

# 2026 Handbook for Year 7–13 Students and Whānau



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**

Our programmes focus explicitly on building resilience, knowing we can pick ourselves up and keep going, giving ourselves the greatest chance of personal happiness and success.

### **Auahatanga** **Creativity**

We have 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 to create a successful future.

### **Oha** **Service**

Our students know their place in the local and global community. They will honour the Anglican values and traditions of caring and having consideration for others as fostered and delivered through all our co-curricular programmes.

### **Whanaungatanga** **Respectful Relationships**

We will form and forge reciprocally respectful relationships, where a sense of belonging is nurtured through shared experiences and working positively together as one Marsden family.

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# School Map



## IN Inner House (Art House)

- Ground**
- 1 IN-IN3
  - 2 Dark Room & green screen
  - 3 Artist in Residence & senior studios

## Primary

- Level 0**
- 1 Office
  - 2 Music (Classroom 6)
  - 3 Classroom 8
- Level 1**
- 4 Classrooms 1, 2, 7
  - 5 Library
  - 6 Staffroom
- Level 2**
- 7 Classrooms 3-5

- 1 New Gymnasium
- 2 Old Gymnasium & changing rooms
- 3 Weights Room
- 4 Primary play area
- 5 Science Garden
- 6 Facilities Workshop
- 7 Toilets
- 8 School bus stop
- 9 Evacuation Assembly Area

## CH Clare House

- Ground**
- 1 Chapel
  - 2 Preschool
- Level 1**
- 3 CH-CH5

## MH Marden House

- Ground**
- 1 Cafeteria
  - 2 Cultural Centre
  - 3 Swainson Room
  - 4 MH1, MH2, MH3 (Arrowsmith)
  - 5 Hauora Hub
- Level 1**
- 6 MH4-MH7
  - 7 Common Room

## IB Intermediate Block

- Level 0**
- 1 Rua Chandler Dance Studio
  - 2 IB1-IB3
- Level 1**
- 3 B4-IB7
  - 4 Lab1-Lab5
  - 5 Staffroom
- Level 2**
- 6 IB8-IB10

## Te Manawa o te Kura

- 1 Main Reception
- 2 iCentre
- 3 Auditorium
- 4 Green Room
- 5 Sheppard Wake
- 6 Whānanga
- 7 Performing Arts

# General information

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## School address

### Physical Address

Marsden Ave  
Karori  
Wellington 6012

### Postal Address

Private Bag 17000  
Karori  
Wellington 6147

### Telephone

04 476 8707

### Email

[reception@marsden.school.nz](mailto:reception@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 in Years 7 to 13 are welcome indoors between these hours. Entry to any school building outside these times requires prior arrangement and adult supervision.

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. See the Week A and Week B timetables at the end of this handbook.

## Absences

Parents/caregivers need to advise the school of any absence, late arrival, or early departure by 8.25am. The simplest way to do this is via the Marsden App or the [Marsden Portal](#). Alternatively, email [absences@marsden.school.nz](mailto:absences@marsden.school.nz).

If a student is marked absent and we have not received notification, parents/caregivers will be contacted via our text messaging system.

Students who arrive late or need to leave early must sign in or out on the tablet at Reception.

We ask that parents/caregivers avoid requesting leave during term time unless absolutely necessary. Any planned absence should be requested in writing and well in advance to the [Principal](#). Where possible, dental and medical appointments (and driving lessons for senior students) should be scheduled outside school hours.

## After school care

Manaaki at Marsden offers on-site after school supervision for students in Years 1–8.

Students in Years 7–8 are encouraged to attend if they need a safe and supervised place to be after school. The programme runs from 3.15pm to 5.30pm in the Primary Manaaki Room and provides afternoon tea, quiet time, space for homework, and a range of relaxed activities. Parents or authorised caregivers must sign students out on collection.

Families can book casually or on a regular basis through our [online booking system](#), with places subject to availability. We encourage families to create an account ahead of time so bookings can be made quickly when needed.

Full information, including fees, policies, and daily activities can be found online at <https://www.marsden.school.nz/our-schools/primary/after-school-and-holiday-care>

## Cafeteria

Cafeteria services are provided by Fine Cuisine. The cafeteria is open from 8.00am– 1.30pm during term time and operates on a cash or EFTPOS system.

Parents/caregivers of Year 7–8 students can order lunches from the cafeteria quickly and easily online through [ezlunch](#). Orders must be placed by 10.00am on the day of delivery. Year 7–8 students collect their pre-ordered lunches from the cafeteria at lunchtime, but may still purchase items directly from the counter if they prefer.

To place an order, use the MyKindo app (iPhone and Android) or visit <https://www.ezlunch.co.nz/>

## Marsden Portal

The [Marsden Portal](#) gives parents/caregivers access to their child's timetable, subject list, and reports. Family accounts, invoices and receipts are also available here. Each parent/caregiver who has indicated to the school that they wish to receive student/school information will have their own login. You can update your details at any time using the Quicklink (instructions can be found [here](#)).

## Marsden School Directory

The Marsden School Directory is accessible as a PDF through the [Marsden Portal](#). It includes two versions: a full directory organised by student surname, and a list for each Home/Form Class.

Only parents/caregivers who have agreed to share their email and phone number are included. Any updates to privacy, email address or phone numbers can be made via the Quicklink in the [Marsden Portal](#).

Privacy disclaimer: This directory is intended for private use of Marsden families only. The contact information provided is to be used solely for school-related communication and social purposes within the Marsden community. Please do not share or distribute this information outside of the Marsden network. Unauthorised use, including for commercial purposes or mass communication, is strictly prohibited.





# Staff

|                                                            |                    |
|------------------------------------------------------------|--------------------|
| Principal                                                  | Mrs Paula Wells    |
| Deputy Principal   Head of Senior School   Curriculum Lead | Mrs Jenny Caldwell |
| Head of Middle School   Hauora Lead                        | Ms Dianne Smith    |
| Head of Primary   Director of International Students       | Mrs Jo Burns       |
| Business Director                                          | Mrs Penny Hogg     |

## Heads of Department

|                               |                      |
|-------------------------------|----------------------|
| 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       |
| iCentre                       | Ms Karen Richards    |

## Other Directors of the School

|                                       |                   |
|---------------------------------------|-------------------|
| Director of Performing Arts           | Miss Sarah Wilson |
| Director of Sport & Active Recreation | Ms Emily Dine     |



## School Deans

|                                |                       |
|--------------------------------|-----------------------|
| Dean Year 7                    | Ms Rose Stevens       |
| Dean Year 8                    | Mr Milan Kostanich    |
| Dean Year 9                    | Ms Andrea Stockwell   |
| Dean Year 10                   | Mr Michael Gates      |
| Dean Year 11                   | Ms Sarah Molisa       |
| Dean Year 12                   | Mrs Juliet McGrath    |
| Dean Year 13                   | Ms Charlotte McCarthy |
| Dean of International Students | Ms Loren Juran        |
| Māori and Pasifika Mentor      | Ms Sarah Molisa       |

## Hauora Team

|                            |                                            |
|----------------------------|--------------------------------------------|
| Careers & Pathways Advisor | Ms Sue Binns                               |
| School Chaplain            | Mrs Sarah King                             |
| Counsellors                | Ms Sarah Richards   Mrs Katherine Jourdain |
| Nurse                      | Mrs Susie Moncur                           |

## Administration

|               |                                    |
|---------------|------------------------------------|
| Receptionists | Mrs Tamara Moore   Ms Jasmeet Kaur |
|---------------|------------------------------------|

## Student Leaders

|                               |                    |
|-------------------------------|--------------------|
| Head Girl                     | Charlie Fitzgerald |
| Deputy Head Girl              | Ava Bowmaker       |
| Head of Māori/Pasifika        | Kaliko Hokowhitu   |
| Head of Service               | Jessica Greening   |
| Head of Wellbeing             | Jayna Parag        |
| Sports Captain                | Bay Johnson        |
| Head of Performing Arts       | Jessica Caldwell   |
| Head of Primary School        | Olivia Geidelberg  |
| Head of Activities and Events | Jen Chisholm       |
| House Captains                | See below          |

### The House System

Marsden has six Houses in the Upper School (Years 7–13). Houses are allocated to students on enrolment. If a student has a family member who has previously attended Marsden, they will be allocated to the same House. Houses will otherwise be allocated to keep group numbers within each House even.

|                             | Baber             | Hadfield-Beere    | Jellicoe             | Johnson          | Richmond        | Swainson-Riddiford    |
|-----------------------------|-------------------|-------------------|----------------------|------------------|-----------------|-----------------------|
| <b>House Captain</b>        | Amelie McClintock | Riley Bennett     | Kate Capie           | Akshara Ravi     | Lara Morice     | Isabel Harvey-Green   |
| <b>Deputy House Captain</b> | Phoebe Coles      | Paige Jago        | Natalia Chauhan      | Olive McLauchlan | Devon Farrelly  | Grace Kenny           |
| <b>Colour</b>               | Green             | Purple            | Yellow               | Orange           | Blue            | Red                   |
| <b>Meeting Place</b>        | iCentre           | Common Room       | Auditorium           | Sheppard-Wake    | Cultural Centre | Chapel                |
| <b>House Teacher</b>        | Ms Elsie Jolliffe | Miss Sarah Wilson | Mr Richard Kleingeld | Ms Tracey Allen  | Ms Sarah Wirth  | Ms Charlotte McCarthy |



## Transport

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Getting to and from Marsden is easy, and there are several ways to travel depending on where you live. Full details, timetables and routes can be found online at <https://www.marsden.school.nz/enrolments/transport>

### Metlink school buses

Dedicated Metlink school buses travel to and from Marsden from suburbs all over Wellington. These buses use Snapper cards for payment and arrive and depart from the Vera Street entrance. Afternoon buses leave at 3.40pm.

### Hut Link bus

The Hutt Link bus departs daily from Eastbourne and travels through Lower Hutt, Petone, Thorndon and Wellington Railway Station before heading up to school in the morning, and returns the same way in the afternoon. The Hutt Link uses RollCall which is a GPS-based tag on/off safety system. There are limited seats on this service and bookings must be made in advance. Payment is made via your school account.

## Train connections

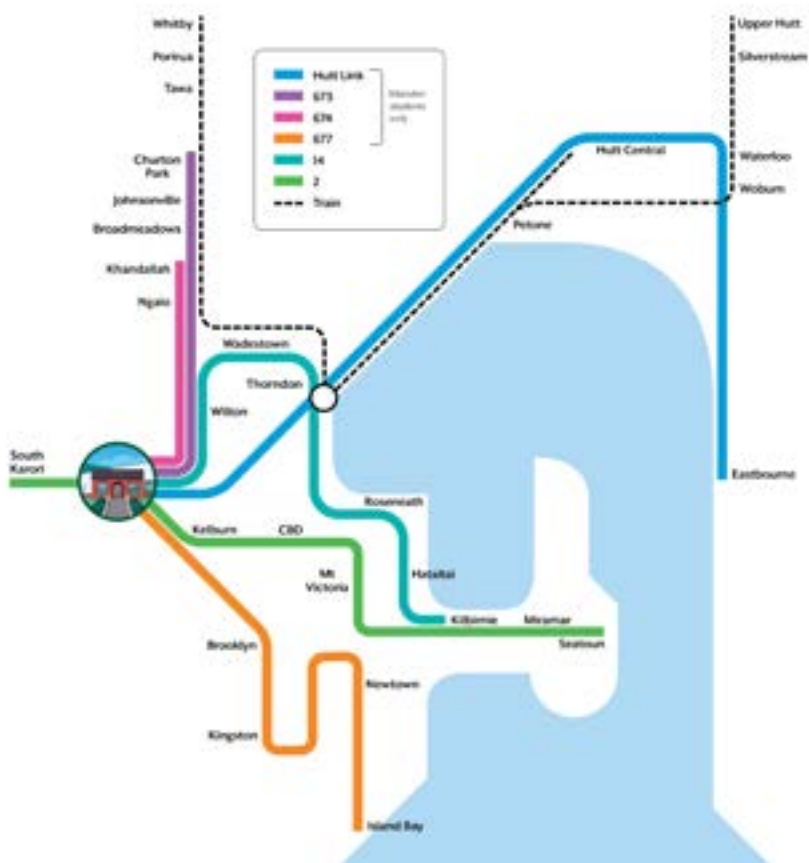
If you travel into Wellington Railway Station by train, you can connect directly to Marsden on the Hutt Link. Alternatively, you can catch a public bus that stops on Karori Road, such as Bus 2 or Bus 34.

## Snapper-enabled student ID

Year 7–13 students receive a Snapper-enabled student ID card that can be used on Metlink buses. Primary students can use a green Snapper card with a child concession.

## RollCall tags

Students using the Hutt Link tag on and off with [RollCall](#). Your student ID card can be set up to work with RollCall, or you can get a separate tag. ID Cards can be activated in the iCentre.



# Uniform

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

- ▶ Marsden blazer
- ▶ Tartan knee-length skirt (Years 7–11); navy skirt no more than 7cm above the knee when kneeling (Years 12–13); OR full-length navy trousers (Years 7–13)
- ▶ Marsden V-neck jersey
- ▶ Marsden cardigan (Year 12 and 13 only)
- ▶ White short-sleeve shirt in summer, white long-sleeve shirt in winter
- ▶ Marsden tie for winter and formal occasions
- ▶ Black hard leather lace-up, T-bar or Mary Jane style shoes — white ankle socks with skirts in summer; black opaque tights with skirts in winter; black socks with navy trousers
- ▶ Marsden regulation PE shorts and top (Years 7–11)

## Optional items

- ▶ Black sandals — summer uniform only. See the [Marsden Sandal Guidelines](#) for approved styles and wearing requirements
- ▶ Marsden cap
- ▶ Marsden rain jacket
- ▶ Marsden scarf – Terms 2 and 3 only; may be worn to and from school and between classes — must be removed once inside classrooms



## 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 wear my Middle School tartan skirt at knee length
- I wear my Senior School navy skirt no more than 7cm above the knee
- 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 small gold, silver or pearl stud earrings
- I wear no nail polish and no makeup
- I wear my shirt buttoned at the neck, with a tie in winter and for formal occasions
- I wear approved black school shoes with the appropriate socks or tights, or one of the approved black sandal styles with my summer uniform
- If I wear sandals in summer, I wear them with bare feet, no toenail polish, and the back strap worn up rather than under my foot
- If I choose to wear sandals, I keep closed-toe school shoes or PE shoes in my locker for Science, Technology or other practical subjects where sandals present a health and safety risk
- I only wear sandals with summer uniform and not when winter or formal uniform is required
- 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 to and from school, and while moving through corridors between classes
- I wear a coverall/paint shirt/lab coat for lessons as required

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





## 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 teammates 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

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! You can check out the performing arts activities on offer at Marsden in our [Performing Arts Handbook](#).

## 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. Visit our [sports website](#) for details of the sporting activities on offer at Marsden.

## 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 feel good about yourself
- helping you develop a sense of responsibility for your actions
- helping you 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 Department, Careers & Pathways 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

“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.



# Communication

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Here are the ways we communicate with parents/caregivers:

1

## Newsletters and emails

Parents/caregivers will receive the Marsden Newsletter by email every Saturday morning during term time from 'Marsden School' (marsden\_nz@mail.ptly.com). The newsletter is also available on the Marsden App. Within the Marsden Newsletter, you will find links to the **Middle School Notices** and **Senior School Notices**. We recommend you read these each week to stay up to date.

In addition, you will occasionally receive event invitations and general communications from the same Marsden School email address, and emails directly from your child's Dean or teachers.

2

## Marsden website

The [Marsden website](#) is primarily designed for prospective families, but it also contains useful information for Marsden parents/caregivers. Resources such as uniform guidelines, term dates and stationery can be found under QUICKLINKS in the main navigation menu. For school news, notices, events and sports information, you can access the [Community](#) and [Sports](#) websites via the blue bar at the top of the Marsden website.

3

## Marsden Portal

Log in to the [Marsden Portal](#) for access to specific information about your child, including attendance records, reports etc. as well as your account and contact details. You can also access the Marsden Portal in the blue bar at the top of the Marsden website.

4

## Emergency information

Emergency information will be posted on the homepage of our website. We also use the Marsden App to send you any emergency alerts.

5

## The Marsden App

We encourage you to download the Marsden App. We use the App to send any emergency alerts. Using the Marsden App is the simplest way to notify the school of an absence. You are also able to access most of the features of the Marsden Portal, along with school contact details and the weekly newsletter.

6

## News and social media

We share and celebrate school happenings and achievements on social media ([Facebook](#), [YouTube](#), [Instagram](#) and [LinkedIn](#)) and on our school news page <https://community.marsden.school.nz/#schoolnews>

Got a great news story you'd like to share with us? Email [news@marsden.school.nz](mailto:news@marsden.school.nz)

## What to do if you...

|                                                                                       | Middle School<br>(Years 7–10)                                                                                                                                                                                                                                                                                                        | Senior School<br>(Years 11–13) |
|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| <b>Are unable to come to school or have an appointment</b>                            | <p>Parents/caregivers need to advise the school of any absence, late arrival, or early departure by 8.25am.</p> <p>The simplest way for them to notify us is via the Marsden App or the <a href="#">Marsden Portal</a>. Alternatively, they can email <a href="mailto:absences@marsden.school.nz">absences@marsden.school.nz</a></p> |                                |
| <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 Hauora Hub               |
| <b>Are planning to be away from school for an extended period of one week or more</b> | <p>Parents/caregivers need to seek prior approval from the Principal to ensure continuity of learning and management of the potential impact on academic progress.</p> <p>Requests for extended leave must be sent to the Principal's EA (<a href="mailto:ea@marsden.school.nz">ea@marsden.school.nz</a>).</p>                       |                                |
| <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>                                      | <p>Email Mrs Katherine Jourdain (<a href="mailto:katherine.jourdain@marsden.school.nz">katherine.jourdain@marsden.school.nz</a>) or Ms Sarah Richards (<a href="mailto:sarah.richards@marsden.school.nz">sarah.richards@marsden.school.nz</a>)</p>                                                                                   |                                |
| <b>Have changed address or your parents'/caregivers' contact details have changed</b> | <p>Parents/caregivers can manage their own details in their <a href="#">Marsden Portal</a> using the Quicklink 'Update Personal Information'</p>                                                                                                                                                                                     |                                |
| <b>Want to play sport</b>                                                             | <p>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 &amp; Active Recreation, Ms Emily Dine.</p>                                                                                                         |                                |
| <b>Want to be involved in the performing arts</b>                                     | <p>Sign up through the <a href="#">Performing Arts Noticeboard</a>. Listen to Assembly notices and read the Daily Messages. See <a href="#">Director of Performing Arts, Miss Sarah Wilson</a>.</p>                                                                                                                                  |                                |

# Student safety

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The safety of our students and staff is paramount.

## Safety around cars

Please do not drive onto the school grounds when dropping off or collecting students. Students must be dropped outside the school grounds at all times unless exceptional arrangements have been made in advance and agreed with the Principal, Head of Middle School, Head of Senior School or Business Director. Our roadways are used throughout the day by pedestrians, including our younger students. If you are driving onto the school grounds during the school day for a legitimate reason, please use the Marsden Avenue entrance only and observe the speed limit (walking speed only).

To maintain safe walking routes for students at the beginning and end of the school day:

- the Vera Street entrance is closed between 3pm and 4pm
- the Donald Street entrance is closed between 8am and 4pm
- the Marsden Avenue entrance is closed between 8am and 4pm.

Please also respect our neighbours and their rights to quiet enjoyment of their properties. Turning in, or driving onto, their driveways or garden areas should be avoided. Many roads adjacent to the school feature broken yellow lines, which means stopping or parking is illegal. Doing so causes obstruction or danger to other road users, whether these are drivers, cyclists, pedestrians or buses. Please observe all such traffic signs at all times.

## Police vetting

All Marsden staff are police checked and the school requires any adults (including volunteers and contractors) with responsibility for, or contact with, students to agree to a police check. This includes parents/caregivers who volunteer to coach or manage a sports team or cultural group, who accompany a school field trip, accompany camps etc. The staff member involved with the activity will provide the appropriate forms to volunteers or these can be obtained directly from the [Principal's EA](#).

The names of accompanying adult volunteers will be made available by email or letter to the parents/caregivers of all students participating in any trip, excursion, sports, cultural activity or camp. If a parent/caregiver has concerns from a student safety perspective about the suitability of any volunteer, they should raise this in the first instance with the staff member arranging the activity.

## Civil defence and emergency

In an emergency, students will be cared for until they can be collected by an authorised individual. Please note that in a civil defence situation, only caregivers or those people specifically named as emergency contacts can collect a student from school. This applies to all students from Preschool to Year 13. It would be particularly helpful if one of your emergency contacts lives locally.

Each year you are asked to check and confirm your contact details, the emergency contacts you have provided, and relevant medical details relating to students. Please advise us of any changes during the year so that your contact details are accurate in case of a civil defence emergency. You can update your details at any time in the [Marsden Portal](#) using the Quicklink (instructions can be found [here](#)).

### Emergency Procedure & Communication

In case of an emergency, we will endeavour to contact parents/caregivers via email and the Marsden App and provide updates on our website. See our [Emergency Page](#) for further information and the other ways we may communicate with you in an emergency.

### Emergency Food Supplies

The school makes provision for emergency situations but relies on parental assistance for food supplies. Food is needed to support the entire school population for a minimum of three days.

At the beginning of the school year, students are asked to bring two items of food, as well as a box of tissues, which then form the year's emergency supply. If emergency supplies are not received by the date specified, there will be a small charge to your account to cover the purchase of such items by the school. Each year group is asked to bring something different to ensure there is a variety of food available. For a list of the 2026 Emergency Food Supplies, please [click here](#).

# 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 and belongings 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 of these.

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**

ASSEMBLE AT THE **SCHOOL FIELD**

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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

STAY 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
  - 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

### Digital devices

Students from Year 7 upwards are required to bring their own digital devices for learning. We recommend a laptop or MacBook for Years 7–13, which must be capable of running the Adobe suite of programs. The iCentre has a range of devices that can be issued on a day-to-day basis.

For further information and device recommendations, please read our information sheet on [Teaching and Learning with BYOD](#).

### Headphones

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 7–10 students

Students in Years 7–10 will store their silent phones in the grandstands at Reception at the start of each day. Phones can be collected at the end of the school day.

### Mobile phones - Year 11–13 students

Students in Years 11–13 will store their silent phones in their lockers or school bags during the day. Phones should not be seen or be out during break times in the hallways or main school areas.

Phones can be used during class time ONLY when directed. This use will be task-driven and aligned to specific learning outcomes.

If students in Years 11–13 need support with self-management in class, teachers will store phones on the teacher desk for the duration of the lesson and speak to them about our mobile phone policy at the end of the lesson.

If a phone is taken off a student in the interval and lunchtime breaks, teachers will bring the phone to the Head of School and students will pick them up at the end of the school day.

If self-management continues to be a problem, we will contact home. This may include phones being stored at Reception or with the Head of School and collected at the end of the school day.

## Years 7–11

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

## Years 12–13

### Attendance Procedures

- Senior School students are to sign in on arrival and report to their tutor in the allocated room by 8.25am. Any student arriving after 8.35am must sign in at Reception.
- **For Year 13 only**, if a student has study period 1, they may stay home for that period. However, they must email their tutor teacher and cc [absences@marsden.school.nz](mailto:absences@marsden.school.nz) before 8.15am.

### Punctuality

Senior School students are expected to be punctual for lessons at all times. Repeated lateness for class or study periods is not acceptable and will be addressed appropriately at the discretion of the Tutor, Dean or Head of Senior School.

### Signing out of school during the day

- Any student leaving school during the day must sign out at Reception and sign back in upon returning. This rule is for your personal safety and consideration of others in an emergency.
- When signing out for appointments or if you are unwell during the day, your parents/ caregivers must have given permission for you to leave (notification via the [Marsden Portal](#), email to [absences@marsden.school.nz](mailto:absences@marsden.school.nz), phone call to reception, or a note).
- As a Year 12 and 13 privilege, students may go to the Karori shops during the school lunch break. They may go to their own home for lunch if they live in Karori.
- Student behaviour in the community should always be of the highest standard.
- Students must not eat in the streets.
- Students must wear their blazers if leaving school at any time.
- Students must sign out and back in, and be punctual for the next class.

## School Uniform

- Senior School students are expected to always wear the uniform correctly. Failure to do this will be addressed appropriately at the discretion of the Tutor, Dean or Head of Senior School. For all formal occasions such as prize giving, Old Girls' Assembly, and whenever students are representing the school in an official capacity, formal dress must be worn. This consists of a long-sleeved white shirt, tie, blazer, skirt with black tights, or Marsden trousers with black socks. Students will be reminded of this requirement before an event.
- During assembly, blazers must be worn with the summer uniform in Terms 1 and 4 and the winter uniform in Terms 2 and 3.
- Any cultural attire can be discussed with the Head of Senior School.

## Visitors

- Visitors are NOT permitted. If a visitor does arrive unexpectedly, the Head of Senior School is to be advised immediately.

## Cars

Senior School students with a restricted licence or full driver's licence may bring a car to school on the following conditions:

- Vehicles must be parked outside the school grounds on Vera Street, Shirley Street, Duthie Street or Lancaster Avenue. Always park legally and consider residents when parking in surrounding streets.
- Students are NOT to park in Marsden Avenue or Fancourt Street.
- Students on a restricted licence may NOT transport other students, in accordance with New Zealand law.

## Tutors

- Senior School students are assigned to a tutor who will monitor their academic progress and wellbeing.
- Students needing assistance on any academic matter should see their subject teacher first. If further assistance is needed the tutor should then be consulted for advice.
- All members of the Senior School staff are available to help.

## Study

- Year 12 is to study quietly in the Common Room.
- Year 13 is to study quietly in the iCentre or an allocated room.
- All students must sign in individually (initials, no ticks) at Reception within the first 10 minutes of the study period. Failure to observe these requirements will result in the student being placed at the back of a timetabled class.

## Common Room

- The Senior School Common Room will be a welcoming place and may be used by Year 11 students as a thoroughfare.
- It is the students' responsibility to ensure that all Senior School rooms and the Common Room are left tidy with all belongings put away in lockers before the end of the school day.

## Relationship with Primary School, Middle School and Senior School

- Senior School students should show care and concern for juniors, setting an example for these younger pupils.
- Senior School students should remember also that they are important role models for all year levels.

## General

- Year 12 and 13 students are expected to show a sense of personal responsibility and hence, merit the privileges given to members of the Senior School.
- It is the expectation of the Senior School staff that the Senior School will at all times, be an adult environment where the Principal, Deputy Principal, and all other members of staff will feel at ease and welcomed by senior students.
- Senior students will model the Marsden values and adult behaviour at all times.

## 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 websites, social media or text
- sexual (unwelcome attention of a sexual nature)
- cyber bullying.



## 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 or caregiver/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 set your profile to 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 your username and password with anyone.
- 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. You don't know who will see them, so don't post them on your network or share them with 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 ringtones 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/caregivers your Facebook friends/Instagram followers; if you can't share your post with them, don't post it.
- 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.

# Science Department Safety Procedures

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The purpose of these safety procedures is to ensure the safety of all members of the school and the security of school property and equipment.

## Management

- The most important rule is to ensure the safety of yourself, others and the equipment
- Follow all instructions and ask for help if you are unsure (prevent accidents)
- Only touch equipment and carry out practical activities when asked to do so
- Science staff are trained in first aid and emergency procedures

## What to bring (or not)

- Leave all bags, food (including gum and lip gloss) and water bottles outside the lab
- Lab coats and safety glasses are provided for all practical activities (as are masks and gloves when needed e.g. gardening or dissections)
- Hair should be fully tied back and closed-toe shoes worn at all times (including on non-uniform days)

## Behaviour

- Only enter a school lab when a teacher (or staff member) is present
- Do not move from your seat when the teacher is talking and be ready to be silent and listen for instructions during all practical activities
- Walk around the lab carefully and sensibly
- Pranks are unacceptable behaviour
- Follow usual Marsden etiquette – bring computer, books and pencil case to every lesson, be on time to class, computers are only used when requested, no phones on in lessons (if permitted), check the Hāpara page for missed lesson content if absent before checking in with teacher, etc.

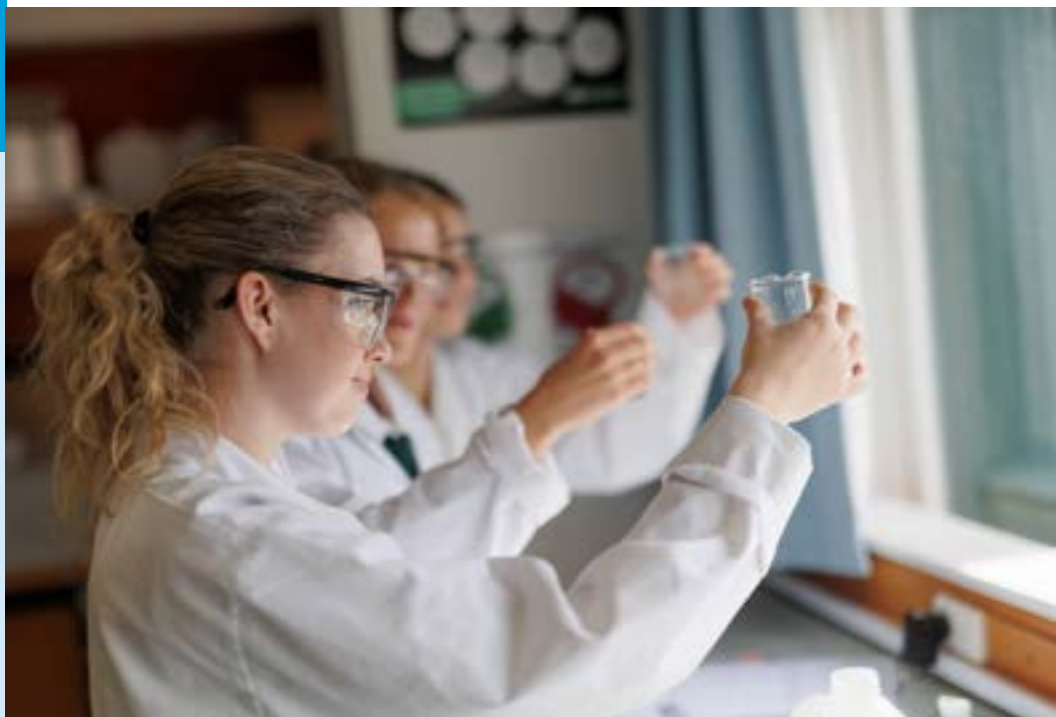
## Practical Activities

- Report all accidents to the teacher immediately
- Practical activities are carried out on the side benches of the lab (written work should remain on main benches so to avoid it being ruined/contaminated)
- Push in chairs and place school blazers on the seats of chairs (rather than hanging on the back) if chemicals are being used (lab coats will be worn)

- Spills are cleaned up immediately and broken glass is put into the 'broken glass' bucket
- Chemicals cannot leave the science lab and equipment is not loaned to students for home use
- Hand washing is recommended at the end of any practical lesson, and mandatory after using chemicals, dissections, gardening etc.
- Practise good 'house-keeping' – put lids back on bottles, keep glassware away from bench edges, recycle when you can, avoid unnecessary waste, packing away as you go, wiping up any spills and leaving the bench clear and tidy once finished
- Specialist science equipment, for example: Bunsen burners, thermometers, microscopes, Epro8 kits, electrical equipment etc. has special rules applying that will be explained by the Science teacher when you come to use it

## Emergencies

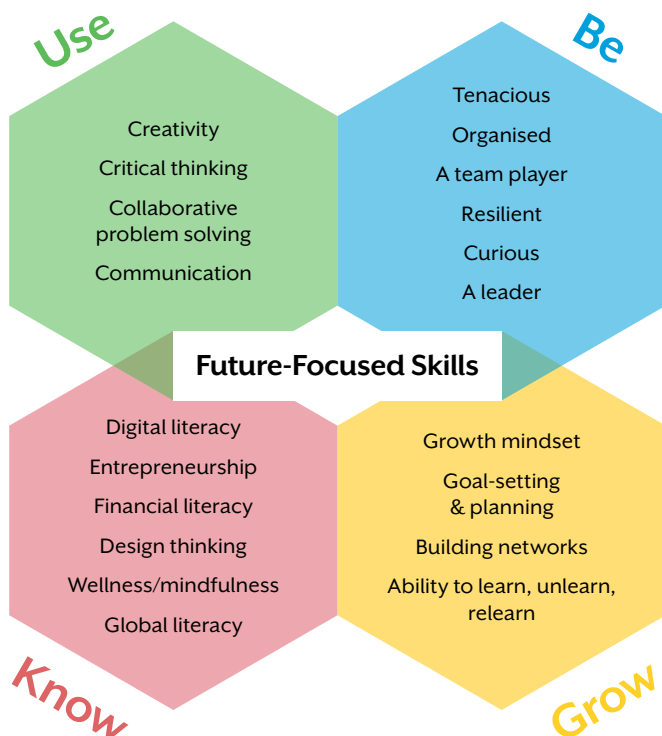
- Any uncontrolled fire results in lab evacuation (although fire extinguishers and sand buckets are also available for teacher use)
- Every lab has first aid kits and eye washing stations and also electricity and gas isolation switches for emergency use





## 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 | 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 | 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, 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 | 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–5.00pm Monday–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](#) homepage 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](#) homepage 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

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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 they are 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+ Collabs.

## 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](#) (also available on the 'All things NCEA' Hāpara page). Extensions are at the discretion of the Deputy Principal and should be sent via email one week before the due date. Please discuss with your HOD before applying. Extensions will not be granted for poor time management.

## 4. Missed and Late Assessments

Circumstances may occur which are beyond the student's control, when they are unable to be present for an internal assessment or have 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 their responsibility 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 themselves 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 they are going to be out of school on a field trip, sports trip or other school-approved outing when an assessment is due, they should notify the teacher in advance to discuss how assessment will be managed. Please see the Hāpara page 'All things NCEA' for an extension form if required and send this to the Deputy Principal for approval.

### 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 their return to school following a verified, legitimate absence, students will be given, **where practicable**, any assessment that they 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. Academic Authenticity

All students are required to sign an academic authenticity assessment sheet when handing in NCEA assessments.

Each student is encouraged to read around the topic they are 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 their 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 their 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 they have not written or produced themselves 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.

Please see the [Academic Authenticity Plagiarism Policy](#) (found on the 'All things NCEA' Hāpara page) for further information.

### ChatGPT information and rules of use for students

AI Language Models (AILMs) 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. AILMs know how to produce language in a way that sounds like it knows what it is talking about, but it is also often wrong. AILMs are not a primary source of information.

When using AILMs, 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 AILM to support you in your work, you should check with your subject teacher or assume the answer is no.

You might experiment with AILMs 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

- Always use the document you are provided in Hāpara for your work so that your work history can be seen.
- Include an appropriate bibliography. Information on how to write a bibliography can be found on the [iCentre Resources](#) homepage. 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 and the student will be asked to explain how they created the assignment. The student may choose to discuss the matter with the Deputy Principal. In most circumstances, it is probable that a **Not Achieved** 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 their right to:

- discuss it with the teacher and query the grade at the time the work is returned
- query the grade with the HOD or Deputy Principal if still not satisfied
- request that the work be re-assessed by completing an [Appeal form](#) (found on the 'All things NCEA' Hāpara page) 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 your presentation. 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 they started at this school... How did you feel on your first day? What were the good and bad things that happened? What would you have changed if you could have? You will have lots of ideas about being a buddy. There are important things your buddy will need your help with.

Phone your buddy; try and arrange a time to meet with them so that they feel comfortable with you and ready for the first day. Meet your buddy on the first day and take them to your form class. Show them around... desk, locker, peg etc. During the day give them 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 them ALL the time for at least a week. Check someone is looking after them during the option classes. Stay with them at break and lunch. Explain the timetable. Where is the room number? Teacher's name? When do they have PE and need their gear?

Show them the map of the school in this handbook. Have they got the right stationery? Check they know where the buses leave from and at what time. Make them 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 Takuira-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 Words and Phrases in Te Reo Māori

## Commonly used phrases

|                                                                            |                                                |
|----------------------------------------------------------------------------|------------------------------------------------|
| <b>Kia ora</b> (kee oh-ruh):                                               | Hi                                             |
| <b>Mōrena</b> (moh-reh-nuh):                                               | Good morning                                   |
| <b>Tēnā koe</b> (teh-nah ko-eh):                                           | Formal greeting to one person                  |
| <b>Tēnā kōrua</b> (teh-nah koh-roo-ah):                                    | Formal greeting to two people                  |
| <b>Tēnā koutou</b> (teh-nah koh-toh):                                      | Formal greeting to many people                 |
| <b>Tēnā tātau katoa</b> (teh-nah tah-toh kah-toh-uh):                      | Formal inclusive greeting to everybody present |
| <b>Haere mai</b> (hi-reh my):                                              | Welcome! Come!                                 |
| <b>Haere rā</b> (ha-eh-reh rah):                                           | Goodbye (from a person staying)                |
| <b>E noho rā</b> (eh noh-hoh rah):                                         | Goodbye (from a person leaving)                |
| <b>Nau mai</b> (no-my)                                                     | Welcome! Come!                                 |
| <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>E noho</b> (eh noh-hoh):                                                | Sit down                                       |
| <b>E tū</b> (eh too):                                                      | Stand up                                       |

## Commonly used words at Marsden

|                             |                                  |
|-----------------------------|----------------------------------|
| <b>Hauora</b> (hoh-oh-ruh): | Wellbeing                        |
| <b>Awahi</b> (ah-fee):      | To care for, embrace and cherish |

|                                                |                                                                                                                               |
|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| <b>Pōwhiri</b> (poh-fee-ree):                  | A welcoming ceremony                                                                                                          |
| <b>Mihi Whakatau</b> (mee-hee fah-kah-toh):    | A form of welcome, similar to a pōwhiri but less formal.                                                                      |
| <b>Tapu/noa</b> (tah-poooh/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>Mahi</b> (mah- hee):                        | Work                                                                                                                          |
| <b>Ākonga</b> (ah-kong-a):                     | Student/pupil                                                                                                                 |
| <b>Kōrero</b> (koh-reh-roh):                   | Talk                                                                                                                          |
| <b>Whakarongo</b> (far-koh-rong-oh):           | Listen                                                                                                                        |
| <b>Taonga</b> (tah-ong-ah):                    | Treasured possession, anything precious                                                                                       |
| <b>Tuakana teina</b> (too-ah-kah-nah tay-nah): | A teaching and learning approach referring to the relationship between an older person (tuakana) and a younger person (teina) |

## Numbers

|                         |    |
|-------------------------|----|
| <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 |

# 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 goal setting template on your Hāpara Awhi page and the 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 | JANUARY 26         | 27<br>Term 1 begins | 28        | 29               | 30                | 31       | FEBRUARY 1         |
| B | 2                  | 3                   | 4         | 5                | 6<br>Waitangi Day | 7        | 8                  |
| A | 9                  | 10                  | 11        | 12               | 13                | 14       | 15                 |
| B | 16                 | 17                  | 18        | 19               | 20                | 21       | 22                 |
| A | 23                 | 24                  | 25        | 26               | 27                | 28       | MARCH 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                | 28       | 29                 |
| B | 30                 | 31                  | APRIL 1   | 2<br>Term 1 ends | 3<br>Good Friday  | 4        | 5<br>Easter Sunday |
|   | 6<br>Easter Monday | 7                   | 8         | 9                | 10                | 11       | 12                 |
|   | 13                 | 14                  | 15        | 16               | 17                | 18       | 19                 |

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

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

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

| Period        | Monday                                                | Tuesday | Wednesday | Thursday                | Friday |
|---------------|-------------------------------------------------------|---------|-----------|-------------------------|--------|
| 8.25–8.35     | FORM TIME   TUTOR TIME<br>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<br>BREAK    | BREAK  |
| 3 10.45–11.40 |                                                       |         |           | 3 10.35–11.25           |        |
| 4 11.40–12.35 | Awahi/<br>Assembly<br>Years 7–13                      |         |           | 4 11.25–12.20           |        |
| 12.35–1.35    | LUNCH                                                 |         |           | Assembly<br>12.20–12.50 | LUNCH  |
|               |                                                       |         |           | 12.50–1.45<br>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<br>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<br>BREAK    | BREAK  |
| 3 10.45–11.40 |                                                       |         |           | 3 10.35–11.25           |        |
| 4 11.40–12.35 | Awahi/<br>Assembly<br>Years 7–13                      |         |           | 4 11.25–12.20           |        |
| 12.35–1.35    | LUNCH                                                 |         |           | Assembly<br>12.20–12.50 | LUNCH  |
|               |                                                       |         |           | 12.50–1.45<br>LUNCH     |        |
| 5 1.35–2.30   |                                                       |         |           | 5 1.45–2.35             |        |
| 6 2.30–3.25   |                                                       |         |           | 6 2.35–3.25             |        |