



CAMBRIDGE HIGH SCHOOL

PROSPECTUS



Checklist

Enrolment form:

Please check that you have:

- ☐ Your name on the form
- ☐ Indicated what year your child would be enrolling into
- ☐ Completed all address details
- ☐ Provided the school with an email address
- ☐ Signed the Health Statement
- ☐ Completed the Privacy of Information section and signed this section
- ☐ Signed the declaration

Forms to be returned with the Enrolment form:

Please check that you have:

- ☐ Your name on each form
- ☐ Proof of residential address, if in-zone. **(Must be one of the following:** Power Bill, Telephone Bill, Tenancy Agreement or Sale and Purchase Agreement)
- ☐ Included a copy of birth certificate or passport
- ☐ Included a copy of passport ratification of Permanent Residence or relevant immigration documents *(if applicable)*
- ☐ Included proof of measles vaccination
- ☐ Completed the relevant option selection sheet for your child's year group
- ☐ Completed and signed the Cyber Safety Use Agreement form
- ☐ Completed and signed the Blanket Consent form
- ☐ Completed the Important Learning Information form, if required
- ☐ Completed the GATE form, if required
- ☐ Completed the Itinerant Music Lessons form, if required

Contents

Principal's greeting	1
About our school	2
Navigating our school through caring for our students	3
Navigating our students through learning opportunities	4
• Curriculum	5
• Extending and enriching our students	6
Navigating our students through the co-curricular programme	
• Sporting opportunities	7
• Cultural opportunities	8
• Community and spirit	9
Our House Structure	
• Connections and relationships	10
• Our houses - our stories	11
Bring your own devices (BYOD)	12
Cyber safety use agreement	13
Enrolment scheme	16
School uniform	18





OUR NAVIGATOR STRATEGY

- Students will be guided and supported throughout their learning journey.
- Our focus will be on student outcomes that prepare them for the world beyond school.
- A strong emphasis will be placed on our core values.
- Maaori student outcomes will be valued and supported.

Principal's greeting

Teenaa koutou katoa

E ngaa mana, e ngaa reo, e ngaa iwi puta noa i te ao. Nau mai, haere mai ki te kura tuarua o Te Okohoroi, teenaa koutou, teenaa koutou, teenaa koutou katoa.

All authorities, all voices, all people from around the world. Welcome to Cambridge High School.

Established in 1883 Cambridge High School has a proud tradition of meeting the educational needs of our local community. With a roll of 1650 we are able to offer our diverse school population a wide range of academic, cultural and sporting opportunities. The school combines modern facilities and a progressive education programme with traditional core values and high expectations of student achievement.

Our aim is to offer students the opportunity to reach their academic potential and enjoy personal growth in a safe and positive learning environment. In addition to academic achievement and qualifications, we value highly the development of the competencies and skills that our students need to navigate easily into life beyond school. Our school motto "Fortiter et Recte" reminds us to have the 'courage to do what is right' and this is based on our core values: Respect, Responsibility and Achievement.

Our community is very supportive of the excellent well-rounded education we provide and the range of high-quality opportunities available to our graduates. Our positive results in so many areas of school life reflect the combined effort of the students, staff, parents and Board of Trustees. We look forward to guiding and supporting you in your learning journey and welcoming you into our school community.

Ngaa mihi nui

Greg Thornton - Principal

About our school

Cambridge High School was first established in 1883 and has a long proud record of academic, cultural, and sporting achievement.

Cambridge High School is a co-educational state secondary school and is proud to be a major part of the Cambridge Community.

Our 8.5 hectares of grounds are attractively planted with shrubs and trees, and we have extensive playing fields, a swimming pool, gymnasium, and canteen.

Visitors to the school comment on the positive learning culture and co-operative atmosphere we enjoy. Students are lively, involved, and friendly, enjoying good relationships with each other and staff. Our Houses, with their vertical form classes, provide a sense of belonging and connection within a large school. Our Peer Support and Tutoring programmes, House Prefects and Captains, and the Junior Forum, provide leadership opportunities that foster respect and concern for others.



Navigating our school through caring for our students

Cambridge High School is proud of its sense of community, where our students are well known and supported, fostering a sense of belonging. We offer a wide range of rich learning opportunities creating a vibrant experience for them to explore their potential.

The pastoral care of students is extremely important to us and is a focus of all members of staff:

- Our pastoral care specialists, including an International Dean, are all actively involved in supporting the wellbeing and academic needs of their students.
- Our Form Teachers know their students well - they track their academic progress, development of skills, and co-curricular participation, and are important academic mentors.
- Our Maaori Whaanau teachers nurture those students in the Whaanau form classes that promote and celebrate Tikanga Maaori.
- Subject teachers understand the link between student wellbeing, motivation and learning.
- Our guidance counsellors provide a confidential service of advice and support.
- Our careers team helps students determine their positive future pathways.
- Our senior leadership team are always there to listen and guide students.
- Our Principal has an open door for students, their parents and caregivers.
- The friendly office staff are always ready to help our students, their families and whaanau.
- The school nurse is available on the school premises each day.
- The 24/7 Youth Work Team work closely with a wide range of students and support their growth and development.
- Our Peer Support Leaders (trained Year 12/13 students) are actively involved in helping students adapt to high school life.



Navigating our students through learning opportunities

Cambridge High School is committed to providing an education for its students that will equip them for the 21st century. We ensure that they leave school with the skills, qualifications and academic results to fulfil their future goals and navigate confidently into life beyond school. We have high expectations regarding achievement. Every student is encouraged to set, and work hard, to achieve targets of personal excellence.

We cater for and support a diverse range of learners by:

- Providing a rich and wide range of subjects that focus on the needs of our students.
- Offering multiple learning pathways.
- Extending our most capable students through both enrichment and acceleration.
- Implementing a supported learning programme for students who require extra time and attention.
- Supporting students through targeted literacy and numeracy programmes.
- Assisting students to set meaningful goals for their learning and to monitor their own progress.
- Supporting the development and evaluation of key competencies in all subjects.
- Focussing on skills development – communication, research, and subject specific.
- Developing research and presentation skills, as well as other technology applications through our blended e-learning approach as a BYOD school.
- Including opportunities for students to interact with employers, business people or community experts and see links between the curriculum and workplace settings.
- Offering an impressive range of opportunities to learn outside the classroom with trips and activities in many learning areas.
- Encouraging former students to visit and talk about their studies, career pathways and experiences since leaving Cambridge High School.



CURRICULUM

Cambridge High School is large enough to provide a rich and varied range of subjects at all levels. Our broad curriculum involves each student in a wide range of learning experiences.

The curriculum provides the best possible opportunities to prepare students for tertiary study and the workplace. We emphasise the development of key competencies as well as academic progress.

Year 9

All students study:

- English, Mathematics, Science, Social Sciences and Health and Physical Education
- A range of Technologies, Languages and Arts

Some students will participate in:

- The Extension Learning Programme
- A Project Based Learning Class (application necessary)
- Targeted Literacy and Numeracy classes
- A specialist Home Room environment

Year 10

All students study:

- English, Mathematics, Science, Social Sciences and Health and Physical Education

Some students will participate in:

- The Extension and Accelerated Programme
- A Project Based Learning Class (application necessary)

Students also choose options from:

- Sport Science, Enterprise Studies, Media Studies
- Art, Drama, Dance, Music, Art - Visual Design
- French, Japanese, Mandarin and Te Reo Maaori
- Technology contexts: Engineering, Digital, Electronics, Design + Visual Communication, Food, Wood, Textiles and Future Focused Technology

Years 11, 12 and 13 (NCEA Levels 1, 2 and 3)

Subject choices include:

- **English:** English, Media Studies
- **Arts:** Art, Dance, Drama, Music, Photography, Art Digital Media
- **Technology:** Automotive Engineering, Digital, Carpentry, Engineering, Textiles, Food, Design + Visual Communication, Hospitality
- **Sciences:** Biology, Chemistry, Physics, Science, Biochemistry
- **Social Sciences:** Classical Studies, Geography, History, Psychology, Tourism
- **Mathematics:** Calculus, Mathematics and Statistics
- **Languages:** Te Reo Maaori, ESOL, French, Japanese, Mandarin
- **Commerce:** Accounting, Business Studies, Economics, Business Skills and Consumer Citizenship
- **Health and Physical Education:** Outdoor Education, Physical Education, Sport Science, Fitness and Recreation and Health
- **Pathways:** Gateway





EXTENDING AND ENRICHING OUR STUDENTS

We offer opportunities to challenge and stretch our students:

- Year 9 and 10 Extension and Accelerated Learning Programme – for students who need enrichment and /or acceleration in their areas of strength.
- Year 9 and 10 Project Based Learning Class for students interested in learning through more independent and passion based contexts aimed at developing deep learning and 21st century skills.
- Senior Extension and Acceleration Programme – this provides opportunities for our top senior students to achieve NCEA Excellence endorsement and to gain Scholarship awards.
- Participation in University study for accelerated students.
- Writers' Master Class.
- Junior Scholars Groups which focus on thinking, metacognitive and study skills.
- Participation in service-learning through involvement in community projects, service to our school, or to our local primary and middle schools.
- Opportunities to participate in a range of local and national academic competitions and examinations – Australasian Examinations, Waimaths, Junior and Senior Mathematics competitions, Kiwibots (robotics).
- Sportsmen and women who are performing at a national level are supported in their academic and sporting endeavours.

There are many opportunities for students to excel and be enriched:

Multiple leadership opportunities:

- Head Students,
- House Prefects (Student Executive),
- House Captains,
- Year 13 Committees,
- Māori Leadership group – Te Hunga Taikaakaa,
- Junior Forum,
- Form Class Leaders.

Other Enrichment opportunities:

- Overseas trips related to academic subjects, cultural activities and sporting ventures,
- International student exchanges,
- Spirit of Adventure,
- Peer Support and Tutoring,
- Duke of Edinburgh,
- Year 9 and 10 camps,
- A wide and varied education outside the classroom programme across many subjects,
- SSEP - Secondary Schools Employer Partnership in which Year 10 students visit a range of local businesses to see the links between the curriculum and working life.



Navigating our students through the co-curricular programme

SPORTING OPPORTUNITIES

Cambridge High School offers a wide range of sporting activities and is recognised locally and nationally for its sporting achievement.

We have an impressive line-up of national achievers across codes and for those who excel there are significant competitive opportunities. Skilled staff and friends of the school assist students in all extra-curricular sports and we have thriving sports clubs run by parents.

We partner with Wintec's Centre for Sports Science and Human Performance to allow all interested Year 9 and Year 10 students to participate in Youth Athletic Development – a programme that uses evidence based approaches to develop young people's athleticism, reduce the risk of injury, and enable them to be more competitive, and to improve faster in the sports they love.

Our inter-house sports competitions – school athletics day, swimming sports and cross country – promote a sense of belonging and involvement, and provide experience of being part of a team.

Competitive and recreational teams in over 30 different sports provide extensive opportunities and cater for our students' needs and interests.

We encourage students of all ages and abilities to get involved in sport, to achieve a 'mind-body' balance and to keep fit and happy.



CULTURAL OPPORTUNITIES

Cambridge High School has a rich and varied cultural life.

Music at Cambridge High School includes opportunities such as the Production, Ukulele Orchestra, Jazz Band, Concert Band, Vox – girls vocal ensemble, Guitar Ensemble, String Ensemble, Brass Roots Ensemble, Gypsy Folk Ensemble and more, and our students have achieved enviable success in Rock Quest.

Specialised music tuition by skilled teachers in a range of instruments is available during school hours, and our musicians regularly perform at lunchtime, for school occasions, and community groups.

The Kapa Haka group performs at the annual festival, representing the school with dignity and strength.

Dance and drama activities include the major production, Theatre Sports, Dance NZ Made, Dance Showcases, Sheilah Winn Shakespeare Competition, and our own “Cambridge High School’s got Talent”. These opportunities also involve experience in set design and build, back stage, sound, lighting and make-up. Our ARTiculate week is a celebration of the visual arts, music, dance and drama.

Debating and public speaking opportunities are available to all students within the school, and through inter-school competitions.

COMMUNITY AND SPIRIT

Visitors to Cambridge High School comment on the positive learning culture and co-operative atmosphere we enjoy. Students are lively, involved and friendly, enjoying good relationships with each other and staff. The Positive Behaviour for Learning (PB4L) programme ensures that students are acknowledged for doing the right thing.

There are many opportunities for contributing to the sense of community including student-led initiatives:

- Inter and Intra-house activities and competitions.
- Raising thousands of dollars for charity – through mufti days, charity drives for worthy causes, and the 'Forty Hour Famine/World Vision' challenges.
- Cultural Week and Food Festival – an opportunity to sample the culture and experiences of our significant international student population, and celebrate the range of cultures in our community.
- Our Year 13 committees build awareness and provide service opportunities through organising blood donations, anti-bullying campaigns, and activities that contribute to the wider community.



Our house structure

CONNECTIONS AND RELATIONSHIPS

In 2020 we launched a new house structure to strengthen the learning experience at CHS by enhancing the sense of belonging and connectedness with the school and our community. Our intention is quite simple - to create a smaller school feel through a vibrant house system that enables stronger relationships to build across the school.

The six houses are based on stories that go back 26 generations in Cambridge and are found nowhere else in the world. We are incredibly grateful to the mana whenua of our area, Ngaati Korokii Kahukura and Ngaati Hauaa, for sharing this legacy with us. By inviting us to share in their past we are becoming a part of the ongoing story of the area, and can look forward to being part of the future of Cambridge.

Within each house, there are vertical form classes, with approximately six students from each year level. This provides a balance of students connecting both within their year level and with other year levels. This gives students support from across the school and encourages effective role modelling. So many students we interview for leadership positions, point to a significant student

who they aspired to be when they were in Year 9. The form class has the same form teacher over their time at Cambridge High School so that they develop a significant and supportive relationship and navigate successfully through school.

This new house structure provides our students with an increased number of leadership opportunities. We have incredibly capable students here at CHS who are passionate about their school. The house system provides an increased opportunity to take ownership of their school and to be positive role models for the next generation of students.

House points are awarded over traditional areas such as sports, culture and the arts, as well as many other creative and fun activities.



OUR HOUSES - OUR STORIES

The stories can be found in full on the school website. They are stories gifted to us by Mana Whenua (Ngāti Korokii Kahukura and Ngāti Hauaa) - unique to Cambridge, and found nowhere else in the world. Our connection to these stories will always connect you to Cambridge, New Zealand, no matter where life takes you next.



Bring your own devices (BYOD)

BYOD is an approach where students bring their own device (laptop) to school in order to complete learning activities and access the Internet. They also have access at home via the Internet, to a range of Cambridge High School learning resources so that learning opportunities extend beyond the classroom.

New and evolving technologies provide positive educational benefits for learning and teaching. The BYOD approach is well established at Cambridge High School in all classes.

Devices will be used in core subject lessons (English, Maths, Social Studies, Science and Health/PE) and most option subjects, where appropriate.

The devices will be used to access resources on their class TEAMS and OneNotes, complete tasks and respond to questions, craft essays, mind map, access the Internet to research topics, collate data in spreadsheets, create PowerPoint and other presentations, work co-operatively and collaboratively with other students, and get feedback from peers and teachers. Our approach is a blended approach where traditional methods of teaching and learning will be enhanced by the use of ICT/technology. These are NOT digital classes where all work is completed on a device.

Office 365 is free to all Cambridge High School students. The full version will be downloaded on to student devices during the Year 9 orientation programme early in the year. All students new to other year levels will have an ICT orientation tutorial.

Our minimum requirements for a device to be used for learning at school are:

- 10 inch screen
- At least 5 hours of battery power
- 3 GB storage – Must have enough storage to download and install Office 365
- Internet capable
- Ability to create and edit common documents such as word processing, spreadsheets, and presentations
- Suitable, durable bag/cover for protection

These features are strongly recommended:

- A keyboard
- Availability of loan device when repairs are needed
- A PDF Reader like Adobe Reader – free to download

Most students find a laptop to be an appropriate choice of device.

Further information and recommended devices are found on our website.



Cyber safety use agreement

For Cambridge High School Students

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

Section A: Introduction

Section B: Cyber Safety Rules for Secondary Students

FORM Cyber Safety Use Agreement Form

Instructions

1. Students and parents*/caregivers/legal guardians please read and discuss all sections carefully.
2. Parents and students sign Cyber Safety Use Agreement Form and return with the Enrolment Form.
3. Please keep sections A and B for future reference.
4. If you have any questions about this agreement please contact the school.

* The term 'parent' used throughout this document also refers to legal guardians and caregivers.

Additional information can be found on NetSafe's website www.netsafe.org.nz

Important terms used in this document:

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



Section A

Introduction

The measures to ensure the cyber safety of Cambridge High School outlined in this document are based on our core values and on the expectation that students will be responsible digital citizens.

The school's computer network, Internet access facilities, computers and other school ICT equipment/devices bring great benefits to the teaching and learning programmes at Cambridge High School, and to the effective operation of the school.

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

The overall goal of the school in this matter is to create and maintain an online culture which is in keeping with the values of the school, and

legislative and professional obligations. This use agreement includes information about your obligations, responsibilities, and the nature of possible consequences associated with cyber safety breaches which undermine the safety of the school environment.

All students will be issued with a use agreement and once signed consent has been returned to school, students will be able to use the school ICT equipment/devices and/or their own devices.

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

Section B

Rules to help keep Cambridge High School students cyber safe

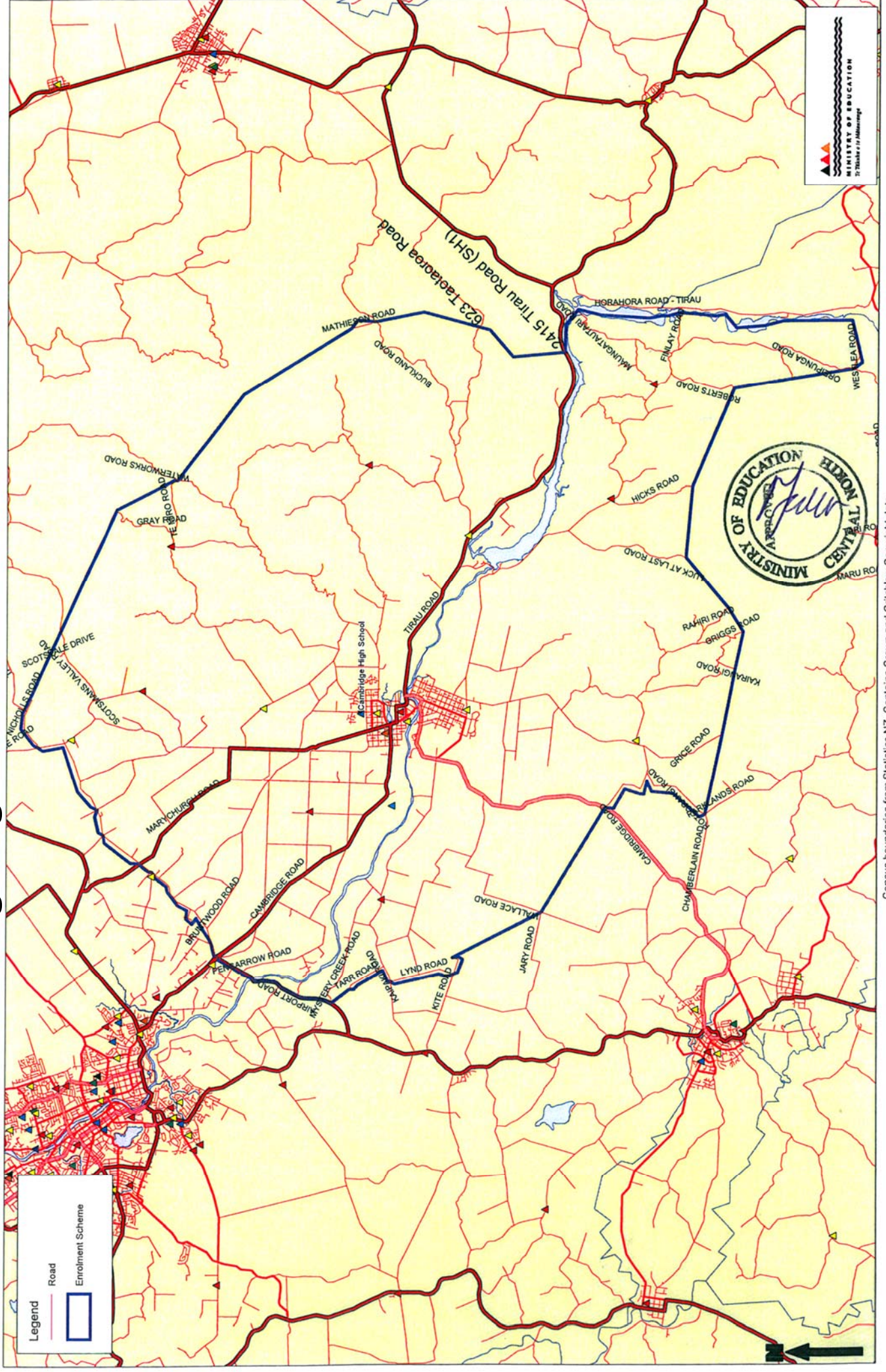
As a safe and responsible user of ICT I will help keep myself and other people safe by following these rules.

1. I cannot use school ICT equipment until my parent and I have read and signed my use agreement form and returned it to school.
2. I have my own user name and I will log on only with that user name. I will not allow anyone else to use my user name.
3. I will not tell anyone else my password.
4. While at school or a school-related activity, I will not have any involvement with any ICT material or activity which might put myself or anyone else at risk (e.g. bullying or harassing).
5. I understand that I must not at any time use ICT to upset, offend, harass, threaten or in any way harm anyone connected to the school or the school itself, even if it is meant as a joke. This includes forwarding messages and supporting others in harmful, inappropriate or hurtful online behaviour.
6. Inappropriate use of private ICT equipment/devices and internet social networking sites (such as Facebook, Instagram and Snapchat) during out-of-school hours are not the school's responsibility. However, if the implications of such personal use/activity compromises or impacts on student and/or staff safety, wellbeing and work at school then school management reserves the right to intervene with possible disciplinary actions.
7. I understand that the rules in this use agreement also apply to mobile phones. I will only use my mobile phone(s) at the times that I am permitted to during the school day.
8. While at school, I will not:
 - Access, or attempt to access, inappropriate, age restricted, or objectionable material,
 - Download, save or distribute such material by copying, storing, printing or showing it to other people,
 - Make any attempt to get around or bypass security, monitoring and filtering that is in place at school, i.e. proxy sites to circumvent access to prohibited sites.
9. If I accidentally access inappropriate material, I will:
 - Not show others,
 - Turn off the screen or minimise the window, and
 - Report the incident to a teacher immediately.

10. I understand that I must not download any files such as music, videos, games or programmes without the permission of a teacher. This makes sure the school complies with the Copyright Act 1994. I also understand that anyone who infringes copyright may be personally liable under this law.
11. I understand that these rules apply to any privately owned ICT equipment/device (such as a laptop, tablet, mobile phone, USB drive) I bring to school or a school-related activity. Any images or material on such equipment/devices must be appropriate to the school environment.
12. I will not connect any device (such as a USB drive, camera or phone) to, or attempt to run any software on, school ICT without a teacher's permission. This includes all wireless technologies.
13. I will ask a teacher's permission before giving out any personal information (including photos) online about myself or any other person. I will also get permission from any other person involved. Personal information includes name, address, email address, phone numbers, and photos.
14. I will respect all ICT systems in use at school and treat all ICT equipment/devices with care. This includes:
 - Not intentionally disrupting the smooth running of any school ICT systems,
 - Not attempting to hack or gain unauthorised access to any system,
 - Following all school cyber safety rules, and not joining in if other students choose to be irresponsible with ICT,
 - Reporting any breakages/damage to a staff member.
15. I understand that the school may monitor traffic and material sent and received using the school's ICT network. The school may use filtering and/or monitoring software to restrict access to certain sites and data, including email.
16. I understand that the school may audit its computer network, Internet access facilities, computers and other school ICT equipment/devices or commission an independent forensic audit. Auditing of the above items may include any stored content, and all aspects of their use, including email.
17. I understand that if I break these rules, the school may inform my parent(s). In serious cases the school may take disciplinary action against me. I also understand that my family may be charged for repair costs. If illegal material or activities are involved, it may be necessary for the school to inform the police.
18. Disciplinary consequences for breaches of this cyber safety use agreement could include being blocked or having restricted access to the school network for a specified time, and could include detentions and/or standdown/suspension depending upon the seriousness of the student's infringement.
19. I understand and give my permission for the school to publish any school material (such as artwork, poetry, stories) I may have produced, in school publications. This could include publication in hard copy like school newsletters, or in digital format on the school's website. The purpose of any such publishing is to celebrate student work and achievement and to promote the school in our wider community.
20. If my photo or image may not be used and published by the school, my parents/caregivers have indicated this on my enrolment form. Otherwise, I understand that photos and images of myself may be used and published by the school. This could include publication in both hard copy format such as the school magazine or prospectus, and also digital images on our website. Any such digital images will be removed if the individual makes such a request. The purpose of publishing such images is communicating with our school community.



Cambridge High School Enrolment Scheme



Enrolment scheme

Home Zone

All students who live within the home zone described below* (and shown on the attached map) shall be entitled to enrol at the school.

** The 'home zone' boundary commences at the Airport Road/Tauwhare Road/SH1 intersection. Travel east along Tauwhare Road to the Tahuroa Road/Tauwhare Road intersection (includes both sides of Tauwhare Road, but excludes all side roads entering from the northern side of the road).*

Turn right into Tahuroa Road and travel through to where it intersects with Nicholls Road. Turn right into Nicholls Road and follow it through to its end. From this location take a direct line to the end of Gray Road and then a direct line to the Te Miro Road/Waterworks Road intersection. From the Te Miro Road/Waterworks Road intersection take a direct line to the end of Mathieson Road and travel along Mathieson Road to the intersection with Buckland Road. From this intersection take a direct line to No 623 Taotaoroa Road and then a direct line to No 2415 Tirau Road (SH1) and on to a point opposite on the western side of the Waikato River.

Follow the Waikato River south to a point opposite the end of Westlea Road and travel along Westlea Road to the intersection with Oreipunga Road. From this intersection take direct lines to the ends of Roberts Road, Hicks Road, Luck At Last Road, Rahiri Road, Griggs Road, Kairangi Road, and Grice Road, then through to the Roto-o-rangi Road/Chamberlain Road intersection. Turn right into Roto-o-rangi Road and follow it through to the intersection with Cox Road. Turn left into Cox Road and travel through to the intersection with Cambridge Road. From this intersection take a direct line to the Jary Road/Wallace Road intersection (excludes Jary Road and Wallace Road addresses west of this intersection). From the Jary Road/Wallace Road intersection take a direct line to the end of Kite Road.

Travel along Kite Road to the intersection with Lynd Road, then turn right into Lynd Road and travel through to the intersection with Kaipaki Road. Turn right into Kaipaki Road then travel through to the intersection with Tarr Road. Turn left into Tarr Road and travel to its end. From the end of Tarr Road take a direct line to the Mystery Creek Road/Airport Road intersection. Turn right into Airport Road and travel through to where the zone boundary commenced at the Airport Road/Tauwhare Road/SH1 intersection (includes southern side of Airport Road only).

(Both sides of all roads are included unless otherwise stated).

Proof of residence within the home zone will be required.

NOTE: Not all areas within the zone are covered by the Cambridge High School rural bus service. In this situation, parents will be required to transport students to the nearest Cambridge High School bus stop.

Out of Zone Enrolments

Applications for enrolment will be processed in the following order of priority:

First Priority

must be given to any applicant who is the sibling of a current student of the school.

Second Priority

must be given to any student who is the sibling of a former student of the school.

Third Priority

must be given to any applicant who is a child of a former student of the school.

Fourth Priority

must be given to any applicant who is either a child of an employee of the board of the school, or a child of a member of the board of the school.

Fifth Priority

must be given to all other applicants.

If there are more applicants in the first, second, third, fourth or fifth priority groups than there are places available, selection within the priority group must be by ballot conducted in accordance with instructions issued by the Secretary under Section 11G(1) of the Education Act 1989. Parents will be informed of the date of any ballot by notice in a daily or community newspaper circulating in the area served by the school.

School uniform

Argyle are our official uniform suppliers and supply all CHS specific items.

For all orders and inquiries, go to www.argyleonline.co.nz

Cambridge High School is a uniform school and students are required to wear their uniform neatly and completely.

The school will take action when grooming and dress are unsatisfactory. Please note the following.

- The wearing of incorrect uniform will result in disciplinary action including possible confiscation of the incorrect article, or the student being sent home to return with the correct uniform.
- Hoodies are not to be worn at any time, this includes Cambridge High School sports hoodies.
- In winter months, a thermal may be worn beneath a shirt however it must be the same colour as the shirt, plain with no branding on the sleeves.
- Winter uniform is also the formal uniform (to be worn when required).
- Sandals must be plain black or brown roman sandals only (no socks with sandals). Sandals are to be worn properly and kept tidy at all times.
- Shoes must be black leather lace-up school shoes only (not boots, canvas, sports shoes, slip-ons, suede or patent, no raised heel). Shoes are to be worn properly and kept tidy at all times.
- Boys are to be clean shaven.
- Makeup and nail varnish are unacceptable.
- The only jewellery permitted other than a watch, is one small plain metal, gold or silver stud or sleeper in each ear. No other visible body piercings are permitted.
- Plain navy blue, black or white scarf.
- Raincoat to and from school (must be navy blue or black).
- Any headbands/ties must be white, black or navy blue.
- Hair is to be tidy and conventional in style and colour.
- Only approved CHS branded hats may be worn:
 - Caps - available at Argyle online,
 - Beanies - available at Argyle online, may be worn as part of winter uniform,
 - Bucket Hats - available for purchase at our school office.
- All shirts and blouses are designed to be worn out, not tucked in.
- Clothing is to be named.

Ordering the school uniform

Please see our CHS website for details regarding our required summer, winter and PE uniform.

Cambridge High School's uniform is available only from ArgyleOnLine at www.argyleonline.co.nz

ArgyleOnLine has been operating for over 7 years and is used very successfully by schools across New Zealand.

Parents and caregivers will find this system quick, easy and efficient to use. You will be able to pay by credit or debit card, internet banking, WINZ or cheque. Orders are delivered directly to your door within three – five working days. You can call Customer Service on 0800 274 953 to answer any queries you may have.

Measuring your student to ensure the correct size is selected is critical as sizes vary from garment to garment, and uniform sizes often differ from retail clothing brand sizes.

NAVIGATING OUR SCHOOL AND STUDENTS ON AND INTO THE FUTURE

OUR CORE PURPOSE

To develop fine young people who can navigate easily and competently into life beyond school.

VISION

Our students will have a sense of purpose and direction: they will understand who they are and where they are going.

OUR CORE NAVIGATOR STRATEGY

CHS is committed to developing an innovative approach whereby the school, students, staff, parents, and community, take ownership to achieve our core purpose together.

CULTURE

CHS is a high performing school based on a shared vision, operational efficiency, innovation, respect for each other, teamwork, achievement, and contributing to the community.

VALUES

Our school motto "Fortiter et Recte" (Courage to do the right thing) is based upon the core values of respect, responsibility and achievement.

THE CAMBRIDGE HIGH SCHOOL LEARNER WILL BE BOTH IN PERSON AND IN THE DIGITAL WORLD:

- An effective communicator.
- A problem solver.
- A good citizen.
- A creative and critical thinker.
- A resilient self-manager.
- An open minded, respectful individual and one who relates positively with others.

OUR NAVIGATOR STRATEGY

- Students will be guided and supported throughout their learning journey.
- Our focus will be on student outcomes that prepare them for the world beyond school.
- A strong emphasis will be placed on our core values.
- Māori student outcomes will be valued and supported.

1. Managing school roll growth.

2. Developing student motivation and drive.

3. Understanding the changing skills for life and work.

4. Understand the changing needs of employers, ITOs, and tertiary providers.

5. Teaching the core competencies and soft skills.



NAVIGATOR, PATHWAYS AND THE CURRICULUM

MEASURABLE TARGETS

STRATEGIC ISSUES

PURPOSE & VISION

OUTCOME

Students have real choices based upon their personal interests, learning styles, talents and abilities.

Achieving qualifications is one of the foundation steps for future success. CHS will continue to meet the goal of most of our leavers achieving at least NCEA Level 2.

A new faculty based upon contextualised/project learning will be established. This will enhance engagement, achievement, and education-to-employment transitions.



We will work with others to develop a 'navigator strategy' to implement the new core purpose and vision – this implies more of an outward focussed school which is better connected to the rapidly changing external environment.

In addition to academic success, Māori students will develop a good sense of hauora; a personal sense of wellbeing. This will be achieved by catering for all aspects of personal development: hinengaro (mind), wairua (spiritual), tinana (physical), and whānau (social).

LEADING THE VALUES
Establishing core values within the school inclusive of students, staff, form teachers and deans.



ACADEMIC/ CLASSROOM
Ensuring students are motivated, supported, valued and take responsibility for their own learning.

STRONG COMMUNITY RELATIONSHIPS
Working closely with key players to understand what we have to offer students for their future studies and employment.

EDUCATION AND LEARNING STRATEGIES

RATIONALE

These strategies will ensure that we are navigating both our school and students on and into the future. It will ensure Cambridge High School is performing at the highest level, encouraging academic excellence while ensuring the school meets the needs of all students.







CAMBRIDGE HIGH SCHOOL



Navigating
Contributing
Becoming life-ready

25 Swayne Road
Cambridge 3493
New Zealand

t +64 7 827 5415

CHS1stcontact@camhigh.school.nz
www.camhigh.school.nz



CAMBRIDGE HIGH SCHOOL

Swayne Road, Private Bag 882, Cambridge
Telephone: (07) 827 5415

ENROLMENT FORM

Date Received	/ /
In-Zone Address Verified	Signature
Enrolment No.	
Interviewer Code	
House Code	Form Class
Start Date	/ /

In-Zone

Out-of-Zone

Hard copy enrolments are preferred. If applying electronically, please email to: enrolments@camhigh.school.nz

Present Year Level

Enrolling into Year: Y9 Y10 Y11 Y12 Y13

STUDENT INFORMATION

Last Name First Name/s Middle Name

Preferred Name Date of Birth / / Male Female

Previous School

Country of Birth Language Spoken at Home

Ethnic Group NZ European/Paakehaa, Maaori, other (Please specify)

Name/s of Siblings currently attending Cambridge High School

Name/s of other family/whaanau members currently at CHS. eg. cousin/parent

Future Sibling enrolments (name and year)

Do you wish to be in a Whaanau Form Class? Yes No

If the student identifies as belonging to one or more iwi, please specify up to 3 below (refer to the list of iwi included in the prospectus for iwi number). For a full list of iwi, refer to our website.

Iwi #1 Iwi #2 Iwi #3

Hapuu Marae

RESIDENCY STATUS Documentation to support this information is a mandatory requirement.

Is the student a:

☐ New Zealand Citizen

A copy of a Birth Certificate/Passport or Certificate of Citizenship required.

☐ Non New Zealand Citizen

A copy of a passport with a valid New Zealand Residence Visa and photograph page required.

Parent passports with a valid New Zealand Work Visa and parent passport photograph page must also be included if the student has a Student Permit/Visa.

ENROLMENT CATEGORY

Please indicate the category which applies to this application – refer to the Enrolment Scheme details in the Prospectus (Page 19).

In-Zone Living within the School Zone. We attach a copy of our:

☐ Power Bill ☐ Telephone Bill ☐ Tenancy or Sale and Purchase Agreement

Priority 1 Sibling of current student Priority 4 Son/daughter of an employee or Board member

Priority 2 Sibling of previous student Priority 5 Living outside the School Zone

Priority 3 Son/daughter of previous student

Other Family Members who have attended Cambridge High School i.e Siblings, Parents of Applicant

Given Names	Year at CHS	Relationship

Please use the checklist on the first page of the Prospectus to ensure that all supporting documentation is included as an application cannot be processed without these.

FAMILY INFORMATION

The student lives with: Both Parents ☐ Mother only ☐ Father only ☐ Shared Custody ☐ Guardian ☐

Are there any special access/custody orders that the school should be aware of? Yes ☐ No ☐

If 'Yes' please explain and provide copy of legal documentation:



PRIMARY CAREGIVER

Home Address		
Suburb		
Town/City		
Postal Address (if different to street address)		
Home phone		



Mother ☐ Stepmother ☐ Guardian/Caregiver ☐
Mrs ☐ Miss ☐ Ms ☐

Surname	
First Name/s	
Mobile Phone	
Email	
Occupation	
Business Name	
Business Phone	



Father ☐ Stepfather ☐ Guardian/Caregiver ☐

Surname	
First Name/s	
Mobile Phone	
Email	
Occupation	
Business Name	
Business Phone	

SECONDARY CAREGIVER (if applicable)

Home Address		
Suburb		
Town/City		
Postal Address (if different to street address)		
Home phone		



Mother ☐ Stepmother ☐ Guardian/Caregiver ☐
Mrs ☐ Miss ☐ Ms ☐

Surname	
First Name/s	
Mobile Phone	
Email	
Occupation	
Business Name	
Business Phone	



Father ☐ Stepfather ☐ Guardian/Caregiver ☐

Surname	
First Name/s	
Mobile Phone	
Email	
Occupation	
Business Name	
Business Phone	

EMERGENCY CONTACT – DIFFERENT FROM ABOVE (in the case of an emergency, we MUST have an alternative contact that is not the primary or secondary caregiver, e.g grandparent, family friend)

Name	
Home Phone	

Relationship to Student	
Mobile Phone	

HEALTH & WELLBEING

This form is intended to collect additional health information and to assist the school in the care of students while at school and/or outside of school during a school related activity. All information is held in accordance with the Privacy Act 1993. This form is important, and parents/caregivers/guardians should take care in completing it.

The Cambridge High School Health Clinic has a registered nurse present during school hours.

Consent

I give permission for the school nurse or designated first aider to administer routine shelf medication as required e.g. paracetamol, ibuprofen, antihistamine cream/tablets and throat lozenges.

Yes ☐

No ☐

In case of an accident or emergency

When the school cannot contact you, or the illness is serious, the school nurse may need to take your student to an Accident and Emergency Clinic. If hospitalisation is required an ambulance may need to be called.

Student's Doctor	Phone	Student's Dentist	Phone

Medical Conditions – Does your student have any of the following existing medical conditions?

- | | | | | |
|-------------------------------|----------------------------------|--------------------------------|--|--|
| <input type="radio"/> Anxiety | <input type="radio"/> Depression | <input type="radio"/> Eyesight | <input type="radio"/> Hearing Problems | <input type="radio"/> Menstrual Problems |
| <input type="radio"/> Asthma | <input type="radio"/> Diabetes | <input type="radio"/> Fainting | <input type="radio"/> Heart Condition | <input type="radio"/> Migraines |
| <input type="radio"/> Cancer | <input type="radio"/> Epilepsy | <input type="radio"/> Hayfever | <input type="radio"/> Kidney | <input type="radio"/> Skin Condition |

Other
(e.g ADD)

Allergies (please give details if any)

ALLERGY

e.g. Peanuts, Bee Stings, Penicillin

COMMENT (SEVERITY)

Severe: Anaphylaxis

Moderate: Swelling

Health Plan/Treatment If you have indicated any medical issues above, provide details and outline the health/treatment plan e.g requires adrenaline, call ambulance, Phenergan, icepack (provide a copy if required).

Medication The Cambridge High School Policy for prescription medication requires the School Nurse to store and administer all student medication during school hours.

Does your child require prescribed medication during school hours (ongoing) Yes ☐ No ☐

If 'Yes' please sign the consent below and contact the School Nurse to provide all necessary details for administering this medication.

Parent/Guardian Signature		Date:		/		/	
---------------------------	--	-------	--	---	--	---	--

Vaccinations

All students should have completed their Childhood Immunisation Programme before commencing secondary school. Has your student had the following vaccinations?

- | | | |
|--|---|---|
| <input type="radio"/> Hepatitis B | <input type="radio"/> Whooping Cough | <input type="radio"/> Please provide photocopied evidence of Measles, Mumps and Rubella (MMR) |
| <input type="radio"/> Meningococcal B (all 3 injections) | <input type="radio"/> Poliomyelitis Rubella Tetanus | |
| <input type="radio"/> My child is NOT immunised | <input type="radio"/> My child has NOT completed their Childhood Immunisation Programme | |

Is there any reason why your student may not be able to take a full and active part in the school programme (e.g Physical Education)

Yes ☐ No ☐ If 'Yes' please provide details

Physical condition – Does your student have a physical condition that might affect classroom learning e.g. hearing loss, need for glasses, motor skills loss etc?

Yes ☐ No ☐ If 'Yes' please provide details

Special need/learning support – Does your student have a diagnosed special need or require special learning support?

Yes ☐ No ☐ (if Yes—please complete the attached Important Learning Information form)

GETTING TO KNOW YOUR CHILD

One of the guiding principles of the school is the active participation of all students in co-curricular activities and House events. To help us get to know your child, please tick any activities below that are strengths and/or interests:

<input type="checkbox"/> Adventure Racing	<input type="checkbox"/> Dance	<input type="checkbox"/> Martial Arts	<input type="checkbox"/> Singing
<input type="checkbox"/> Archery	<input type="checkbox"/> Drama	<input type="checkbox"/> Motocross	<input type="checkbox"/> Skiing
<input type="checkbox"/> Art	<input type="checkbox"/> Equestrian	<input type="checkbox"/> Mountain Biking	<input type="checkbox"/> Snowboarding
<input type="checkbox"/> Athletics	<input type="checkbox"/> Football	<input type="checkbox"/> Music	<input type="checkbox"/> Softball
<input type="checkbox"/> Badminton	<input type="checkbox"/> Futsal	<input type="checkbox"/> Netball	<input type="checkbox"/> Special Olympics
<input type="checkbox"/> Basketball	<input type="checkbox"/> Golf	<input type="checkbox"/> Orienteering	<input type="checkbox"/> Squash
<input type="checkbox"/> BMX	<input type="checkbox"/> Gymnastics	<input type="checkbox"/> Reading	<input type="checkbox"/> Stage Challenge
<input type="checkbox"/> Bowls	<input type="checkbox"/> Hockey	<input type="checkbox"/> Rock Climbing	<input type="checkbox"/> Swimming
<input type="checkbox"/> Canoe Polo	<input type="checkbox"/> Judo	<input type="checkbox"/> Rowing	<input type="checkbox"/> Table Tennis
<input type="checkbox"/> Cheerleading/Tumbling	<input type="checkbox"/> Kapa Haka	<input type="checkbox"/> Rugby	<input type="checkbox"/> Tennis
<input type="checkbox"/> Chess	<input type="checkbox"/> Karate	<input type="checkbox"/> Sailing	<input type="checkbox"/> Trampolining
<input type="checkbox"/> Cricket	<input type="checkbox"/> Kayaking	<input type="checkbox"/> School Production	<input type="checkbox"/> Volleyball
<input type="checkbox"/> Cross Country	<input type="checkbox"/> Ki O Rahi	<input type="checkbox"/> Sevens	<input type="checkbox"/> Water Polo
<input type="checkbox"/> Cycling – Track	<input type="checkbox"/> Lacrosse	<input type="checkbox"/> Shooting	<input type="checkbox"/> Water Skiing
<input type="checkbox"/> Cycling – Road			
<input type="checkbox"/> Other:			

Has the student ever been suspended or excluded from school? (if excluded, an interview with the Principal is required). Yes ☐ No ☐

Has the student ever been stood-down from school? Yes ☐ No ☐ If Yes – number of days:

PUBLICATION OF STUDENT PHOTOS AND IMAGES

I give my permission for my child's photo/image to be published digitally or in print Yes ☐ No ☐
(Refer to Cyber Safety Use Agreement for more information)

PRIVACY OF INFORMATION

I agree to Cambridge High School collecting my information, my child's personal information, or that of other members of my family, and have been advised that the information I provide will be used for enrolment, educational, data-gathering and analysis, and health purposes, and to ensure compliance with relevant laws (the Purpose). Any information held by the school that relates to you or your child may be viewed on request at the school. The information collected may be disclosed to education, health and welfare authorities (including, by way of example, the Ministry of Education (MOE) and the Ministry of Social Development (MSD) for the Purpose. The school will ensure that information is gathered and used in accordance with the principles of the Privacy Act and the Health Information Privacy Code.

Signed:

Parent/Guardian

Signed:

Student

DECLARATION

I/We agree that the enrolling student will abide by the rules and regulations of Cambridge High School as laid down in the uniform and discipline policy statements (refer to CHS website). I/We declare that the information on this form is true and correct.

Signature of
Parent/
Guardian:

Signature
of Student:

Date: / /

All enrolments are provisional until signed by the Principal of Cambridge High School.

Principal:

Date:

 / /

Do you have an iwi?

Education providers are required by the Ministry of Education to collect iwi affiliations when they enrol Māori students.

Iwi are increasingly interested in the educational outcomes of their people. They see education as an important element in their development strategies and an important factor in ensuring the future health and well-being of their tribal members.

In the space provided on the enrolment form, please indicate up to three iwi using the iwi information alongside. If your iwi code is not listed, please go to our website for the full list.

0302 - Ngāti Maniapoto

0104 - Ngāpuhi

2001 - Tainui

0301 - Ngāti Hauaa (Waikato)

0309 - Ngāti Korokii Kahukura

0601 - Ngāti Porou

0304 - Waikato

0801 - Te Atiawa (Taranaki)

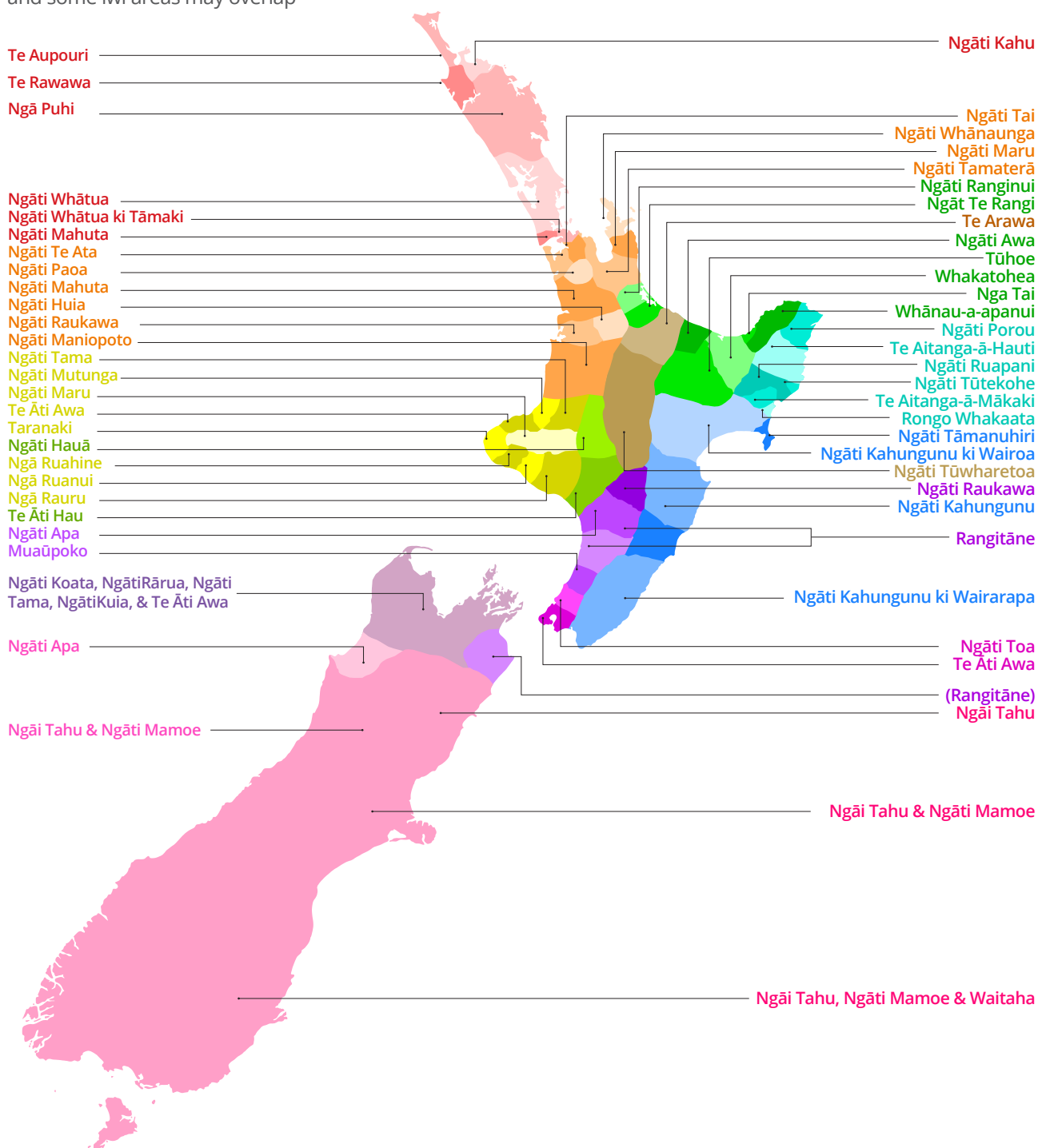
0504 - Ngāti Awa

0411 - Ngāti Tūwharetoa (ki Taupō)

0303 - Raukawa (Waikato)

Map of rohe (the territory or boundaries of iwi).

The areas shown on the map (right) are indicative only, and some iwi areas may overlap



RESPECT

RESPONSIBILITY

ACHIEVEMENT



Our Navigator Strategy

- Students will be guided and supported throughout their learning journey.
- Our focus will be on student outcomes that prepare them for the world beyond school.
- A strong emphasis will be placed on our core values.
- Maaori student outcomes will be valued and supported.



CAMBRIDGE HIGH SCHOOL

YEARS 9 OPTION CHOICE FORM 2021

Year:

Last Name:

First Name:

All Year 9 students at Cambridge High School take **a selection** of specialist areas from the Faculties of Technology, Arts and Learning Languages. During the year at least ONE Language, ONE Arts and TWO Technologies must be taken. Options rotate over two semesters. Semester A (Term 1 and 2) and Semester B (Term 3 and 4).

Each Language and Arts choice runs for one semester. Each Technology choice runs for one term only, so two technology subjects chosen for a complete semester.

Choose your compulsory set of options by selecting from EACH of A, B and C.

A. TECHNOLOGIES (TWO CHOICES)

- ☐ Design and Visual Communication (Graphics)
- ☐ Digital Technology Computing
- ☐ Electronics Technology
- ☐ Food Technology
- ☐ Future Focused Technology
- ☐ Materials Technology Engineering
- ☐ Materials Technology Textiles
- ☐ Materials Technology Wood

B. THE ARTS (ONE CHOICE)

- ☐ Art
- ☐ Drama
- ☐ Media Studies
- ☐ Music

C. LEARNING LANGUAGES (ONE CHOICE)

- ☐ French
- ☐ Japanese
- ☐ Mandarin
- ☐ Te Reo Maaori

D. CHOOSE THREE MORE SUBJECTS FROM THE BOX BELOW

You must select 2 Technologies (grey box) to fill a subject selection.

Arts and Languages (pink box) run for a full semester and count as one subject selection per box.

You are strongly encouraged to continue with a language from above.

You may not select a subject already chosen in Technologies or Arts above.

- | | | | |
|--|---|--|--|
| <input type="checkbox"/> Design and Visual Communication | <input type="checkbox"/> Future Focused Technology | <input type="checkbox"/> Art | <input type="checkbox"/> Japanese |
| <input type="checkbox"/> Digital Technology Computing | <input type="checkbox"/> Materials Technology Engineering | <input type="checkbox"/> Drama | <input type="checkbox"/> Mandarin |
| <input type="checkbox"/> Electronics Technology | <input type="checkbox"/> Materials Technology Textiles | <input type="checkbox"/> Media Studies | <input type="checkbox"/> Te Reo Maaori |
| <input type="checkbox"/> Food Technology | <input type="checkbox"/> Materials Technology Wood | <input type="checkbox"/> Music | <input type="checkbox"/> Literacy |
| | | <input type="checkbox"/> French | <input type="checkbox"/> Numeracy |

Write down ONE Reserve Subject from List D in the event we are unable to give you all your choices.

Please ensure that **ALL** form fields are filled in before you submit your form, and that the student's name is on this form

YEAR 9 SPECIALIST LEARNING AREAS FOR 2021

All Year 9 students at Cambridge High School take a selection of specialist learning areas from the Faculties of Technology, Arts and Languages. It is compulsory to take at least ONE Language, ONE Arts and TWO Technologies over the year, along with further optional choices.



TECHNOLOGY

Design and Visual Communication (Graphics)

This course is about designing products and environments. Students will learn and use a number of visual communication techniques such as free hand sketching, computer aided drawing, rendering and instrumental formal drawings. They will use these techniques to design and make a product which will be manufactured using 3D printing technology.

Digital Technology Computing

This course gives students experience at using a wide range of computing techniques to solve problems. Students will learn skills in using application software and websites and using games technology in Minecraft, as well as an introduction to project management and the key competencies.

Electronics

This course is aimed at giving students experience at understanding a range of electronic components and using prototyping techniques to build a range of circuits. Students will then produce a project.

Food Technology

This course aims to give students knowledge, skills, equipment and attitudes to produce food products that meet people's needs and desires. The choice of foods is increasing and it is essential that students learn basic skills and gain knowledge to make the most of these choices.

Future Focused Technology

Using some of the latest technologies, this course will include a variety of technology contexts - Electronics, Textiles, Digital Technology. Students will have some choice and flexibility to explore an area of technology they are interested in, and may combine technologies in an imaginative way. They will develop as independent learners, planning and managing their own study.

Materials Technology Engineering

This is a project based course where students will use a variety of hard materials and engage in the processes involved in Technology. This Course will lay the foundation toward Level One Materials Technology or Senior Engineering.

Materials Technology Textiles

This course aims to give students the basic skills and knowledge needed to create a product using soft materials. Students will learn a variety of skills and techniques that lay the foundation towards Level 1 Materials Technology Fabric.

Materials Technology Wood

This is a project based course where students use a variety of timbers, hard materials and processes involved in Technology. The Course will lay the foundation toward Level One Technology and Level One Carpentry.



ARTS

Art

Students will be introduced to the art-making environment and core skills of drawing and media handling. This course aims to develop students' confidence and decision making while experiencing different art forms.

Drama

Year 9 Drama is an opportunity for students to develop improvisational skills whilst working in a supportive environment. Students work towards a self-devised group performance.

Media Studies

Media Studies is a course for students who are interested in communications media production. It is valuable to students who want to be able to understand the messages that the media deliver to us. Students will explore the language of media, conventions of film and produce their own media product. Media is a versatile subject that can lead to many different career opportunities.

Music

Students are introduced to music through a practical approach covering theory and basic musicianship skills on the drums, keyboard and guitar. Students also work towards a group composition and performance.



LANGUAGES

French

Students will study the language and culture of the many French speaking countries of the world. There may be opportunities for travel to New Caledonia and France. Studying French can lead to exchanges and scholarships.

Japanese

Learning Japanese is fun and exciting and leads to career and travel opportunities. Studying Japanese at Cambridge High School may lead to exchanges, trips and scholarships to Japan.

Literacy Support

This course is offered to students who struggle with parts of the English language and would benefit from extra support. Students are selected for this course, on teacher or parent recommendation or results from entry tests.

Mandarin

Studying Mandarin is an exciting addition and an opportunity to learn the language and culture of one of New Zealand's important trading partners. This could lead to future career and travel possibilities.

Te Reo Maaori

At Cambridge High School we celebrate the Maaori culture by offering this great language opportunity. In Te Reo Maaori it is fun as we learn the language. Te Reo Maaori also offers many career opportunities.



CAMBRIDGE HIGH SCHOOL

YEARS 10-13 SUBJECT CHOICE FORM 2021

Last Name:

First Name:

Complete **ONLY** the section for the year level you will be in, on enrolling at Cambridge High School
(list of courses offered overleaf)

YEAR		
10		
OPTION SELECTION		
1	Compulsory	English
2	Compulsory	Mathematics
3	Compulsory	Science
4	Compulsory	Social Studies
5	Compulsory	Health and Physical Education
6	Option choice	
7	Option choice	
8	Option choice	

YEAR		
12		
OPTION SELECTION		
1	Compulsory	English
2	Consider	Mathematics
3	Option choice	
4	Option choice	
5	Option choice	
6	Option choice	

YEAR		
11		
OPTION SELECTION		
1	Compulsory	English
2	Compulsory	Mathematics
3	Compulsory	Health and Physical Education
4	Option choice	
5	Option choice	
6	Option choice	

YEAR		
13		
OPTION SELECTION		
1	Option choice	
2	Option choice	
3	Option choice	
4	Option choice	
5	Option choice	

Any **choices** are provisional until the student has met with the year level Dean and been issued a timetable.
There is further information on the Cambridge High School Curriculum Guide on our website to assist you with filling this form in. www.camhigh.school.nz/senior_curriculum_guide.cfm

Please ensure that **ALL** form fields are filled in before you submit your form,
and that the student's name is on this form

COURSES OFFERED FOR YEARS 10-13

YEAR




10

Compulsory Subjects:

English
Mathematics
Health and Physical Education
Science
Social Studies

Students choose three full year Specialist Learning Area Subjects:

Electronics Technology	Materials Technology Engineering	Japanese
Design & Visual Communication (Graphics)	Materials Technology Wood	Mandarin
Digital Technology	Art - Visual Art	Music
Food Technology	Art - Visual Design	Te Reo Maaori
Future Focused Technology	Dance	Sport Science
Materials Technology Textiles	Drama	Enterprise Studies
Mixed Materials Technology	French	Literacy
		Media Studies

	YEAR 11	YEAR 12	YEAR 13
FACULTY	Compulsory Subjects are English, Mathematics and Physical Education. Students then choose 3 full year subjects from the list below.	Compulsory Subjects are English and Physical Education. Students then choose 4 full year subjects from the list below.	Year 13 Students choose 5 subjects and also have a study class. Bold Subjects* are University Entrance Approved
Arts 	<ul style="list-style-type: none"> Art - Digital Media Art - Painting and Print Making Dance Drama Music 	<ul style="list-style-type: none"> Art - Digital Media Art - Painting/Printmaking Dance Drama Music Photography 	<ul style="list-style-type: none"> Art - Digital Media* Art - Painting/Printmaking* Dance* Drama* Music* Photography*
Commerce	<ul style="list-style-type: none"> Accounting Business Studies Consumer Citizenship Economics 	<ul style="list-style-type: none"> Accounting Business Studies Consumer Citizenship Economics 	<ul style="list-style-type: none"> Accounting* Business Skills Business Studies* Consumer Citizenship Economics*
English	<ul style="list-style-type: none"> English Media Studies 	<ul style="list-style-type: none"> English Media Studies 	<ul style="list-style-type: none"> English* Media Studies*
Health and Physical Education	<ul style="list-style-type: none"> Health Outdoor Education Physical Education Sport Science 	<ul style="list-style-type: none"> Fitness and Recreation Health Outdoor Education Physical Education Sport Science 	<ul style="list-style-type: none"> Fitness and Recreation Health Outdoor Education Sport Science*
Learning Languages 	<ul style="list-style-type: none"> Languages French Japanese Mandarin Te Reo Maaori English for Academic Purposes English for Speakers of other Languages 	<ul style="list-style-type: none"> French Japanese Mandarin Te Reo Maaori English for Academic Purposes English for Speakers of other Languages 	<ul style="list-style-type: none"> French* Japanese* Mandarin* Te Reo Maaori* English for Academic Purposes English for Speakers of other Languages
Mathematics	<ul style="list-style-type: none"> Mathematics 	<ul style="list-style-type: none"> Mathematics 	<ul style="list-style-type: none"> Mathematics with Calculus* Mathematics Internal* Mathematics with Statistics*
Science	<ul style="list-style-type: none"> Biochemistry Science Navigator Science Physical Science Science 	<ul style="list-style-type: none"> Biology Chemistry Physics 	<ul style="list-style-type: none"> Biology* Chemistry* Physics*
Social Sciences	<ul style="list-style-type: none"> Geography History Social Science 	<ul style="list-style-type: none"> Classical Studies Geography History Psychology Tourism 	<ul style="list-style-type: none"> Classical Studies* Geography* History* Psychology* Tourism Level 3 Extension Class
Technology 	<ul style="list-style-type: none"> Automotive Engineering Carpentry Catering and Hospitality Design and Visual Communication Digital Technology Science Engineering Food and Nutrition Materials Technology Engineering Materials Technology Textiles Materials Technology Wood 	<ul style="list-style-type: none"> Automotive Engineering Carpentry Catering and Hospitality Design and Visual Communication Digital Technology Science Engineering Materials Technology Engineering Materials Technology Textiles 	<ul style="list-style-type: none"> Automotive Engineering* Carpentry Catering and Hospitality Design and Visual Communication* Digital Technology Science* Materials Technology Engineering* Materials Technology Textiles*



CAMBRIDGE HIGH SCHOOL

CYBER SAFETY USE AGREEMENT FORM

Last Name:

First Name:

To the student and parent/legal guardian/caregiver, please:

1. Read this page carefully to check that you understand your responsibilities under this agreement. The full agreement is available further on in this prospectus.
2. If you agree and accept the terms and conditions please sign below.

We understand that Cambridge High School will:

- Do its best to maintain the school cyber safety, by maintaining an effective cyber safety programme. This includes working to restrict access to inappropriate, harmful or illegal material on the Internet or school ICT equipment/devices or privately owned devices at school or at school-related activities, and enforcing the cyber safety rules and requirements detailed in use agreements.
- Keep a copy of this signed use agreement form on file.
- Respond appropriately to any breaches of the use agreements.
- Provide members of the school community with cyber safety education designed to complement and support the use agreement initiative.
- Welcome enquiries from students or parents about cyber safety issues.

Section for student

My responsibilities include:

- I will read the full cyber safety use agreement carefully.
- I will follow the cyber safety rules and instructions whenever I use the school's ICT.
- I will also follow the cyber safety rules whenever I use privately-owned ICT on the school site or at any school-related activity, regardless of its location.
- I will avoid any involvement with material or activities which could put at risk my own safety, or the privacy, safety or security of the school or other members of the school community.
- I will take proper care of school ICT. I know that if I have been involved in the damage, loss or theft of ICT equipment/devices, my family may have responsibility for the cost of repairs or replacement.
- If I bring my own ICT devices (including cellphones/smart phones/laptops, tablets etc) onto school property I will take full responsibility for their safety. The school takes no responsibility for damage or theft.
- I will keep this document somewhere safe so I can refer to it in the future.
- I will ask the Deputy Principal if I am not sure about anything to do with this agreement.

I (the above named student) have read and understood my responsibilities and agree to abide by this cyber safety use agreement. I know that if I breach this use agreement there may be serious consequences.

OFFICE USE ONLY

Student ID:

Processed Date:

Signed Kamar Admin:

IT Manager:

Student Office:

Section for parent/legal guardian/caregiver

My responsibilities include:

- I will read this cyber safety use agreement carefully and discuss it with my child so we both have a clear understanding of their role in the school's work to maintain a cyber safe environment.
- I will ensure this use agreement is signed by my child and by me, and returned to the school.
- I will encourage my child to follow the cyber safety rules and instructions.
- I will contact the school if there is any aspect of this use agreement I would like to discuss.

I have read this cyber safety use agreement document and am aware of the school's initiatives to maintain a cyber safe learning environment, including my child's responsibilities.

Parent's Name:

Signature:

Date:

 / /

Please note: This agreement for your child will remain in force as long as he/she is enrolled at this school. If it becomes necessary to add/amend any information or rule, parents will be advised on the school website or intranet.

Signature:

Date:

 / /

This Use Agreement is based on the NetSafe® Cyber Safety Use Agreement for Secondary Students Template

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CAMBRIDGE HIGH SCHOOL

BLANKET CONSENT FOR EDUCATION OUTSIDE THE CLASSROOM

Last Name:

First Name:

Education Outside the Classroom (EOTC) is the name given to all events/activities that occur outside the classroom, both on and off the school site. This includes sport. CHS believes in using a range of environments and experiences to enhance our students' learning.

By signing the blanket consent form below, parents/caregivers give their consent for their child to participate in lower-risk activities, approved by the Principal, on and off the school campus without filling in further consent forms. All higher risk activities will require individual consent forms prior to the event taking place.

The Ministry of Education's EOTC guidelines identify four EOTC activity types, each with recommended types of parental/ caregiver consent. In brief they are:

Type of event	Description	Type of consent
A	On-site in the school grounds	
	(i) Lower risk environments	(i) No consent sought or blanket consent
	(ii) Higher risk environments*	(ii) Separate consent for each event or programme
B	Off-site events in the local community occurring in school time.	
	(i) Lower risk environments (e.g. trip to Cambridge Museum)	(i) Blanket consent at enrolment
	(ii) Higher risk environments* (e.g. high ropes course at Karapiro Domain)	(ii) Separate consent for each event or programme
C	Off-site events – finishing after school finishes	
	(i) Lower risk environments (e.g. history trip to battle sites)	(i) Blanket consent at enrolment
	(ii) Higher risk environments* (e.g. Biology trip involving bush hike)	(ii) Separate consent for each event or programme
	Off-site residential overnight events	(i) Separate consent
	(i) Lower risk environments (ii) Higher risk environments*	(ii) Separate consent for each event or programme

*Involves risk assessed to be greater than that associated with the average family activity.

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

BLANKET CONSENT

I/We agree to the participation of the above named student in lower risk category A, B and C EOTC events while a student at Cambridge High School.

I/We have provided the school with up to date medical, supervision and learning information through the enrolment form and will make every endeavour to keep this information current.

Parents
Name:

Signature:

Date:

 / /

Please ensure that **THE STUDENT'S NAME** is on this form



CAMBRIDGE HIGH SCHOOL

IMPORTANT LEARNING INFORMATION

If your child has any special health or learning needs we should know about please complete this form

Last Name:	<input type="text"/>	First Name:	<input type="text"/>
Date of Birth:	<input type="text"/>	Year Level:	<input type="text"/>
		Last School:	<input type="text"/>

Tick any of the conditions that impact upon attendance, behaviour or learning.

Sensory

- ☐ Vision
- ☐ Hearing
- ☐ Other, state what

Medical

- ☐ Attention deficit
- ☐ Autism Spectrum
- ☐ Depression
- ☐ Anxiety
- ☐ Diabetes
- ☐ Epilepsy
- ☐ Tourette's syndrome
- ☐ Other, state what

Physical

- ☐ Arm/Hand
- ☐ Back/Leg
- ☐ Head injury
- ☐ Dyspraxia
- ☐ Muscular/Neurological
- ☐ Cerebral palsy
- ☐ Pregnancy/Baby care
- ☐ Other, state what

Learning

- ☐ Reading
- ☐ Writing
- ☐ Slow processing

Diagnosed Specific Learning Disorder:

- ☐ Dyslexia
- ☐ Dysgraphia
- ☐ Dyspraxia
- ☐ Dyscalculia
- ☐ Other, state what

What Special Needs help has your son/daughter received over the past 3 years, e.g Teacher Aide, Ministry of Education behaviour support, RTLB involvement, extra reading help, counselling.

Special Needs Help Received

Provided By

Funded By

<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

Please attach relevant recent reports from the list of providers above.



My child is/has been involved with the following agencies:

<input type="checkbox"/> Oranga Tamariki	<input type="checkbox"/> ICAMHS	<input type="checkbox"/> Hauora Health	<input type="checkbox"/> Child Development Centre	<input type="checkbox"/> Police Youth Aid	<input type="checkbox"/> Other (please state)
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If yes to any of the above, please give some details:

<input type="text"/>	<input type="text"/>
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These reports will be used to provide only essential learning and health information to appropriate staff.

☐ I request an interview with the Head of Whare Tautoko (Learning Support Centre) regarding the learning needs indicated above.

Please ensure that **THE STUDENT'S NAME** is on this form



CAMBRIDGE HIGH SCHOOL

INFORMATION FROM PARENTS OF GATE STUDENTS (GIFTED AND TALENTED STUDENTS)

Last Name:

First Name:

If you feel your child has any **UNUSUALLY HIGH ABILITIES** please complete this form.

These abilities may have resulted in your child having been included in special programmes/classes for gifted/talented or very able students, representative teams, or having excelled in competitions (e.g. Otago Maths, Australasian English/ Science/Maths competition).

Academic Ability

(please tick any specific area/s of unusually high ability)

☐

Arts (Drama, Music, Singing, Art)

☐

Mathematics

☐

English

☐

Science

☐

Languages (please specify)

☐

Social Sciences

☐

Technology

Sport (please specify sport and at what level)

Cultural knowledge and skills (please specify)

Twice Exceptional (please specify) areas of giftedness that are masked by a learning difficulty such as dyslexia, dyspraxia etc.

Competitions (please specify competition name, level and result)

Other Specify any special programmes/classes for gifted and talented students that your son/daughter has participated in.

Parents
Name:

Signature:

Date:

 / /

Please ensure that **THE STUDENT'S NAME** is on this form



CAMBRIDGE HIGH SCHOOL

APPLICATION FOR ITINERANT MUSIC LESSONS

Last Name:

First Name:

If your child would like to learn a musical instrument we offer group lessons in the instruments listed below. Please tick a maximum of two that your child would like to learn.

Note: Spaces are limited, therefore filling out this form does not guarantee a lesson.

There is no charge for these lessons that take place during the school day.

If your child is a beginner, please tick to indicate this. If they have played the instrument before, please indicate what their experience is (number of years, grade level etc.)

Itinerant Lesson	Beginner	Experience
<input type="radio"/> Vocals	<input type="radio"/>	
<input type="radio"/> Flute	<input type="radio"/>	
<input type="radio"/> Clarinet	<input type="radio"/>	
<input type="radio"/> Saxophone	<input type="radio"/>	
<input type="radio"/> Trumpet	<input type="radio"/>	
<input type="radio"/> Trombone	<input type="radio"/>	
<input type="radio"/> Other Brass	<input type="radio"/>	
<input type="radio"/> Strings	<input type="radio"/>	
<input type="radio"/> Drums/Percussion	<input type="radio"/>	
<input type="radio"/> Electric Guitar	<input type="radio"/>	
<input type="radio"/> Acoustic Guitar	<input type="radio"/>	
<input type="radio"/> Bass Guitar	<input type="radio"/>	
<input type="radio"/> Piano (Beginners Only)	<input type="radio"/>	

We also have a range of musical ensembles at school that your child can be involved with. Please indicate if they would like to be a member of the following groups, and what instrument they play (if applicable).

Musical Group	Beginner	Instrument you play
<input type="radio"/> Concert Band	<input type="radio"/>	
<input type="radio"/> Jazz/Stage Band	<input type="radio"/>	
<input type="radio"/> Female Vocal Ensemble (VOX)	<input type="radio"/>	
<input type="radio"/> Ukulele Orchestra	<input type="radio"/>	
<input type="radio"/> Guitar Ensemble	<input type="radio"/>	
<input type="radio"/> Brassroots Ensemble (Auditioned)	<input type="radio"/>	
<input type="radio"/> Gypsy Folk Ensemble (Auditioned)	<input type="radio"/>	

Parents
Name:

Signature:

Date:

 / /

Please ensure that **THE STUDENT'S NAME** is on this form