



# Cambridge High School

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

## 2025 Enrolment Form

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

In-Zone



Out-of-Zone



Hard copy enrolments are preferred. If applying electronically, please email to: [enrolments@camhigh.school.nz](mailto: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  Languages Spoken at Home  MAIN LANGUAGE  OTHER LANGUAGES

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

Name/s of Siblings currently attending Cambridge High School  House

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

Future Sibling enrolments (name and year)

All student are placed in Form Classes. As part of this, should you wish to be placed in a Whaanau Form Class (see page 3 of the 2025 Prospectus), please tick here ☐

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 (In-Zone or Out-Of-Zone) that applies to this application. Refer to the Enrolment Scheme (page 15 of the Prospectus) for more information.



<input type="radio"/> In-Zone	<input type="radio"/> Out-Of-Zone
We attach a copy of our:	<input type="radio"/> Priority 1 - Sibling of Current Student
<input type="radio"/> Power Bill	<input type="radio"/> Priority 2 - Sibling of Previous Student
<input type="radio"/> Telephone Bill	<input type="radio"/> Priority 3 - Son/Daughter of Previous Student
<input type="radio"/> Tenancy/Purchase Agreement	<input type="radio"/> Priority 4 - Son/Daughter of an Employee or Board Member
	<input type="radio"/> Priority 5 - Living Outside the School Zone

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	

# Do you have an iwi?

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

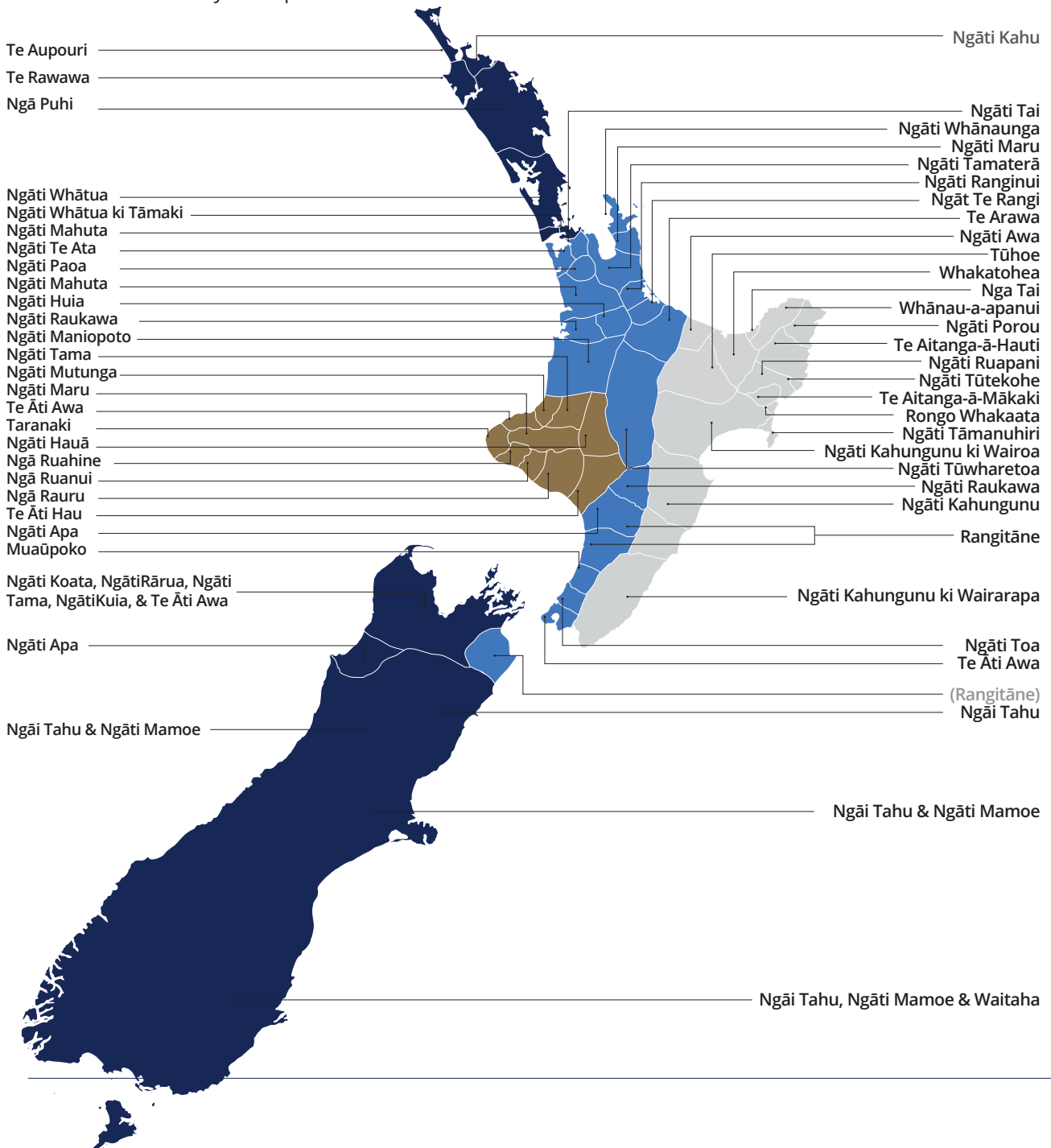
Iwi are increasingly interested in the educational outcomes of their people. They see education as an important element in their development strategies and an important factor in ensuring the future health and well-being of their tribal members.

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 Hauā (Waikato)  
0309 - Ngāti Korokī 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



## Our houses - our stories

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



### Te Koopu Maania

is the name given to an area well known for garden cultivation, agricultural activity and food supply for the whole Hamilton (Kirikiriroa) region.



### Te Koo Utu

is the name of the lake in the centre of Cambridge. Koo utu means to scoop water, as in washing one's face referencing the way King Taawhiao (the second Maaori king) would use the water for its cleansing properties.



### Pukeroro

was the name of a chief who resided on this paa site. It was known in the region for its food cultivation and as a kura waananga (place of learning).



### Horotiu

refers to a paa site occupied by tupuna (ancestors) in the Karaapiro gully through to Carters Flat from before the 1300s. The name Horotiu is one of the early names given the Waikato river.



### Te Oko Horoi

means the "washbowl" and comes from King Taawhiao's proverb in which he describes Cambridge as his "washbowl of sorrow" during the time of land confiscations.



### Parawhau

means defence and protection. The Parawhau paa, near Swayne Road, was the fortified paa site for the region and the last settlement of Ngaati Hauaa in Cambridge.



# Cambridge High School

## Year 9 Option Choice Form - 2025

Last Name:

First Name:

All Year 9 students at Cambridge High School must study a selection of subjects from the Arts, Languages and Technology areas. We aim to achieve a balance between a compulsory breadth to the curriculum as well as providing students with choices.

In order to provide our students with the best access to an extensive curriculum, our staff expertise and excellent facilities, we run a semester model in Year 9. Each semester runs for half of the year and a student must take six of these semester courses over the year.

**Semester A** You **MUST** Tick **ONE** Arts, **ONE** Language and **TWO** Technologies from the **Semester A** Section below

### TECHNOLOGIES (TWO CHOICES)

- ☐ Design and Visual Communication
- ☐ Digital Technology
- ☐ Mechatronics and Control Technologies
- ☐ Food Technology
- ☐ Future Focused Technology
- ☐ Materials Technology Engineering
- ☐ Materials Technology Textiles
- ☐ Materials Technology Wood/Plastics

### THE ARTS (ONE CHOICE)

- ☐ Art
- ☐ Dance
- ☐ Drama
- ☐ Media Studies
- ☐ Music
- ☐ Music Performance (Auditioned)
- ☐ Te Ao Haka

### LEARNING LANGUAGES FULL YEAR (ONE CHOICE)

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

### OR LEARNING LANGUAGES HALF YEAR (ONE CHOICE)

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

**Semester B** You must choose three new options from **any** area in **Semester B**.

**NOTE:**

- You cannot choose a course that you have already selected above.
- If you chose a Full Year Language above there is no need to select a Language, although you may choose to study another Language.

### TECHNOLOGIES (TWO CHOICES = 1 COURSE)

- ☐ Design and Visual Communication
- ☐ Digital Technology
- ☐ Mechatronics and Control Technologies
- ☐ Food Technology
- ☐ Future Focused Technology
- ☐ Materials Technology Engineering
- ☐ Materials Technology Textiles
- ☐ Materials Technology Wood/Plastics

### THE ARTS (ONE CHOICE = 1 COURSE)

- |   |                                     |
|---|-------------------------------------|
| <input type="checkbox"/> Art                            | <input type="checkbox"/> Music      |
| <input type="checkbox"/> Dance                          | <input type="checkbox"/> Te Ao Haka |
| <input type="checkbox"/> Drama                          |                                     |
| <input type="checkbox"/> Media Studies                  |                                     |
| <input type="checkbox"/> Music Performance (Auditioned) |                                     |

### LEARNING LANGUAGES (HALF YEAR = 1 COURSE)

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

Write down ONE Reserve Course in the event we are unable to give you all your choices.

The school will distribute student choice in either Semester A or B to balance class sizes.

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 2025

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

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

This engaging programme introduces students to a range of computer techniques to solve problems creatively. Students will learn basic programming skills and explore the fundamentals of robotics, along with other innovative digital technologies. Through hands-on projects, they will develop critical thinking and problem-solving abilities. The course also fosters creativity and collaboration, encouraging students to work together on various challenges. It's an excellent foundation for those interested in the exciting world of digital technology.

### Mechatronics and Control Technologies

Students explore robotics, microprocessor control technology, switches, sensors, basic electronics theory, and coding. Through hands-on activities, they develop technical skills and problem-solving abilities. This engaging programme fosters critical thinking and prepares students for future studies and careers in technology.

### 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

In this course, students will explore the fascinating world of Artificial Intelligence through various contexts such as language, visual art, and others. They will learn how AI works and its impact on our daily lives. Hands-on activities include generating text with AI language models, creating digital art using AI tools, and more. The course concludes in a creative project where students use AI to design a personalized bag tag, showcasing their AI explorations. This course encourages creativity, critical thinking, and a deeper understanding of emerging technologies.

### 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.

### 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.

### Materials Technology Wood/Plastics

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.

### Dance

This course is an introduction to the elements of dance, its vocabulary and choreography. Combined with these technical aspects, it explores different dance styles around the world culminating in the presentation of a group dance.

### 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.

### Music Performance

Year 9 Music Performance is a music option for students who are not only passionate about music but show advanced skills on their instrument (including vocals) and want to develop their skills further. They will work towards a music concert for the community. Please note that this course requires an audition prior to acceptance.

### Te Ao Haka

Te Ao Haka is an introductory course that provides opportunities for ākonga to engage in the art form of Māori Performing Arts. Through this subject, te reo Māori, tikanga and hītori will also be integral in their learning journey. We are proud to offer this course in 2025 for our community.- Please note that this course is dependent on the quantity of students choosing the subject and the availability of staff. We will need to finalise the staffing arrangements and/or appointments after our ākonga have made their course selections.



## 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.

### 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 Māori

At Cambridge High School we celebrate the Māori culture by offering this great language opportunity. Students have fun as they learn Te Reo and Tikanga and this can lead to great career opportunities within New Zealand.





## Cambridge High School

## Year 10-13 Option Subject Form - 2025

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

11

## Option Selection

1	Compulsory	English
2	Compulsory	Mathematics
3	Compulsory	Health and Physical Education
4	Option choice	
5	Option choice	
6	Option choice	

Science, although not compulsory, is strongly recommended at Year 11.

## YEAR

12

## Option Selection

1	Compulsory	English
2	Option choice	
3	Option choice	
4	Option choice	
5	Option choice	
6	Option choice	

Mathematics and Physical Education, although not compulsory, are recommended at Year 12.

## 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](http://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:

- Design & Visual Communication
- Digital Technology
- Electronics Technology
- Food Technology
- Future Focused Technology
- Materials Technology Engineering
- Materials Technology Textiles
- Materials Technology Wood/Plastics
- Art - Visual Art
- Art - Visual Design
- Dance
- Drama
- French
- Japanese
- Mandarin
- Music
- Te Reo Maaori
- Te Ao Haka
- Agricultural and Horticultural Science
- Enterprise Studies
- Health Sector Studies
- Literacy
- Media Studies
- Numeracy
- Sport Science

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





# 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 on [www.camhigh.school.nz/byod](http://www.camhigh.school.nz/byod).
2. Sign below to show acceptance of these terms and conditions.

## 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.

Signature:

Date:

### OFFICE USE ONLY

Student ID:	<input type="text"/>
Processed Date:	<input type="text"/>
Signed Kamar Admin:	<input type="text"/>
IT Manager:	<input type="text"/>
Student Office:	<input type="text"/>

## Section for parent/legal guardian/caregiver

### My responsibilities include:

- I will read this cyber safety use agreement carefully and discuss it with my student 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 student and by me, and returned to the school.
- I will encourage my student 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 student's responsibilities.

Parent's  
Name:

Signature:

Date:

*Please note: This agreement for your student 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.*

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

© NetSafe – The Internet Safety Group Incorporated - January 2007





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

Parent's  
Name:

Signature:

Date:

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





# Cambridge High School

## Important Learning Information

If your student 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 student 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 student 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) |
|--|---------------------------------|--|---|---|---|

If yes to any of the above, please give some details:

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







# Information from Parents of Gifted and Talented Students

Last Name:

First Name:

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

These abilities may have resulted in your student 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.

Parent's  
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 student would like to learn a musical instrument we offer group lessons in the instruments listed below.  
**Please tick a maximum of two that your student 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 student 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 student 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"/> Smokefree Rockquest	<input type="radio"/>	

Parent's  
Name:

Signature:

Date:

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



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 student 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 student is NOT immunised        | <input type="radio"/> My student 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 STUDENT

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 student, please tick any activities below that are strengths and/or interests:

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

☐ Other:

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

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 student'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 student'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 student 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:

 /  /