



## Enrolment Application 2018-2019

### Caregiver Student & Details

Office Use Only			
Start Date: / /		Courses	
Year Level: 11 12 13		Yrs 11, 12, 13	Yr 11
LA request:	PoR:		
PP:	Medical:		
Stat Decs:	Names:		
PCG sign:	Student sign:		
Interview:			

<b>Family/ Surname</b> (as on birth certificate)	
<b>First Name</b> (as on birth certificate)	
<b>Middle Names</b>	
<b>Preferred First Name</b>	
<b>Preferred Family Name</b>	
<b>Home address</b>	
<b>Postcode</b>	
<b>Home Phone</b>	
<b>Student Mobile Phone</b>	
<b>Student Home Email</b>	
<b>SN Number</b> (if known)	

<b>Gender</b>	Male / Female
<b>Date of Birth</b> (dd/mm/yyyy)	
<b>Country of birth</b>	
<b>Date of Arrival in NZ</b>	
<b>Nationality</b> (country of citizenship)	
<b>Iwi</b> (if applicable)	
<b>Language(s)</b> spoken at home	1. 2. 3.
<b>Previous School</b>	
<b>Siblings</b> (currently attending OSC)	

Please indicate **Ethnicity** by ticking a block (based on options provided from Census New Zealand):

<input type="checkbox"/>	Māori
<input type="checkbox"/>	NZ European
<input type="checkbox"/>	Other European – Please specify: _____
<input type="checkbox"/>	Filipino
<input type="checkbox"/>	Cambodian
<input type="checkbox"/>	Vietnamese
<input type="checkbox"/>	Other South-East Asian
<input type="checkbox"/>	Chinese
<input type="checkbox"/>	Sri-Lankan
<input type="checkbox"/>	Korean
<input type="checkbox"/>	Middle-Eastern
<input type="checkbox"/>	Other Asian – Please specify: _____
<input type="checkbox"/>	Other Ethnicity – Please specify: _____

<input type="checkbox"/>	Pasifika:
<input type="checkbox"/>	Fijian
<input type="checkbox"/>	Cook Island Māori
<input type="checkbox"/>	Samoaan
<input type="checkbox"/>	Tongan
<input type="checkbox"/>	Other Pacific Peoples – Please specify: _____
<input type="checkbox"/>	Indian:
<input type="checkbox"/>	Fijian Indian
<input type="checkbox"/>	Punjabi
<input type="checkbox"/>	Other Indian – Please specify: _____
<input type="checkbox"/>	African – Please specify: : _____

## Parents living at the same address

	Caregiver 1 (at above address)	Caregiver 2 (at above address)
<b>Title</b> (please circle)	Mr / Mrs / Ms / Miss / Other	Mr / Mrs / Ms / Miss / Other
<b>Name</b>		
<b>Relationship</b> to Student		
<b>Mobile Phone Number</b>		
<b>Email Address</b>		
<b>Occupation</b>		
<b>Work Place</b>		
<b>Work Phone</b>		
<b>Languages</b> spoken		

## Emergency Contact [if parents/caregivers are unavailable]

<b>Title</b>	Mr / Mrs / Ms / Miss / Other	<b>Home Phone</b>	
<b>Name</b>		<b>Work Phone</b>	
<b>Relationship</b> to student		<b>Mobile Phone</b>	

## Parents NOT Living at the same address

[Only complete if one or both parents are not living at the same address as the student]

	Mother	Father
<b>Title</b> (please circle)	Mrs / Ms / Miss / Other	Mr / Other
<b>Name</b>		
<b>Address</b> (if known)		
<b>Mobile Phone Number</b>		
<b>Email Address</b>		
<b>Occupation</b>		
<b>Work Place</b>		
<b>Work Phone</b>		
<b>Languages</b> spoken		
<b>Access Rights</b>	Yes / No	Yes / No
<b>Legal Guardian</b>	Yes / No	Yes / No

## Learning Information

<b>Students born outside New Zealand:</b> Is additional support for ESOL (English for Speakers of Other Languages) required?	Yes / No
<b>ESOL support provided previously</b>	Yes / No
<b>Student has been evaluated</b> (for Learning Difficulties or Disorders)	Yes / No
<b>NZQA Special Assessment Conditions required</b>	Yes / No
<b>RTLB/ Teacher Aide Support</b>	Yes / No
Please share any other learning information relevant to your child's success:	

## Citizenship:

Original documents must be sighted by the College. Copies must be attached.

Please indicate:

<input type="checkbox"/>	<b>NZ Citizen</b>	<input type="checkbox"/>	<b>Student Visa</b>	<input type="checkbox"/>	<b>Exchange Student</b>
<input type="checkbox"/>	<b>NZ Resident</b>	<input type="checkbox"/>	<b>Refugee status</b>	<input type="checkbox"/>	<b>Other</b> (please specify):

New Zealand Citizens:

<input type="checkbox"/>	<b>NZ Passport OR</b>	<input type="checkbox"/>	<b>Citizenship Certificate OR</b>	<input type="checkbox"/>	<b>Birth Certificate</b>
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## Foreign Citizens:

<b>Passport Number (and)</b>		Expiry Date:
<b>Visa or Permit Number</b>		Expiry Date:
<b>Birth Certificate</b>	<b>Sighted:</b>	<b>(FOR OFFICE USE ONLY)</b>

## Proof of Residence:

Account to be registered in caregiver's name

<b>Electricity</b>	<input type="checkbox"/>	<b>WINZ</b>	<input type="checkbox"/>
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## NCEA Agreements

Students and parents must abide by these agreements for the duration of the enrolment

### NCEA CANDIDATE DECLARATION OF AUTHENTICITY

- I understand that the work I submit for assessment must be my own
- I understand that if it is appropriate to source information, then that information must be acknowledged in the appropriate manner
- I understand that I may be required to identify my sources if there is any question about the authenticity of my work
- I understand that I must acknowledge all direct quotes and references
- I understand that plagiarism and/or collusion will result in disciplinary action which may make me ineligible for a grade or credits that contribute to a NCEA qualification.

I have read the statements above and understand that all work, including planning and production, for assessment purposes must be my own:

Student signature:

### NCEA COURSE INFORMATION – refer to <http://students.ormiston.school.nz/ncea>

We have read and understood the information provided about NCEA Course Information on the Ormiston Senior College website. We agree to abide by all the rules stipulated within it.

Parent/ Caregivers signature:

Student:

### ACCEPTABLE USE OF ICT:

We have read the **Cyber-Safety Agreement**. We understand the Agreement and agree to abide by it:

Signature Parent/ Caregiver:

Student:

### BLANKET CONSENT FOR EDUCATION OUTSIDE THE CLASSROOM (EOTC):

I/ We have read the **Blanket Consent Information** and agree to the participation of our child in the lower risk category **A** and **B** EOTC events while our student is at Ormiston Senior College:

Signature Parent/ Caregiver:

Student:

## Privacy Agreements

The College and Parents will abide by these agreements for the duration of the enrolment.

### **Privacy Act 1993:**

The information requested by Ormiston Senior College is retained and will be used to provide information to the Ministry of Education, and to facilitate the operation and administration of the School (e.g. NSN communicated to NZQA). Address and phone number details are collected at the time of enrolment and during the student's time at the college so that the college can contact the parent or student as necessary. These contact details may also be passed on to the Ministry of Education and the Ministry of Social Development (MSD). This is so that young people who may have difficulty finding future employment, training or further education can be identified and offered support by organisations contracted by MSD to help re-engage young people in education or training when they leave school.

I / We authorise Ormiston Senior College to use the information for the purposes outlined above.

**Signature Parent/ Caregiver:**

### **PUBLICATIONS PERMISSION:**

**I/ We consent to the name and /or photograph of this student appearing in Ormiston Senior College publications (website, newsletters, and year-book), external promotional materials related to events or activities my child may be involved with, and in press releases.**

**Signature Parent/ Caregiver:**

**Student:**

### **Declaration:**

**I/ We declare that the information provided on this enrolment application is true and correct and will make every endeavour to inform Ormiston Senior College of any changes or updates to the information supplied.**

**Signature Parent/ Caregiver:**

**Student:**

# MEDICAL FORM

To assist us in providing the best possible care for your child in any illness/ emergency situation, please complete the following questionnaire in as much detail as possible.

While this information is strictly confidential, it may be necessary for the safety of your child and others, to inform relevant staff of medical conditions. This Medical Form will be filed in the school office. The school realises that family circumstances and a student's health may change during the course of their schooling. It would be very much appreciated if the school is notified as soon as possible by contacting Reception on 09 551 2430.

PRINT STUDENT NAME:		HEALTH NOTES	MEDICAL CONDITIONS (Please Tick)
Allowed Panadol	YES NO	Example: Medication required for sensory loss, factors that may affect the student's behaviour, or any other conditions that the school should be made aware of?	<input type="checkbox"/> ADHD <input type="checkbox"/> Allergies <input type="checkbox"/> Asthma <input type="checkbox"/> Depression <input type="checkbox"/> Diabetic <input type="checkbox"/> Gluten Intolerant <input type="checkbox"/> Hearing <input type="checkbox"/> Heart Condition <input type="checkbox"/> Lactose Intolerant <input type="checkbox"/> Learning Disorder <input type="checkbox"/> Mild Cerebral Palsy <input type="checkbox"/> Peanut allergy <input type="checkbox"/> Sleep Disorder <input type="checkbox"/> Visually Impaired <input type="checkbox"/> Other (Specify)
FAMILY DOCTOR: NAME			
FAMILY DOCTOR: CONTACT #			
FAMILY DENTIST: NAME			
FAMILY DENTIST: CONTACT #			
<p><b>PERMISSION FOR ADMINISTERING MEDICATION</b>            (E.G. Panadol, Mylanta, topical creams, Betadine solution, Cough Syrup).</p> <p>In some circumstances it is necessary for medication to be given for such things as headaches, period cramps, and colds.</p> <p>I give permission for the college to administer this treatment if necessary:</p> <p><b>IN CASE OF ACCIDENT OR EMERGENCY</b>            In case of an accident or emergency and the school cannot contact you, or if the accident is serious, the college may arrange for your child to be taken to Accident and Emergency.</p> <p>I give permission for the college to make the necessary arrangements for the treatment of my child in an emergency and agree to meet any costs incurred.</p> <p><b>Parent/ Guardian Permission</b></p> <p>_____ <b>Signature</b></p> <p>_____ <b>Date</b></p>			
		<p><b>REACTIONS</b></p> <input type="checkbox"/> Anaesthetics <input type="checkbox"/> Aspirin <input type="checkbox"/> Asthma <input type="checkbox"/> Bee Stings <input type="checkbox"/> Codeine <input type="checkbox"/> Food Allergy <input type="checkbox"/> Hayfever <input type="checkbox"/> Insect Bites <input type="checkbox"/> Penicillin <input type="checkbox"/> Sulfa <input type="checkbox"/> Sunlight <input type="checkbox"/> Other (Specify)	
		<p><b>VACCINATIONS</b></p> <input type="checkbox"/> Diphtheria <input type="checkbox"/> Hepatitis B <input type="checkbox"/> HIB <input type="checkbox"/> Measles <input type="checkbox"/> MeNZBTM <input type="checkbox"/> Mumps <input type="checkbox"/> Pertussis <input type="checkbox"/> Polio <input type="checkbox"/> Rubella <input type="checkbox"/> Tetanus <input type="checkbox"/> Tuberculosis <input type="checkbox"/> Other (Specify)	

# SUBJECTS

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SUBJECT	WHAT STUDENTS WILL LEARN
<b>Accounting</b>	<p>Accounting examines how to communicate financial information to people who need the information to make decisions. People rely on the information provided by accountants to make many decisions including:</p> <ul style="list-style-type: none"> <li>● how much profit has my business made?</li> <li>● should I buy shares in a company?</li> <li>● can I afford to take a loan from the bank and expand my business?</li> <li>● how much tax do I have to pay?</li> </ul> <p>These skills include:</p> <ul style="list-style-type: none"> <li>● Preparing and maintaining financial records</li> <li>● Managing financial affairs</li> <li>● Acting with integrity</li> <li>● Contributing to the wider community</li> </ul>
<b>Art</b>	<p>In Level 1 Art, students learn how to research, generate, develop, refine and clarify visual ideas through drawing, design, painting and photography. This will be done by studying artists and creating and developing their own art work. Success in this course allows entry into Level 2 courses - Design, Painting and Photography.</p>
<b>Business Studies</b>	<p>Business Studies explores the skills, knowledge and understanding needed in order to be involved in business. At first it may seem straightforward as a business essentially provides a good or service that meets the needs of customers, but there are a lot of skills needed to be successful in business.</p> <p>These skills include</p> <ul style="list-style-type: none"> <li>● Planning and goal setting</li> <li>● Market research and analysis</li> <li>● Time management and organisation</li> <li>● Marketing and promotion</li> <li>● Pricing and selling</li> <li>● Financial management</li> </ul> <p>Every student will be involved in running their own business and selling a product or service to customers. In addition to the practical experience students will investigate an actual New Zealand business to try to understand what they have to do to be successful.</p>
<b>Dance</b>	<p>Over the course of the year, students taking the Level 1 Dance course will develop their performance skills, choreography, creativity and knowledge.</p> <p>Students will have opportunities to experience a variety of dance genre, including;</p> <ul style="list-style-type: none"> <li>● Hip hop</li> <li>● Jazz</li> <li>● Tap</li> <li>● Contemporary</li> <li>● Choreographic tasking</li> </ul> <p>Students who study Dance will learn how to manage themselves, experience working in groups of different sizes, and understand dance styles. Dance will develop technical dance skills, alongside creativity and non-verbal communication. Students will work with a range of music styles. Dance offers opportunities to view professional dance works during the year and to have guest tutors in class.</p>
<b>Digital Technology</b>	<p>Level 1 Digital Technology focuses on students developing skills and knowledge within the areas of digital media, computer programming and computer science. Students will work through a design process including: research, design and problem solving, integration of digital media and information, testing, evaluation and production.</p>

	<p>Students will be given the opportunity to learn image manipulation, animation, web design and development, computer programming and the basic concepts of algorithms, programming languages and user interfaces.</p> <p>Success in this course qualifies students for entry into Level 2 courses Computer Science and Design.</p>
<b>Drama</b>	<p>As students work with drama techniques, they learn to use spoken and written language with increasing control and confidence and to communicate effectively using body language, movement, and space. As they perform, analyse, and respond to different forms of drama and theatre, they gain a deeper appreciation of their rich cultural heritage and language and new power to examine attitudes, behaviours and values.</p> <p>Specifically the course will cover:</p> <ul style="list-style-type: none"> <li>● Elizabethan Theatre and its impact in world theatre</li> <li>● drama techniques for performance</li> <li>● devising their own performance based around a current issue and context</li> <li>● performing an acting role in a scene from a scripted play.</li> </ul>
<b>Economics</b>	<p>Economics investigates how the New Zealand and the world economies work. Understanding economics ideas will help you answer such question as:</p> <ul style="list-style-type: none"> <li>● How are decisions made by consumers, producers and government</li> <li>● Why do we pay tax?</li> <li>● Why are prices going up?</li> <li>● What is the point of government?</li> <li>● Why is it important to trade with other countries</li> </ul> <p>Studying Economics will give you analytical skills that is applicable in any career related to business, finance, planning and politics.</p>
<b>English</b>	<p>Year 11 English focuses on building core skills and generating an interest in reading and writing. The course develops students' capacity to understand, analyse and evaluate a wide range of text types, from novels and nonfiction to poetry and films. English programmes will be personalised to meet individual ability and areas of interest, with multi-level assessment of internal standards appropriate to student needs. Pupils will also be given the opportunity to improve collaboration, persuasive writing, and publication skills via a Magazine Production project.</p>
<b>ESOL</b>	<p>This course is designed to meet the English language learning needs of students for whom English is an additional language. Students are assessed against the English Language Learning Progressions matrices and they are provided individual pathways to achieve NCEA credits in reading, writing, speaking and listening.</p>
<b>Food Technology</b>	<p>This course provides a progression from Year 10 Technology but with a year long focus on food product development, food packaging and food safety. Students will apply technology process to the investigation of an issue and development of products to meet needs or opportunities</p> <p>Practical skills, product trials and the manufacture of final products form a major component of this course.</p>
<b>Geography</b>	<p>The focus in Geography is understanding and investigating how people interact with their environment and how environments can change to affect people (socially and economically). We will look at a variety of case studies and topics which may include the study of Pandemics, Extreme Natural Events e.g. Earthquakes /Tsunamis, Gold Mining, Geology, Sustainable Development, Climate, Skills &amp; Concepts, NZ and Global populations. Geography involves 2 field trips per year.</p>
<b>History</b>	<p>While History is in the past, there are many connections to today. Level 1 History looks at global, national and local events and movements that have occurred throughout time; focusing on causes and consequences. Throughout this course you will develop research skills, historical writing and the ability to understand perspectives.</p>



	We will be looking at the concepts of 'Colonialism' and 'Prejudice' in our study. Within these topics students will be able to personalise their topic choices. Completing Level 1 History will help develop the skills needed for Level 2 History.
<b>Design Technology</b>	<p>The programme has been produced to enable students the freedom to explore their creative ideas and develop them into innovative products. Design Technology is a course that brings together elements of Hard Material, General Technology, and Design and Visual Communication. The course aims to develop four main skills: Critical thinking, Creativity, Communication and Collaboration.</p> <p>The course is mostly individual but has some aspects where students will be working with others to collaborate and produce shared work. Students are expected to research, sketch, create test models, improve their designs into final outcomes, test their work and present their ideas using Photoshop and 3D software. The goal is that students are able to communicate their ideas using both 2D sketching and 3D CAD and workshop models.</p>
<b>Maths</b>	<p>Students will have the opportunity to develop their skills in Statistics, Algebra &amp; Graphs within a personalised programme.</p> <p>Guidance will be given to students to choose the fundamental skills required for further study in both Calculus and Statistics.</p> <p>The learning and assessments provide opportunities to develop real-world mathematical reasoning and the use of Sphero robots make mathematics learning engaging and exciting.</p>
<b>Media Studies</b>	Media Studies at year 11 explores the fast moving and changing world of the mass media and the role it plays in culture, business, politics, and science. We look at the media and youth audiences: how young people use social media and consume media, from gaming to TV and movies. We examine the differences between students' media use and that of people of other generations, and what impacts this has on how different people think about the world and how it changes behaviour in society. We look at youth culture and how teens are presented, both fairly and unfairly, in the media today. Students will also produce their own video project, and also explore the rules and laws regarding the mass media in New Zealand.
<b>Music</b>	In Level 1 Music students will explore a range of music genres. Students will learn how to perform and develop confidence on an instrument, perform in a band and use modern music technology to create and analyse their favourite pieces of music.
<b>PE/Health</b>	<p><b>Physical Education, Health and the Duke of Edinburgh Hillary Award</b></p> <p>Students will learn about the structure and function of the human body in relation to improving performance in physical activities. They will participate in a variety of physical activities and explain factors which influence participation. Societal influences on sport and physical activity will also be examined. Other areas of study include leadership in sport and risk management in the outdoors. Students will get the opportunity to develop campcraft and navigation skills in preparation for the Duke of Edinburgh Hillary Award. Students participate in fitness training, team sports, individual sports, team building, tramping and duathlon.</p>
<b>Science</b>	Students will learn concepts relating to the three science areas of biology, chemistry and physics in this combined science course. They will study a unit on genetics, acids and bases and electricity. They will develop their investigative skills by planning, carrying out and analysing data to form scientific conclusions. They will also learn laboratory safety techniques and have opportunities to develop their skills of participation, collaboration, self-management and critical thinking.

# PLANNING SHEET

Please complete this sheet and bring it with you to the Enrolment Interview. Refer to [students.ormiston.school.nz](http://students.ormiston.school.nz) for current Level 1 Courses.

My future career interests include



1. ....
2. ....
3. ....



To achieve this, I would like to choose the following subjects for 2018:

SEMESTER 1

English

Mathematics

1. ....
2. ....
3. ....
4. ....

SEMESTER 2

English









Mathematics






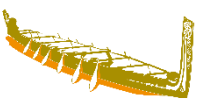


1. ....
2. ....
3. ....
4. ....

**PLEASE NOTE:**

*Apart from Maths and English in both semesters, you can choose a further EIGHT semester courses which can include up to 4 Sciences. The order of which semester your course will end up in will be determined by our timetabling team based on staffing and numbers and not necessarily by the order you enter it here.*

# PLANNING SHEET

	<p><b>Fostering resilience by:</b></p> <ul style="list-style-type: none"><li>• Ensuring that my son/daughter attends school on time every day (except in the case of emergency)</li><li>• Encouraging my son/daughter to keep trying and to do their best in every aspect of school life</li></ul>
	<p><b>Fostering creativity by:</b></p> <ul style="list-style-type: none"><li>• Actively supporting my son/daughter's participation in co-curricular learning experiences</li><li>• Encouraging my son/daughter to be creative and to try new things in their learning</li></ul>
	<p><b>Fostering learning relationships by:</b></p> <ul style="list-style-type: none"><li>• Attending learning conferences with my son or daughter at least twice a year</li><li>• Encouraging my son or daughter to share their learning goals and progress with me at home</li></ul>
	<p><b>Fostering curiosity by:</b></p> <ul style="list-style-type: none"><li>• Contacting my son's or daughter's Learning Advisor if there is something that concerns me about my child's learning or school experience</li><li>• Encouraging my son or daughter to ask questions and seek help with their learning</li></ul>
	<p><b>Fostering learning connections by:</b></p> <ul style="list-style-type: none"><li>• Remaining informed about my son's or daughter's learning opportunities or experiences at school</li><li>• Encouraging my son or daughter to connect their learning with the world we live in</li></ul>
	<p><b>Fostering learning growth and reflection by:</b></p> <ul style="list-style-type: none"><li>• Assisting my son or daughter to plan their own home learning programme</li><li>• Encouraging and supporting the pursuit of education in my home emotionally and physically</li></ul>
	<p><b>Fostering strategic awareness by:</b></p> <ul style="list-style-type: none"><li>• Volunteering to assist the College in whatever way is practical for me</li><li>• Encouraging and supporting my son or daughter to attend Ormiston Senior College Celebration and Awards evenings</li></ul>
	<p><b>Fostering respect by:</b></p> <ul style="list-style-type: none"><li>• Demonstrating respect for the cultural differences of Ormiston Senior College students and their families</li><li>• Encouraging my son or daughter to take responsibility for their own environment</li></ul>

	<p><b>Kahikatea</b> – <i>to strive</i></p> <p>I strive to always achieve my best. No matter how tough things get I am able to persevere. The Kahikatea is a mighty tree that is resilient and grows tall out of the harshest of environments.</p>
	<p><b>Mokoroa</b> – <i>to grow</i></p> <p>I approach all experiences with an open mind. I continue to grow through observation and reflection. The Mokoroa goes through a great period of changing and learning as it grows from egg, to caterpillar, to chrysalis and finally to moth.</p>
	<p><b>Kea</b> – <i>to inquire</i></p> <p>I am curious and seek to find answers using investigation and questioning. The Kea shows critical curiosity and explores the environment making tools and experimenting to problem solve.</p>
	<p><b>Pukeko</b> – <i>to create</i></p> <p>I am creative and innovative. I try to look at things in different ways, having fun and being bold in my choices. The Pukeko is comfortable with risk and is creative in taking opportunities that allow it to thrive in most environments.</p>
	<p><b>Pungawerewere</b> – <i>to utilise</i></p> <p>I use my prior learning to help with new learning and I look to make further connections with the wider world. The Pungawerewere makes meaning using its web. It can apply its web to multiple purposes including catching food, concealment, making nets, protecting young, even flying.</p>
	<p><b>Waka</b> – <i>to contribute</i></p> <p>I am a responsible and important part of the community. I plan strategically to meet the goals I set by myself and with others. The Waka requires a team effort from everyone on board. Paddling in unison results in greater collective success and efficiency.</p>
	<p><b>Harakeke</b> – <i>to support</i></p> <p>I respect everyone's ideas and feel comfortable sharing my opinion. Supporting the learning of others deepens my own understanding. The Harakeke is made strong by the relationships both within and between the leaves, combined together the leaves are strong as rope.</p>
	<p><b>Papatuanuku</b> – <i>to value</i></p> <p>I value and care for our environment; cultural, social and physical. Papatuanuku, gives life to all things. She is the foundation for culture and the idea that we are all connected through our environment.</p>

# BLANKET CONSENT FORM

**Education outside the Classroom (EOTC)** is the name given to all events/activities that occur outside a timetabled class space at Ormiston Senior College, both on and off the college site. This includes sports and recreational activities.

Ormiston Senior College believes in using a range of environments and experiences to enhance students' learning. We have ready access to the beach, rivers, mountains, and the bush in our area and beyond. We are also close to various built environments in our community. These areas are rich learning environments for our students both in and out of college. Some of the learning for students occurs beyond the college site and this document is seeking your consent for your child to participate in such learning.

We identify 3 activity types, each with recommended types of parental/caregiver consent.

Type of event	Description	Type of consent
<b>A</b>	<b>On-site in the school grounds</b>	
	(i) Lower risk environments - measurements tasks for mathematics, physics/chemistry practical experiments, sports activities, running a barbeque, etc.	(i) <b>Blanket consent</b>
	(ii) Higher risk environments – climbing wall, clay pigeon shooting, dunk tank fundraiser, etc.	(ii) <b>Separate consent</b> for each event or programme
<b>B</b>	<b>Off-site events in the local community (not overnight activities)</b>	
	(i) Lower risk environments – geography field trip in Barry Curtis Park, work experiences with Gateway, training at MIT, sports events, etc.	i) <b>Blanket consent</b>
	(ii) Higher risk environments – swimming at the local pool, flight training, volunteering with animals, etc.	(ii) <b>Separate consent</b> for each event or programme
<b>C</b>	<b>Off-site residential or overnight events</b>	
	(i) Lower risk environments – sports trips, visit to Te Papa, overnight tramps, etc.	(i) <b>Separate consent</b> for whole trip
	(ii) Higher risk environments – overseas trips, camps involving water-based activities, camps involving adventure activities	(ii) <b>Separate consent</b> for each event or programme

**All EOTC activity categories** require an analysis of the risks, identification of the management strategies required to eliminate, isolate and minimise the risks. Emergency procedures are also in place.

When you sign on the back page of the Enrolment Form for the Blanket Consent form, you are agreeing to allow your son or daughter to participate in A (i) and B (i) as outlined above. Any other off-site activity will have a separate consent form.

# CYBERSAFETY AGREEMENT

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These are the conditions of use that you are accepting when you sign the Acceptable Use of ICT (Cybersafety) Agreement section of your enrolment application.

The use of ICT and the internet are interwoven throughout the teaching and learning practices at Ormiston Senior College. It is important that everyone agrees on the appropriate use of equipment and access to the internet. To assure your personal safety and intellectual property rights of everyone involved, this agreement must be read, and signed, before access to ICT will be granted.

**This document is comprised of this cover page and three sections:**

**Section A: Introduction**

**Section B: Cybersafety Rules for Secondary Students**

**Section C: Acceptable Use of ICT Agreement**

**Important TERMS USED IN THIS DOCUMENT**

- (a) The abbreviation 'ICT' in this document refers to the term 'Information and Communication Technologies'
- (b) 'Cybersafety' refers to the safe use of the Internet and ICT equipment/devices, including mobile phones
- (c) 'School ICT' refers to the school's computer network, Internet access facilities, computers, and other school ICT equipment/devices as outlined in (d) below
- (d) The term 'ICT equipment/devices' used in this document, includes but is not limited to, computers (such as desktops, laptops, PDAs), storage devices (such as USB and flash memory devices, CDs, DVDs, iPods, MP3 players), cameras (such as video, digital, webcams), all types of mobile phones, gaming consoles, video and audio players/receivers (such as portable CD and DVD players) and any other, similar, technologies as they come into use
- (e) 'Objectionable' in this agreement means material that deals with matters such as sex, cruelty, or violence in such a manner that it is likely to be injurious to the good of students or incompatible with a school environment. This is intended to be inclusive of the definition used in the Films, Videos and Publications Classification Act 1993.

Background information for this document can be found on the college's website - additional information can be found on NetSafe's website [www.netsafe.org.nz/ua](http://www.netsafe.org.nz/ua)

## SECTION A: INTRODUCTION

The measures to ensure the Cybersafety of Ormiston Senior College outlined in this document are based on our core values.

The school's computer network, Internet access facilities, computers and other school ICT equipment/devices are major components of teaching and learning programmes at Ormiston Senior College, and of the effective operation of the school.

Our school has rigorous Cybersafety practices in place, which include Cybersafety use agreements for all school staff and students.

The overall goal of the school in this matter is to create and maintain a Cybersafety culture; which is in keeping with the values of the school, and legislative and professional obligations. This use agreement includes information about your obligations, responsibilities, and the nature of possible consequences associated with Cybersafety breaches, which undermine the safety of the school environment.

As part of enrolling at Ormiston Senior College, students will be issued with an Acceptable Use of ICT Agreement and once the signed enrolment form has been returned to school, students will be able to use the school ICT equipment/devices.

**The school's computer network, Internet access facilities, computers and other school ICT equipment/devices are for educational purposes appropriate to the school environment. This applies whether the ICT equipment is owned or leased either partially or wholly by the school, and used on or off the school site.**

## SECTION B: CYBERSAFETY RULES FOR STUDENTS

**As a safe and responsible user of ICT, I will help keep myself and other people safe by following these rules:**

1. I cannot use school ICT equipment or access the wireless network until my parent and I have read the Use Agreement (Section C) and returned the signed enrolment form to the school.
2. If I have my own username, I will logon only with that username. I will not allow anyone else to use my username.
3. I will not tell anyone else my password.
4. While at school or a school-related activity, I will not have any involvement with any ICT materials or activities which might put myself or anyone else at risk (e.g. bullying or harassing).
5. I understand that I must not at any time use ICT to upset, offend, harass, threaten or in any way harm anyone connected to the school or the school itself, even if it is meant as a joke.
6. I understand that the rules in this use agreement also applies to mobile phones. I will only use my mobile phone(s) at the times that I am permitted to, during the school day.
7. I understand that I can only use the Internet at school for educational purposes. Streaming music or video files not for educational use will affect the learning of others because it limits available internet bandwidth.
8. While at school, I will not:
  - Access, or attempt to access, inappropriate, age-restricted, or objectionable material;
  - Download, save or distribute such material by copying, storing, printing or showing it to other people;
  - Make any attempt to get around or bypass security, monitoring and filtering.
9. If I accidentally access inappropriate material, I will:
  - Not show others
  - Turn off the screen or minimise the window immediately; and
  - Report the incident to a teacher.
10. I understand that I must not download any files such as music, videos, games or programmes without the

permission of a teacher. This ensures the school complies with the Copyright Act 1994. I also understand that anyone who infringes copyright may be personally liable under this law.

11. I understand that these rules apply to any privately-owned ICT equipment/device (such as a laptop, tablet, mobile phone, USB drive) I bring to school or a school-related activity. Any images or material on such equipment/devices must be appropriate to the school environment.
12. I will ask a teacher's permission before giving out any personal information (including photos) online about myself or any other person. Personal information includes name, address, email address, phone numbers, and photos.
13. I will get permission from any other person involved before taking a photo or video. I will not publish (e.g. Snapchat) photos or videos of others at any time without checking with a teacher.
14. I understand that Ormiston Senior College publications permissions apply only to college-managed sites. I may contribute photos/ videos which I have had permission to take to college sites (e.g. our college website, Facebook, Twitter) but no other publications.
15. I will respect all ICT systems in use at school and treat all ICT equipment/ devices with care. This includes:
  - Not intentionally disrupting the smooth running of any school ICT systems
  - Not attempting to hack or gain unauthorised access to any system in place at school
  - Following all school Cybersafety rules, and not joining in if other students choose to be irresponsible with ICT
  - Reporting any breakages/damage to a staff member
16. I understand that the school may monitor traffic and material sent and received using the school's ICT network. The school may use filtering and/or monitoring software to restrict access to certain sites and data, including email.
17. I understand that the school may audit its computer network, Internet access facilities, computers and other school ICT equipment/devices or commission an independent forensic audit. Auditing of the above items may include any stored content, and all aspects of their use, including email.
18. I understand that if I break these rules, the school may inform my parent(s). In serious cases the school may take disciplinary action against me. I also understand that my family may be charged for repair costs. If illegal material or activities are involved, it may be necessary for the school to inform the police.



**We understand that Ormiston Senior College will:**

- Do its best to keep the college a Cybersafe environment, by maintaining an effective Cybersafety programme. This includes working to restrict access to inappropriate, harmful; or illegal material on the internet or school ICT equipment/ devices or at school-related activities, and enforcing the Cybersafety rules and requirements detailed in this Use Agreement.
- Keep a copy of this signed Use Agreement document on file
- Respond appropriately to any breaches of the Use Agreement
- Provide members of the school community with Cybersafety education designed to complement and support the Use Agreement initiative
- Welcome enquiries from students or parents about Cybersafety issues.

**Section for Student:**

My responsibilities include:

- I will read this Cybersafety Use Agreement carefully
- I will follow the Cybersafety rules and instructions whenever I use the school's ICT
- I will also follow the Cybersafety rules whenever I use privately-owned ICT on the:
  - School site or
  - any school-related activity regardless of its location
- I will avoid any involvement with material or activities which could put at risk my own safety, or the privacy, safety and or security of the school or other members of the school community
- I will take proper care of school ICT. I know that if I have been involved in the damage, loss or theft of ICT equipment/ devices, my family may have responsibility for the cost of repairs or replacement
- I will keep this document somewhere safe so I can refer to it in the future
- I will ask my Learning Advisor if I am not sure about anything to do with this Agreement.
- 

**After reading this document thoroughly, parents and students are required to sign the Cybersafety Agreement section of the Enrolment Form.**

# UNIFORM

The College is judged in public by the uniform standards shown by our students. Students are required to wear the correct school uniform:

- Attending College
- Travelling to and from College and
- Representing the College

A College Blazer and Tie are optional and only available from the College. Blazers will also be available to loan to students who are representing the College at specific events.

Tie	\$25.00
Blazer (50% deposit required at order date)	\$210.00
Blazer [hireage per term]	\$20.00
Blazer [dry cleaning fee upon return]	\$10.00

The following College uniform items can only be purchased from NZ Uniform retail outlets in Manukau and Bishop Dunn Place, unless otherwise stated. All uniform items MUST carry the authentic Ormiston Senior College branding or logo.

## UNIFORM

Skirt	Black pinstripe with inverted pleat
<b>Girls</b> Blouse	White short-sleeve blouse with Ormiston Senior College logo branding
<b>Girls</b> Cardigan	Black and grey-striped
Jacket	Black and grey zipped jacket with orange piping and the Ormiston Senior College branding
Stockings/ socks	Black
Footwear	Flat black leather or leather-look shoes with dark sole or black Roman sandals <b>(not canvas)</b>
Scarf	Optional – black/grey/white/green and orange striped (only Ormiston Senior College scarfs may be worn)

## UNIFORM

Shorts and/or trousers	Black drill with Ormiston Senior College branding
Boys Shirt	White short-sleeve shirt with Ormiston Senior College logo branding
Jersey	Black and grey-striped
Jacket	Black and grey zipped jacket with orange piping and the Ormiston Senior College branding
Socks	Black
Footwear	Flat black leather or leather-look shoes with dark sole or black Roman sandals <b>(not canvas)</b>
Scarf	Optional – black/grey/white/green and orange striped (only Ormiston Senior College scarfs may be worn)
Black lavalava	Not available at the Uniform shop

## Physical Education

Sports team members will be provided with playing strips only. For all other students, sports clothing must be appropriate for the activity being participated in. All articles of clothing and footwear must be clearly marked with the student's name. We will not be held liable for any loss.

## Uniform Club

It's easy, set up an account with New Zealand Uniforms and make automatic payments (weekly, fortnightly or monthly) in advance and watch your balance grow. When you are ready to make your school-wear purchases with NZU, your money is already available and waiting to be spent! Call or visit the store today to get started.

2018-2019

UNIFORM ITEM	SIZES	PRICE incl GST
Girls Blouse	6-30	\$55.00
Boys Shirt	12-16 ; S-5XL	\$50.00
Girls Skirt	6-30	\$60.00
Boys Shorts	62-112	\$50.00
Boys Trousers	62-112	\$65.00
Girls Cardigan	6-26 ; 77-127	\$95.00
Boys Jersey	10-16 ; S-5XL ; 77-117	\$100.00
Jacket	3XS-3XL	\$110.00
Girls Stockings	Small, Average, X-Tall	From \$14.00
Boys Socks	2-6, 6-10, 11-13	From \$12.00
Roman Sandals	Assorted	Assorted
Black Leather Shoe	Jnr 4-9 ; Snr 2-15	\$120.00 – 130.00
School Bag	Assorted	From \$35.00

PAYMENT OPTIONS: NZ Uniforms accepts Cash, Eftpos, all major Credit Cards and WINZ payments. We also offer finance through Gilrose Finance and have a 'Uniform Club' which is a great way to save for your School Uniform purchases – ask us for more details.

**STORE:** Unit B, 16 Bishop Dunn Place, Botany

**Phone :** 09 281 3531

**STORE OPENING HOURS** [9:00am - 5:00pm Weekdays 9:00am - 1:00pm Saturdays](#)

**WEB:** [www.nzuniforms.com](http://www.nzuniforms.com)

\*Prices are subject to change with prior notification through the school