

Teena koutou,
Dear Parents / Caregivers,

Term 2 is well and truly underway with our winter codes starting their seasons, the cross country held under cobalt blue skies (as unlikely as that is), assessments being completed and we have even poured the concrete of the first floor on our new building.

Firstly, today I want to start by acknowledging the tragedy in the Abbey Caves. My sympathy goes out to the Whangaarei community reeling from the tragic loss of life.

- Industrial action update
- Authentic work
- Respectful engagement and meetings
- Health & Safety reminders

Industrial action update

The PPTA National Executive met over the weekend to consider the latest offer from the government. Until we have further details about the possible resolution, all rostering home will continue. That means that the following will occur this week:

Tuesday – Year 9 rostered home

Wednesday – Year 10 rostered home

Authentic work

You may be aware that we have drawn attention from the media recently for our response to the authenticity of student work, particularly where this work could have been created by an AI tool, such as ChatGPT. It is important that an informed discussion is taking place in our community about how best to use these tools and how to guide its implementation as the increasing sophistication of AI tools present a major change for our society in general. At CHS, it is important that we maintain high standards around academic integrity and the authenticity of student work. That remains a constant from the days when students copied work with pen and paper through to using Wikipedia or Google searches for their information. We all have a range of tools at our disposal in preparing our work, and AI is no different. It is potentially helpful and is being used currently in many industries, one example of this is coding, where it can assist with the writing of software. NZQA have also taken the position that we cannot ban this tool, as access to it is commonplace. This reinforces the need for us to train our students about when it is appropriate and inappropriate to use all tools available to them, especially sophisticated tools such as ChatGPT. Please also be aware that we will comply with the terms of use for each of the AI tools and we encourage you to familiarise yourself with these terms before using them at home. In the example of ChatGPT, the terms of use state that anyway between the ages of 13 and 18 requires parental permission.

So that you are aware, we approach each situation in a case-by-case basis. We follow a robust process to understand the situation more fully ([Learning Cambridge | Cambridge High School \(camhigh.school.nz\)](https://www.camhigh.school.nz)) and ultimately, reach a professional judgement on the authenticity of the student work. We will challenge any inappropriate use of tools and inauthentic student work to uphold the integrity of our assessment and NCEA qualifications. This process provides an opportunity for students to share their perspective and learn from the experience. In this process we are looking for ways to support the authenticity of our students' work and encourage students to follow these steps so we can verify a student's work as being authentic:

- Meet checkpoints and share classwork with staff. This is so that we can build up an understanding of the student's progression.
- Work on our system and within Teams. This will provide us with progress reports and time stamps, enabling us to see the steps students have taken. Completing a piece of work externally and then pasting it in on the due date can look suspicious.

Respectful engagement and the concerns and complaints procedure

We are very happy to engage with you around your child's learning, providing further information and giving and receiving feedback. The outcomes are very positive from these meetings when we engage respectfully and prepared to work towards a constructive outcome. A few key aspects to making this work well are:

- Organise an appointment. This is a busy place, and we are unlikely to be able to meet with you and give you the time you deserve if you just turn up expecting to see someone.
- Approach us respectfully. We are here to help your child learn and this conversation goes best when we start off exploring what is possible and listening to both sides.
- Be prepared to give and receive feedback. We want to build an understanding of the situation and that involves sharing information from both perspectives. Having one side of the story is not sufficient for either party.
- Be prepared to disagree. We will always engage respectfully with you. We need to acknowledge that we may not reach the same conclusion or be able to offer you what you are requesting in a situation.
- Aim to provide constructive feedback with a focus on improvement or reaching a resolution. We are keen to keep improving CHS and your constructive feedback helps with this. You are also invited to share your ideas or thoughts on our [school website](#).

If you wish to raise a concern or complaint with the school, please follow the Concerns and Complaints procedure as attached to this document. It is also stored [here](#) on the school website. If you are unsure about your next steps, please get in contact and we will help you explore your next options.

Health and Safety reminders

We ran a lockdown drill on Monday at 10:25am. It was very useful providing an opportunity to test our systems and processes. Student behaviour was excellent, and we have received good feedback that will help with further improvement.

Can we please remind you also of the importance of signing in when you come onsite. We have a large population and a very open campus and, as such, it is important to have guests identified and registered for Health and Safety reasons.

Kind regards

Ngaa mihi

Greg Thornton

Principal