO CALL THE ROLL AND REPORT TO THE DEPUTY WARDEN IF STUDENTS ACCOUNTED FOR/UNACCOUNTED FOR

THE DEPUTY WARDEN WILL CALL A ROLL OF ALL STAFF AND CHECK WITH OFFICE WARDENS THAT ALL VISITORS ARE PRESENT AND ACCOUNTED FOR

A DESIGNATED PERSON SHALL MEET EMERGENCY SERVICES AT THE FRONT OF THE SCHOOL

**BE PREPARED TO MOVE TO AN ALTERNATE EVACUATION ASSEMBLY AREA IF DIRECTED BY THE PRINCIPAL OR A MEMBER OF THE SENIOR LEADERSHIP TEAM OR EMERGENCY SERVICES**

# Earthquake

THE INITIAL ACTION DURING AN EARTHQUAKE FOR ANYWHERE IS TO DROP, COVER AND HOLD. ONCE THE SHAKING HAS STOPPED THE SCHOOL EVACUATION PLAN BE ACTIVATED

UPON HEARING THE **EVACUATION ALARM (CONTINUOUS SOUNDING OF THE SCHOOL BELL OR FIRE ALARM)** - EVACUATE ALL SCHOOL BUILDINGS IMMEDIATELY IN AN ORDERLY MANNER  
- **PHONE 111**

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# Lockdown

**AN EVENT OCCURS OUTSIDE OF THE SCHOOL BUILDINGS WHICH POSES AN IMMEDIATE THREAT TO ANY PERSON AT SAMUEL MARSDEN COLLEGIATE SCHOOL - GO INTO LOCKDOWN**

A LOCKDOWN IS INDICATED BY THE INTERMITTENT SOUNDING OF THE AIR-HORN FOR APPROXIMATELY ONE MINUTE

LOCKDOWN PROCEDURES ARE INITIATED AND POLICE ARE ADVISED - **111**  
**STAY ON THE PHONE WITH EMERGENCY SERVICES IF POSSIBLE AND ADVISED TO DO SO**

TEACHERS TO CLEAR ALL TOILETS, HALLWAYS AND OTHER ROOMS WITHIN THE IMMEDIATE VICINITY OF THEIR LOCATION - THAT CANNOT BE SECURED

GO INSIDE OR STAY INSIDE - KEEP STUDENTS CALM, IN THE CENTRE OF THE ROOM, LYING FACE DOWN ON THE FLOOR AND AWAY FROM DOORS AND WINDOWS - TURN LIGHTS OFF

LOCK EXTERIOR DOORS AND WINDOWS AND DO NOT OPEN UNTIL THE LOCKDOWN IS DECLARED OVER

IF BLINDS ARE ON WINDOWS, ENSURE UNOBSTRUCTED TO ALLOW FOR VISUAL INSPECTION

MINIMISE NOISE AND MOVEMENT

BE AWARE THAT FURTHER INFORMATION MAY TAKE SOME TIME - BE PATIENT

**ONLY A MEMBER OF THE SENIOR LEADERSHIP TEAM OR EMERGENCY SERVICES WILL PHYSICALLY ANNOUNCE ALL CLEAR**



## School Expectations and Rules

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The School motto “Ad Summa” forms the guidelines for behaviour at Marsden School. High expectations are set for all students in academic, cultural, sporting and social development. The aim is to inspire pupils, fostering self-confidence and providing a balanced education, which develops the whole person and brings out the best in each student.

### **You are expected to:**

- treat all members of the school community and visitors with courtesy and respect
- stand when an adult enters the room
- accept the rights of others within the school community to be free of any form of harassment
- take full part in the academic, sporting, cultural and spiritual life of the school
- work diligently in class and complete all homework to the best of your ability
- be punctual to school and to all classes
- be properly equipped for lessons
- attend school unless illness or approved absence prevents attendance
- maintain a high standard of appearance at all times, wearing the uniform correctly and with pride
- take responsibility for the protection of school property and the school environment
- recognise that the following are banned from school: cigarettes, e-cigarettes, alcohol and non-prescription drugs. It is considered a serious breach of conduct to be found in possession of or using these items. Vaping and smoking on school grounds is against the law
- spend your lunch and break times with friends or involved actively in co-curricular activities

- use all equipment in a safe and responsible manner
- stand in queue for buses and wait your turn when boarding. Ensure younger children board first and are seated at the front. Stand for adults on public transport
- keep the classroom tidy and safe
- refrain from eating in the street whilst in school uniform
- treat the following areas as OUT OF BOUNDS except with the express permission of a staff member:
  - all specialist rooms
  - the Staffroom
  - the Waihanga
  - Senior School Common Rooms to all except Years 12 and 13
  - walkway and steps along the front of the Main Reception area
  - the technical equipment and catwalks in the Auditorium
  - gymnasium portable equipment
  - musical instruments, video equipment, smartboards, projectors, and other technical or electrical equipment.

## Use of Devices in School

### Use of devices – Year 7 to 13 students

Laptops are to be taken to class and used as and when requested by the teacher.

### Headphones – Year 7 to 13 students

Students may use headphones in class as permitted or instructed by the teacher. For reasons of safety and courtesy, headphones may not be worn when walking through the corridors and grounds.

### Mobile phones - Year 7 to 10 students

In Years 7, 8 and 9, mobile phones handed in at Reception at the start of each day and collected at 3.25pm. Students in Year 10 must keep phones in their lockers. They may be taken from lockers if requested by a teacher for specific classroom use and returned to lockers at the end of the lesson. Should parents/caregivers need to get an urgent message to their daughter, they need to contact Reception for the message to be passed on.

Students in Years 7 to 10 should not be on any devices at lunch time or break. If you need access to your device for school work during a lunch time, please go to the iCentre. Exceptions to this should be discussed with the Head of Middle School.

## Years 7–11

Students must remain on the school grounds during the school day.

## Years 12–13

Students may go to the Karori shops at lunchtime. They may go to their own home for lunch if they live in Karori.

Students' behaviour in the community should be of the highest standard at all times. Uniform must be impeccable.

## Cars – Marsden Senior School

Students with a restricted licence or full drivers licence may bring a car to school on the following conditions:

- Students bringing a car to school are asked to NOT park in Marsden Avenue and to consider residents when parking in surrounding streets. (This includes Year 13 students travelling to and from school during study periods when they are not required to be on site).
- Students on a restricted licence may NOT transport other students in accordance with New Zealand law.

## BYOD – Bring Your Own Device

Please find information about BYOD on the Marsden website:

[www.marsden.school.nz/enrolments/stationery](http://www.marsden.school.nz/enrolments/stationery)

## Bullying and Harassment

All students and staff have the right to learn, work and play in an environment free from bullying and harassment. Any form of bullying or harassment is unacceptable at Marsden and will be dealt with in accordance with Marsden's 'Bullying and Harassment' policy.

Students are not to take part in any form of bullying or harassment. Bullying and harassment can take a number of forms not exclusive to but including:

- physical e.g. hitting, kicking, taking of belongings, extortion, intimidation through threats or gestures
- verbal e.g. name calling, insulting, sexist or racist remarks
- indirect/emotional bullying e.g. spreading rumours, publishing offensive, humiliating, threatening, vulgar, sexist or racist material on web sites, social media or text
- sexual (unwelcome attention of a sexual nature).

## Cyber bullying

Cyber bullying will not be tolerated. Do not send emails or post comments that could scare, shame, hurt, or intimidate someone else. Engaging in these behaviours, or any online activity that can harm (physically or emotionally) another person, is not acceptable. The school takes cyber bullying seriously. Cyber bullying may be considered a crime and must be reported to Senior Management.

Cyber bullying and harassment can include:

- sending abusive texts or emails
- posting negative or inappropriate images on social media sites
- taking and sharing private images
- forming bullying groups on social networking sites
- assuming the identity of a target online and representing them in a way that may be harmful to them or cause them distress
- posting abusive comments via social media e.g. Facebook, Snapchat, Instagram.





## Cyber Safety

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The technology available today for you to be globally connected and communicate whenever you like, with whoever you like, is amazing. You are the 'NOW' generation.

While there are wonderful opportunities on offer, there is also a dark side to technology use that can have a threatening impact on your life.

- As you or your friends may have already experienced, there are people out there in cyberspace who can make life hard by anonymously bullying you, stalking you, sending you pictures and messages which are inappropriate.
- If you are bullied online, tell a parent, teacher or someone who can help you sort it out.
- Keep yourself cyber safe.

## Try these things – they work:

- Firstly, be open and sit down with your parent/s and together come up with an agreed set of cyber behaviours that you can all live with. This should include telling them about cyber problems that you have.
- Always use profile private to ensure only friends you wish to see what you have posted can see it.
- Don't reply to any bullying or sexually suggestive messages that you receive but share them with your parents and/or teachers. The police can trace them and stop the senders.
- Only welcome contacts into your networks that you know and trust. It is easy for anyone to create fake identities.
- Put blocks on people you do not wish to receive messages from.
- Don't share with anyone your username and password.
- Protect your identity by not putting your personal details, mobile/home phone numbers, address, sporting clubs, school, named photos online. You can be easily traced through the WhitePages and Google Earth. Once people have your identity description they may be able to access your bank details and accounts.
- Cyber safety has become one of the biggest issues confronting teenagers today – don't become a bully yourself by setting up fake websites; you don't like it so don't do it to others.
- Don't use your webcam or mobile to take sexually suggestive photos or videos of yourself or others, sexting can be illegal. You don't know who will see them, so don't post them on your network or Bluetooth them to friends.
- It can seriously damage your reputation in the future when you apply for jobs if you put sexually suggestive photos or videos of yourself on your social media sites, because employers are now checking people on these sites.
- Be aware not to send on chain letters or accept free ring tones even when threatened to by the sender – your address can be on sold to anyone.
- Be aware of online gaming because you don't know with whom you are playing, and leaving a game may target you for cyber bullying because you let the team down.
- Make your parents friends on Facebook; if you can't show them, don't put it on.
- Some sites that will help you to make good choices to keep you Cyber Safe are:  
<https://www.netsafe.org.nz/>  
<https://www.privacy.org.nz/your-rights/young-people/>  
<https://esafety.gov.au/>  
<http://www.theorb.org.nz/>

# Student Code of Conduct Guidelines

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## Purpose


The purpose of this Code of Conduct is to outline acceptable behaviour by students when using information technology and online sharing. These guidelines for acceptable use apply to any privately owned device or equipment that is brought to school or any school-related activity. Any images or material on your device/equipment must be appropriate to the school environment.

### Please do the following:

- Use good judgment and the same guidelines for respectful and responsible behaviour (including language) that you follow offline.
- Assume that all the information you share online is public information regardless of your privacy settings and can always be traced.
- Use trusted sources when conducting research via the Internet.
- Use Google Chrome, the school approved browser to support our development as a google school.
- Use the internet, network resources (including all school owned ICT equipment and devices), email and online sites in a courteous and respectful manner.
- Report any breakages or damages of school ICT equipment and devices to a staff member.
- Respect the privacy of other students, staff and school community members.
- Read and respond to school emails promptly.
- If you see something that concerns you, alert a senior staff member.
- Only post school related content and images of others if you have permission.
- Ensure your work upholds the Marsden brand and reflects the Marsden spirit.
- If you make a mistake, fix it immediately, ask for help, and inform a senior member of staff if it is a major mistake such as exposing private or confidential information.

*Please be cautious with respect to:*

- your choice of images, music and videos — respect and abide by trade mark and copyright law
- how you present yourself on social networks and online social tools
- blindly reposting a link without looking at the content first
- posting school related content including photos on your personal sites without permission
- the security warnings that pop up on your computer before clicking on unfamiliar links

 ***Don't engage in these negative behaviours:***

- Sharing confidential information including personal details and passwords or anything others may consider confidential.
- Accessing, sharing or linking to content that is age restricted or contains illegal or indecent content.
- Trying to find ways to circumvent the school's safety measures and filtering tools.
- Using peer to peer file-sharing networks.

This is not intended to be an exhaustive 'Code of Conduct' because of the rapid changes in technology. Users should use their own good judgment when using any online tools.

**Limitation of Liability** – Samuel Marsden Collegiate School will not be responsible for damage or harm to persons, files, data, or hardware.

**Violations of these Code of Conduct Guidelines** – any breach of these Code of Conduct Guidelines may have serious consequences.

# Student Technology Acceptable Use Agreement

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Marsden offers access to the Internet to all pupils who have indicated they have read, understood and agree with the Student Technology Acceptable Use Agreement. This is below and also available here <https://www.marsden.school.nz/enrolments/terms-and-conditions>

You are required to abide by the guidelines and the information. If you breach any conditions there may be serious consequences. You will be asked to sign this Agreement each year.

## Years 7–13 Student Technology Acceptable Use Agreement

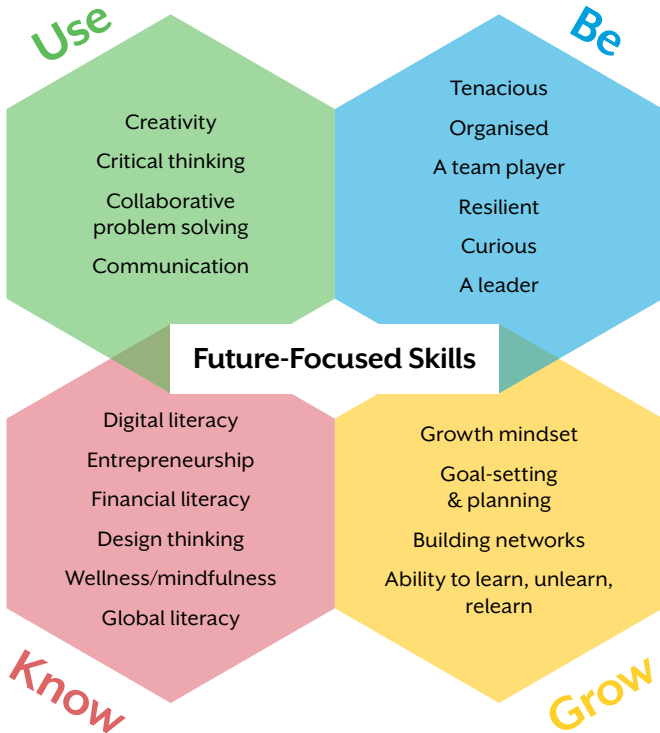
I understand my school provides technology tools for me to use to support my schoolwork and my communication with others (including my peers, teachers and parents) about my learning. I understand the school allows me to use my own technology to support my learning.

- I will always aim for the highest standard possible in all the ways I use technology and communicate online.
- I will always think critically, creatively and reflectively about the material that I contribute online, about the way I share it and with whom I share it.
- I will respect others opinions, beliefs and ideas in online communication and I will be fair and honest in what I say and do online.
- I will be responsible and accountable in what I say and do online.
- I will act ethically online.
- I will help others to act in a responsible, ethical way in the use of technology.

I understand that if I do not use technology in a responsible and ethical manner, I will be held accountable for my actions and may lose access to school technology or face other consequences.

# Academic learning at Marsden

Along with your subject knowledge, we want you to grow many other important skills, which are essential for you to make the most of life and work beyond school. The diagram below illustrates important 21st century skills. Make them a focus of your personal goal-setting.



Source: <https://www.21cskillslab.com/what-21c-skills>

## Qualities of the student as a learner

This grid identifies qualities that your teachers will be noting about you as a learner, both as the year progresses and in your school report.

### Motivation to learn – engagement

Shows intermittent enthusiasm for learning, relying on teacher direction

Shows some enthusiasm and motivation to learn, generally dependent on teacher direction

Shows motivation for learning, is generally an independent learner, occasionally demonstrates curiosity beyond the content provided

Consistently shows initiative and motivation as an independent learner, shows curiosity and looks to expand learning beyond the content provided

### Contribution and collaboration

With direction and encouragement, contributes to the classroom dynamic and occasionally collaborates in wider classroom learning

With encouragement, contributes to the classroom dynamic and collaborates in wider classroom learning

Contributes confidently and productively to the classroom dynamic and collaborates constructively in wider classroom learning

Contributes confidently, productively and purposefully to the classroom dynamic and collaborates effectively in wider classroom learning

### Organisation for learning

Readiness for class, management of time and completion of work is sometimes achieved, with input from others

Readiness for class, completion of work and management of time is usually achieved, with input from others

Is showing some independence in readiness for class, in completion of work and management of time

Takes personal responsibility and initiative in readiness for class, completion of work and management of time

### Tenacity and resilience

Chooses to work within the boundaries of what she knows; some reluctance to attempt new skills and new ways of learning; not yet working through setbacks

Beginning to explore the boundaries outside of what she knows; occasionally attempting new skills and new ways of learning; beginning to work through setbacks

Attempts new skills and new ways of learning with some confidence and independence; developing the ability to respond constructively to a range of situations, including setbacks

Shows a growth mindset in attempting new skills and new ways of learning; strong emotional management in response to a range of situations, including setbacks



## Marsden iCentre

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The Marsden iCentre is a warm, inviting and well-utilised environment for students and staff to read, borrow resources, research and study. It is a place for learning, for connecting and for encouraging an interest in reading.

All new students are greeted with an overview of the iCentre; its resources and how iCentre staff can support them.

### Hours

The Marsden iCentre is open during the school term from:

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7.30am–6.00pm Monday, Tuesday, Wednesday

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7.30am–5.30pm Thursday

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7.30am–4.00pm Friday

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## Resources

Resources, reading lists and research tools are accessible from school and home. The [iCentre Resources](#) home page can also be accessed via the Marsden website and from the Marsden Portal.

Most resources can be borrowed for three weeks, with the option to borrow for longer if required.

The [iCentre Resources](#) home page provides support for reading, student learning, research and the teaching of the curriculum. You can:

- search for books and other resources
- find instructions on how to browse and download e-Books (the iCentre staff are available to help with this)
- read reviews and seek out recommendations
- find book selection tools/blogs, reading lists (such as 'Recommended by iCentre Staff', 'Christmas Books' and many more)
- find links to resources for research, including search engines, websites and databases (such as EPIC) and digital platforms
- find guides on search strategies, evaluation of websites, the pitfalls of plagiarism and how to write a bibliography
- find links to applications used by students at Marsden - Hāpara Student Dashboard, Education Perfect, the Marsden Portal and Google tools
- find links to Marsden School history and information.

### **Fiction**

This collection consists of contemporary and classic novels, visual texts, quick reads and graphic novels.

### **Non-Fiction**

This is an extensive collection of resources that support the curriculum and factual reading.

### **Magazines**

A small collection of current magazines, along with a backfile of some titles. Magazines are for both curriculum and recreational use.

### **Digital Equipment**

iPads, laptops, cameras and a wide selection of chargers are available to be borrowed. They are available to use both in the iCentre and in the classroom, and are issued on a daily basis.

## Services

### IT Support

Access to the internet, school network and email is made available to all students who have signed the School Acceptable Use Agreement (AUA). Details are on page 27 of this Handbook.

### Photocopying/Printing

These services are available to students through their “Papercut account”. Students are credited with \$5.00 on their account at the beginning of each year. The accounts can be topped up by bringing cash to the iCentre.

### Inquiry and Bibliography Tutorials

iCentre staff are available to deliver these to classes and individuals as required to help with research and assessments.



## Study tips

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### Index Subsystem

Here is a method of studying that gives you an accurate perception of how well you know the material, and forces you to think about it, rather than just look over it.

- Review your notes and readings frequently so the “material” is fresh.
- As you’re reading your text or reviewing your notes, generate and write down questions about the material. Imagine you’re teaching the course. What questions would you ask in the exam?
- Keep track of any terms you don’t know.
- Write each question or term on the back of an index card.
- On the front of each index card, write an answer or an explanation for the question or term on the back. Use your notes and text for a reference, but put the answer or explanation in your own words wherever possible.
- Shuffle the index cards (so you can’t figure out any answers based on their location in the deck).
- Look at the card on the top of the deck: Try to answer the question or explain the term. If you know it, great! Put it on the bottom of the deck. If you don’t know it, look at the answer, and put it a few cards down in the deck (so you’ll come back to it soon).
- Proceed through the deck of cards until you know all of the information.

### Some Tips

- **Carry your cards with you everywhere.** Take advantage of little pockets of time. Test yourself while you’re waiting in line, riding the bus, etc.
- **If you think you know an answer,** but can’t put it into words, you probably don’t know it well enough. Being able to explain the information is the only way to be sure that you know it. It’s also the best way to prevent test anxiety.
- **Consider testing yourself someplace where nobody can see you** and reciting the answers out loud. That’s the best way to be sure that you can explain them.
- **Study with a friend from your class.** You can share ideas and help each other out with concepts. Also, you can use each other to make sure that you’re explaining your answers adequately.

# Homework at Marsden

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Homework is integral to learning at Marsden. For students at all levels, homework helps develop good habits of self-management and independent thinking. It is an opportunity to reflect on and consolidate learning from the classroom, extend thinking, practise skills, create and explore. The connection between homework and classroom learning should always be meaningful, purposeful and clear to the student. Homework should never be burdensome, 'busy' work.

## Guidelines

It is difficult to set exactly how much time should be dedicated to homework at each year level, as time required depends on the task and can be variable. As a general rule, there is no expectation that work is completed overnight, with only 24 hours' notice. We recognise students have busy lives outside of school.

Years 7-10 ..... 3-5 hrs per week across all subjects is reasonable.

Year 11 ..... 6-8 hrs per week across all subjects is reasonable.

Years 12-13 ..... 8-10 hrs per week across all subjects is reasonable.

## Years 7-10

Record your homework in your personal diary.

Let your teacher know early if you will have any problem meeting deadlines.

Complete long term assignments in small chunks – don't leave it all to the last minute.

Multiple hours spent on homework, over a short period of time, is counter-productive in terms of your wellbeing and the quality of your output.

Homework is satisfying when you have some independence and opportunity to discover more for yourselves.

Homework is less satisfying when it is repetitive or without a clear goal.

Reading is always valid homework.

Discussion at home, of ideas, topics, themes and concepts connected with school learning, is always valid homework.

Homework checks can include conferencing, peer review, discussion, whole class feedback.

## Years 11–13

Students are required to spend more time on homework as they move into the senior school and homework is linked to NCEA assessment. Homework will often be dedicated to internal assessment tasks and you are likely to prioritise this, but there should be some space for other lighter homework.

Quality homework tasks include:

- practising skills (e.g. vocabulary for languages, mathematical procedures, keyboard, writing)
- researching
- reading
- creative thinking and production
- reviewing and organising work done during the day.

Revision forms a significant part of homework, particularly in preparation for tests and exams.

## 1. Course requirements

It is the school's policy that the majority of students preparing for NCEA Level 1 or 2 will undertake a course of study in six subjects. For Level 3, students are expected to take five subjects. Any entry requirements for specific subjects are outlined in the school Year Programmes. Students seeking an exception to this policy or these requirements must seek approval through the Deputy Principal.

In accordance with the school's policy it is expected that every student will:

- complete all requirements for each course in which she is enrolled
- fulfil all reasonable homework and assignment requirements
- attend classes regularly, as set out in the school policy on attendance.

## 2. Course Outline and Assessment Programme

Subject information is posted on Hāpara (our online learning management system).

This includes:

- an outline of the course for the year, its aims and objectives
- an overview of learning areas to be covered and an approximate time frame
- an assessment outline detailing:
  - specifications of all NCEA standards to be assessed during the year
  - how internal assessment will be carried out and due dates
  - any further assessment opportunities that will be offered
  - how and when practice assessment towards external standards will occur
  - prerequisites for further study, if relevant.

All Level 1 students will also access learning through Google Classroom for NCEA+.

## 3. Internal Assessment

### Due dates

Due dates for internal assessment are advised well in advance and in fairness to all students, must be observed. Students are expected to manage their time effectively. It is not acceptable to miss other classes to complete or prepare for internal assessment. On the date that a 'take home' internal assessment assignment is due, it is to be handed in to the designated subject teacher in a pre-arranged venue before classes commence for the day.

Students may apply for an extension by using this [approval form](#).

## 4. Misses and Late Assessments

Circumstances may occur which are beyond the student's control, when she is unable to be present for an internal assessment or has not been able to complete internal assessment by the due date. Legitimate absences include illness, family distress (e.g. bereavement) and school-approved trips. Information on how such situations are dealt with is outlined on the next three pages.

### Illness

Where a student is ill on the date an assignment is due, it is the responsibility of the student to ensure that the assignment is delivered to the school on that day or submitted on Hāpara. Students or their caregivers should phone the school and advise when the assignment will arrive at the office.

When a student is unable to attend school for internal assessment because of illness and requests assessment on another date, a medical certificate stating that the student is sufficiently unwell to present herself for assessment may be required. Contact must be made with the Deputy Principal to determine whether this is feasible.

Where illness has prevented a student from meeting a deadline or preparing for assessment, a medical certificate may also be required. Parents must make contact with the Deputy Principal on or before the due date to determine this.

### Family distress

A phone call from a parent to the Deputy Principal to explain the problem is required. Such information will be confidential.

### School trips

If a student knows that she is going to be out of school on a field trip, sports trip or other school approved outing when an assessment is due, she should notify the teacher in advance to discuss how assessment will be managed.

### Self-interest leave

No special arrangements are made to extend deadlines or withdraw students from standards when students take self-interest leave (for example, a family holiday).

### Non-completion of work

Students who fail to complete or submit work for internal assessment without evidence of a legitimate absence or prior approval from the Deputy Principal will be awarded a Not Achieved grade.

## Catching up on missed assessment

On her return to school following a verified, legitimate absence, a student will be given, **where practicable**, any assessment that she may have missed or an extension to complete assignment work by an agreed date. In situations other than illness, an extension may be granted at the discretion of the Deputy Principal. Please be advised that such extensions are only granted in exceptional circumstances. All assessment that occurs outside the set dates must be negotiated through the Deputy Principal. In some instances, it may be impractical for students with legitimate absences to be assessed for a particular standard.

## Resubmissions

It is up to each department to decide whether it is practical and/or manageable to offer a resubmission. Resubmissions can only be applied to shift an assessment result from Not Achieved to Achieved. Subject outlines will make it clear how evidence is collected and whether further opportunities are available.

## Electronic mishaps

Students need to be aware that electronic mishaps are not a legitimate excuse for missed deadlines. All students are required to save assignment work for assessment in the Cloud – i.e. using Google Docs or other cloud-based storage.

## Special conditions

Assistance is available for students who need special conditions for internal and external assessment, and who have been identified as meeting the necessary criteria. If you believe you are eligible for special assessment conditions and these have not been discussed, please talk to the Deputy Principal.

## 5. Authenticity

Each student is encouraged to read around the topic she is preparing for assessment, discuss ideas and seek advice. This is a valuable part of the learning process. However, a student's own work is based on her own experiences, research and reading; it changes the words, forms and ideas of other people in some significant way. By handing in a piece of work for assessment, a student is claiming that the work is her own. Unless group work is part of the assessment, students should complete their assessment tasks independently. Where students submit collaborative work for individual assessment a Not Achieved grade will be awarded.

A student who submits work for assessment that she has not written or produced herself is guilty of plagiarism. This is a serious offence in any academic or publishing environment. Plagiarism means presenting someone else's work (words, ideas, or information) as your own. This could look like:

- copying off the internet or a friend (even if you then put it into your own words);



- taking passages from multiple sources, piecing them together, and turning in the work as your own; or
- using AI like ChatGPT, Character.ai or Snapchat's My AI to generate your work.

### ChatGTP information and rules of use for students

AI Language Models (ALLMs) are tools that are being developed to make our lives easier; however, they do not replace the need to learn how to think or write. They also should not be considered knowledge bases. ALLMs know how to produce language in a way that sounds like it knows what it is talking about, but it is also often wrong. ALLMs are not a primary source of information.

When using ALLMs, ask yourself: Would a teacher say yes to me?



If you ask AI to give you feedback on your work, your teacher should always see your authentic work first. If you are unsure whether you should use ChatGPT or another ALLM to support you in your work, you should check with your subject teacher or assume the answer is no.

You might experiment with ALLMs yourself to understand the strengths and limitations of their capabilities, but do not use them to produce internal assessments or other assignments, and do not assume they are always right. If a teacher would say yes, you can probably ask AI.

## How to avoid plagiarism

- Include an appropriate bibliography. Information on how to write a bibliography can be found on the [iCentre Resources](#) home page. Work that directly quotes or copies the ideas, words or forms of another person must be properly acknowledged and attributed to that person.
- If in doubt, check with a teacher before the task is completed whether an intended form of assistance is appropriate for a particular assessment task.
- State the contribution of all group members when more than one person is involved in group assessments.
- Keep plans, drafts, worksheets or logbooks used when items of work are produced over an extended period (i.e. longer than two weeks).

In exams or under test conditions, it is essential that a student's work can be verified as her own.

If the authenticity of a student's work is called into question, the matter will be referred to the HOD. The student may choose to discuss the matter with the Deputy Principal. In most circumstances, it is probable that **no grade will be awarded**.

## 6. External Assessment Derived Grades

Where a student is unable to sit an external examination or her performance is adversely affected because of illness or other personal misfortune, assessment may occur through derived grades. In this case the school is asked to provide evidence of that student's achievement based on practice assessment towards the standard. Where students have not completed those practice standards, an award may not be possible.

## Conduct in external examinations

During the year, the teachers at Marsden will ensure that students are familiar with the regulations that govern external assessment and that school examinations are conducted under NZQA conditions. This will ensure that everyone is familiar with the appropriate procedures. Students who breach NZQA regulations during external assessment are liable to have their results declared invalid.

## 7. Keeping records

NCEA results are uploaded to the NZQA website at intervals throughout the year. Students can track their progress through the Marsden Portal.

## Confidentiality

Student results are confidential to the student concerned.

## 8. Appeals

Students should sign to confirm their acceptance of each internal assessment result. If a student disputes any grade, it is her right to:

- discuss it with the teacher and query the grade at the time the work is returned
- query the grade with the Head of Department or Deputy Principal if she is still not satisfied
- request that the work be re-assessed by completing an [Appeal form](#) and lodging it with the Deputy Principal within a week of the work being returned.

## 9. Reporting/Feedback on Student Progress

Students and their parents receive regular reports, both verbal and written, during the course of the year. At the end of Term 2 reports are issued, giving results for any internal standards completed and any practice results for external standards.

Comments will acknowledge successes and identify any areas of concern. Learning Progress Interviews follow on from these reports.

During Term 4 a summary of grades and a recommended exam study programme is issued to all NCEA candidates. Students are welcome to discuss their goals or any concerns about their academic progress with their tutor and/or Dean.

### NZQA website

[www.nzqa.govt.nz/ncea](http://www.nzqa.govt.nz/ncea)

On this website students may view:

- ▶ Assessment specifications for all standards.
- ▶ Previous years' examination papers for external standards.
- ▶ The current NCEA examination timetable.

Students will be given their NSN (National Student Number) towards the end of Term 2. This is their number for all subsequent NCEA assessment. Students may use their NSN to log into the NZQA website and access their entry details, examination results (in late January) and their Record of Learning.

Students and parents/caregivers will be asked to sign an acknowledgement that they have read and understood the NCEA assessment policy via the Marsden Portal.

## Scholars' Awards

At Marsden, we hold a Scholars' Assembly each year to acknowledge the success of students who have achieved outstanding academic results in their qualifications in the previous year. There are two levels of award: School colours and school badges. You can check the criteria on the Marsden website at <https://www.marsden.school.nz/our-schools/senior-school/academic-y11-13/awards/scholars-awards-criteria>

## Presenting at Assembly

Throughout your years at Marsden, it is quite possible that, at some point, you will have the opportunity to speak at Assembly. This is a great way of developing your confidence and sharing experiences with the school. There are some important things to consider: if you have a Powerpoint, Google slides or a video to show, please email/share it to [assembly@marsden.school.nz](mailto:assembly@marsden.school.nz) at least 24 hours before you are presenting. It takes time to collate everyone's presentations for the Assembly. It shows a lack of consideration, on your part, to leave it to the last minute.

When addressing the audience at assembly, you should use a greeting in Māori (such as 'morena', 'kia ora') or 'good morning', but not casual slang, such as 'Hey guys'. It is not appropriate.

## Discussing and responding to sensitive issues at Marsden

Issues such as race, gender equity, religion and politics are important to discuss and can often cause strong feelings. At Marsden, we believe it is important to examine all topics and issues with a listening mind. Some of our learning contexts may be deemed controversial. In fact, examining controversial topics should be viewed as relevant and necessary to our personal and academic growth.

Many works of culture from past periods of time may use language or ideas that we would question in today's world. These aspects need to be faced but do not eliminate the substantial value and influence that they have on the art, culture, ethics and morals that we see as being acceptable today. Many of these works have in fact been catalysts for the greater tolerance and the inclusion of diverse cultural and gender perspectives that we aspire to.

We encourage all ākonga to examine their learning with detailed curiosity to expand understanding beyond the limited perspectives offered by social media. Here at Marsden we offer a safe and inclusive environment in which a range of whakaaro (opinions) can be voiced in the pursuit of kotahitanga (collective understanding). We can achieve this through:

- inquiry: asking questions as a way into any story
- critical thinking: being analytical and sceptical readers of text and media by finding the true source of information
- empathising: learning about humanity from a story, the news, history, an experiment
- honouring multiple perspectives: hearing, reading and making meaning of multiple voices

# Being a Buddy

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When you're asked to buddy a new student, you've been given a compliment. Not everyone can do this job well; it takes commitment, and we think you can do it!

A good buddy will think back to when she started at this school... How did she feel on her first day? What were the good and bad things that happened to her? What would she have changed if she could have? You will have lots of ideas about being a buddy. There are important things your buddy will need you to help her with.

Phone your buddy; try and arrange a time to meet with her so that she feels comfortable with you and ready for the first day. Meet your buddy on the first day and take her to your form class. Show her around... her desk, locker, peg etc. During the day give her a tour of the school, including the important places such as:

- toilets – which ones are closest, where are they around the school?
- the nurse
- drinking fountains
- Dean's office
- main reception/vestibule
- dance studio
- Cultural Centre
- cafeteria.

Your buddy needs you to look after her ALL the time for at least a week. Check someone is looking after her during the option classes. Stay with her at break and lunch. Explain the timetable. Where is the room number? Teacher's name? When does she have PE and need her gear?

Show her the map of the school in this Handbook. Has she got the right stationery? Check she knows where the buses leave from and at what time. Make her comfortable and welcome all the time. Thank you!!



## School Songs

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Marsden has two school songs, which are sung at special assemblies, celebrations and whole school events.

The first is *Non Nobis Domine* (*Not unto us O Lord*), a Latin title for a Christian hymn which dates as far back as the 17th Century. The words we sing are by Rudyard Kipling, and they were put to music in 1934 by Roger Quilter. It is the official song of many schools around the world. Our second school song is *Hamuera Matene* (*Samuel Marsden*), written in 2017 by Marsden student Araraina Takuirā-Mita. It tells of the history of our school and our values and motto.

## *Non Nobis Domine*

*Non Nobis, Domine!  
Not unto us, O Lord,  
The praise and glory be  
Of any deed or word.  
For in Thy judgement lies  
To crown or bring to nought  
All knowledge and device  
That we have reached or wrought.*

*And we confess our blame,  
How all too high we hold  
That noise which we call fame,  
That dross which we call gold.  
For these we undergo  
Our hot and godless days,  
But in our souls we know  
Not unto us the praise.*

*O Power by whom we live  
Creator, Judge and Friend,  
Upholdingly forgive,  
Nor leave us at the end.  
But grant us yet to see,  
In all our piteous ways,  
Non Nobis, Domine,  
Not unto us the praise,  
Non Nobis, Non Nobis, Non Nobis Domine.*

## *Waiata: Hamuera Matene (Samuel Marsden)*

*Mai te rohe o Karori, ki Porirua e  
E noho ana ngā tauira o Hamuera Matene  
Kotahi mano, waru rau, whitu tekau ma waru e,  
i whakatū te kura kohine a te mihinare.*

### *Korihi (Chorus)*

*Tū tonu Hamuera Matene, whaia te hiranga o ngā raukura  
Kapo mai i ngā matauranga mo tou kete hauora  
Kia tū kaha ki te ao huri e, huri nei  
Tū tonu Hamuera Matene, anei te ope o te kura kohine no Karori e  
Ngā pūmanawa e ono, ko ngā whare hapu e  
Ma te mana rangatira, koutou e taki e*

### *Kaea – Karanga mai rā (Call of welcome)*

*Ko Richmond, ko Baber, Hadfield-Beere  
Ko Jellicoe, ko Johnson, Swainson-Riddiford  
Tū tonu Hamuera Matene,  
anei te ope o te kura kohine no Karori e (x2)*

*(Araraina Takuira-Mita, 2017)*

See our video, showing you the actions to and correct pronunciation of our school waiata, [here](#).



**Translation:**

*From the region of Karori to Porirua –*

*This is the base for the two schools and their communities.*

*1878: the year this school was established in honour of the Anglican preacher Samuel Marsden*

*Take hold of these treasures that are taught to you and store them within yourself for your well-being and health.*

*So you can stand strong and independent in this evolving world.*

**\*Chorus**

*Here stands the combined old girls, and former students of Samuel Marsden from Karori.*

*The six beating hearts of the school that keep it alive spiritually are represented by houses, hapu.*

*All named after legendary people and they may lead you OR your house captains may lead you, through whatever challenge the school throws at you.*

*There is Richmond, Baber, Hadfield-Beere.*

*There is Jellicoe, Johnson and Swainson-Riddiford.*

**\*Chorus**

# Useful Phrases in Te Reo Māori

<b>Kia ora</b> (kee oh-ruh):	Hi
<b>Mōrena</b> (moh-reh-nuh):	Good morning
<b>Tēnākoutou</b> (teh-nah koh-toh):	Formal greeting to many people
<b>Haere mai</b> (hi-reh my):	Welcome
<b>Haere rā</b> (ha-eh-reh rah):	Goodbye (from a person who's staying)
<b>E noho rā</b> (eh noh-hoh rah):	Goodbye (said by someone who's leaving)
<b>Ko wai to ingoa? Ko...ahau</b> (koh why toh in-goh-uh; koh ... ah-hoh):	What is your name? My name is...
<b>Kei te pēhea koe?</b> (kay tee peh-he-uh ko-eh):	How are you?
<b>Kei te pai</b> (kay tee pie):	I'm fine
<b>Tu meke</b> (too meh-keh):	Too much
<b>Ka pai</b> (kah pie):	Good
<b>Kia kaha</b> (key-uh kah-huh):	Be strong
<b>Pōwhiri</b> (poh-fee-ree):	A welcoming ceremony
<b>Tapu/noa</b> (tah-pooh/noh-ah):	Sacred/unrestricted
<b>Iwi</b> (ee-wee):	Tribe, nation, kinship
<b>Whānau</b> (fah-noh):	Family
<b>Karakia</b> (kah-rah-kee-uh):	Prayer
<b>Kai</b> (k-eye):	Food
<b>Tangi</b> (tah -ng-ee shortened form of tangihana):	Funeral
<b>Mahi</b> (mah- hee):	Work
<b>Ākonga</b> (ah-kong-a):	Student/pupil

## Numbers

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<b>Tahi</b> (tah-hee):	1
<b>Rua</b> (roo-ah):	2
<b>Toru</b> (toh-roo):	3
<b>Whā</b> (fah):	4
<b>Rima</b> (ree-mah):	5
<b>Ono</b> (oh-no):	6
<b>Whitu</b> (fee-too):	7
<b>Waru</b> (wah-roo):	8
<b>Iwa</b> (ee-wah):	9
<b>Tekau</b> (teh-koh):	10

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Source: <https://theculturetrip.com/pacific/new-zealand/articles/21-essential-maori-phrases-you-need-to-know/>

# Goals

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Developing, daily, weekly, yearly and even longer-term goals are important for everyone. Setting goals now can help you manage your life better today. You can use your Hauora Journal and NCEA+ Google Calendars to keep track of your short-term goals. You might like to set out longer-term goals for each term on the goal-setting pages in this handbook. Take time at the beginning of each term to establish some goals for yourself – goals related to your learning, wellbeing, co-curricular aspirations, personal resolutions or friendship commitments.

- Be realistic. Make sure your goals are attainable.
- Prioritise your goals.
- Be specific. Make sure your goals are measurable.
- Establish a plan to achieve your goals. Tackle one step at a time. Remain flexible.
- Set time limits. This will force you to act.
- Go for it! Be persistent, be confident.
- Reward yourself upon completion.

## Decisions

Your goals are now set. How will you achieve them? The establishment of a plan of action involves decision-making. A well-balanced plan of action will help you to succeed in attaining your goals. Here are some guidelines which you can follow in making decisions leading to the establishment of your personal plan of action:

- Have a clear mental picture of the goal.
- Identify and assess the resources as well as the constraints in achieving your goal.
- Identify the alternative routes and opportunities available to you in reaching your goal.
- Identify the consequences of the various alternative routes open to you.
- Make your decision.
- Implement your action plan.
- Evaluate whether the goal has in fact been reached.



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
A	5	6 Waitangi Day	FEBRUARY 7 <b>Term 1 begins</b>	8	9	10	11
B	12	13	14	15	16	17	18
A	19	20	21	22	23	24	25
B	26	27	28	29	MARCH 1	2	3
A	4	5	6	7	8	9	10
B	11	12	13	14	15	16	17
A	18	19	20	21	22	23	24
B	25	26	27	28	29 Good Friday	30	31
A	APRIL 1 Easter Monday	2 Easter Tuesday	3	4	5	6	7
B	8	9	10	11	12 <b>Term 1 ends</b>	13	14
	15	16	17	18	19	20	21
	22	23	24	25 ANZAC Day	26	27	28

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
A	29 Term 2 begins	30	MAY 1	2	3	4	5
B	6	7	8	9	10	11	12
A	13	14	15	16	17	18	19
B	20	21	22	23	24	25	26
A	27	28	29	30	31	JUNE 1	2
B	3 King's B'day	4 Staff Only Day	5	6	7	8	9
A	10	11	12	13	14	15	16
B	17	18	19	20	21	22	23
A	24	25	26	27	28 Matariki	29	30
B	JULY 1	2	3	4	5 Term 2 ends	6	7
	8	9	10	11	12	13	14

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
A	29 Term 3 begins	30	31	AUGUST 1	2	3	4
B	5	6	7	8	9	10	11
A	12	13	14	15	16	17	18
B	19	20	21	22	23	24	25
A	26	27	28	29	30	31	SEPTEMBER 1
B	2	3	4	5	6	7	8
A	9	10	11	12	13	14	15
B	16	17	18	19	20	21	22
A	23	24	25	26	27 Term 3 ends	28	29



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
	30	OCTOBER 1	2	3	4	5	6
	7	8	9	10	11	12	13
B	14 Staff Only Day	15 Term 4 begins	16	17	18	19	20
A	21	22	23	24	25	26	27
B	28 Labour Day	29	30	31	NOVEMBER 1	2	3
A	4	5	6	7	8	9	10
B	11	12	13	14	15	16	17
A	18	19	20	21	22	23	24
B	25	26	27	28	29	30	DECEMBER 1
A	2	3	4	5	6	7	8
B	9	10	11	12 Term 4 ends	13	14	15
	16	17	18	19	20	21	22

Period	Monday	Tuesday	Wednesday	Thursday	Friday
8.25–8.35	FORM TIME   TUTOR TIME for all Years 7–13 students				
1 8.35–9.30				1 8.35–9.25	
2 9.30–10.25				2 9.25–10.15	
10.25–10.45	BREAK			10.15–10.35 BREAK	BREAK
3 10.45–11.40				3 10.35–11.25	
4 11.40–12.35	Hauora/ Assembly Years 7–13			4 11.25–12.20	
12.35–1.35	LUNCH			Assembly 12.20–12.50  12.50–1.45 LUNCH	LUNCH
5 1.35–2.30				5 1.45–2.35	
6 2.30–3.25				6 2.35–3.25	

Period	Monday	Tuesday	Wednesday	Thursday	Friday
8.25–8.35	FORM TIME   TUTOR TIME for all Years 7–13 students				
<b>1</b> 8.35–9.30				<b>1</b> 8.35–9.25	
<b>2</b> 9.30–10.25				<b>2</b> 9.25–10.15	
10.25–10.45	BREAK			10.15–10.35 BREAK	BREAK
<b>3</b> 10.45–11.40				<b>3</b> 10.35–11.25	
<b>4</b> 11.40–12.35	Hauora/ Assembly Years 7–13			<b>4</b> 11.25–12.20	
12.35–1.35	LUNCH			Assembly 12.20–12.50	LUNCH
				12.50–1.45 LUNCH	
<b>5</b> 1.35–2.30				<b>5</b> 1.45–2.35	
<b>6</b> 2.30–3.25				<b>6</b> 2.35–3.25	