

St Paul's
COLLEGIATE SCHOOL

BOARDING HANDBOOK
FOR PARENTS

2027

CONTACT DETAILS

ST PAUL'S COLLEGIATE SCHOOL

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Duty Master:	0272793612
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SARGOOD HOUSE

Housemasters:	sargood@stpauls.school.nz
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WILLIAMS HOUSE

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HARINGTON BOARDING

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HEAD OF BOARDING OPERATIONS

Mobile:	021866634

HEALTH CENTRE

Mobile:	0212758538
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SCHOOL SHOP

Great Oaks:	(07)9578841

TIHOI VENTURE SCHOOL

Director:	(07)3728411
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PURPOSE

The purpose of this *Handbook* is to provide details of the St Paul's Collegiate School Boarding Code of Practice and information about the operation of the boarding community.

POLICIES + PROCEDURES

Access to St Paul's policies and procedures is available at SchoolDocs: https://stpauls.schooldocs.co.nz/
Username: **stpauls** / Password: **oak**

SchoolDocs also contains information about the policy review schedule, and how members of the school community can provide feedback.

ACCURACY | REVIEW | FEEDBACK

The information contained herein, whilst correct at the time of publication, is subject to a process of constant review. Alterations/amendments may be made as circumstances require: any significant changes will be communicated to boarders and parents as soon as reasonably practicable. **This document replaces all previous versions**.

The current version of this *Handbook* is available at SchoolDocs (link above) and the St Paul's website: https://www.stpauls.school.nz/publications/boarding-info-forms

Boarders and their parents are invited to provide feedback on this document at any time.
Feedback should be in writing and directed to the **Head of Boarding Operations**: a.constable@stpauls.school.nz

Reviewed: October 2026

SECTION A

HEALTH | SAFETY | WELLBEING

BOARDING

Statement of boarding principles

All boarders at St Paul's Collegiate School will:

- be treated as individuals with individual needs;
- be treated with respect and enjoy equality of opportunity;
- have opportunities to develop spiritually, morally and socially;
- have opportunities to develop skills and talents in a supportive environment;
- have opportunities to work, play and relax free from abuse, intimidation and bullying;
- receive positive guidance promoting appropriate behaviour, having regard to their stage of development;
- be valued as a member of the Boarding Community and St Paul's Collegiate School.

Close links with parents are vital in supporting the principles laid out above.

Aims of the boarding community

The Boarding Community aims to:

- develop the whole person;
- encourage an environment that is open, tolerant and trusting;
- foster the values of honesty and respect for others and their property;
- develop a sense of responsibility for self, others and the boarding environment;
- provide for the development of leadership skills and the promotion of group work;
- provide an environment in which individuals will be treated fairly and with respect;
- provide a range of opportunities to assist the personal, social and cultural development of individuals;
- promote and protect wellbeing by providing a hazard-free environment with good health and safety measures;
- provide high quality staffing, and to allow for the development of sound social interaction between boarders and staff, including support and counselling as and when it is required.

All boarders have access to a range of staff depending on the needs of the individual, including housemasters, counsellors, chaplain, and the School Nurse.

Boarders' rights and responsibilities

All members of the boarding community have certain rights and responsibilities, as below:

Rights	Responsibilities
To be safe.	To contribute to the safety of others by not threatening, hitting, or hurting anyone.
To expect personal property to be safe.	To take care of personal property, and to not steal, damage or destroy property.
To be treated with courtesy and respect.	To treat others with courtesy and respect the rights of others.
To be treated with understanding.	To treat others with understanding and be tolerant of difference.
To live in an orderly community.	To adhere to rules and processes, be self-disciplined, cooperate with staff and respect delegated authority.
To be valued as a member of the Boarding Community and the School.	To uphold the good name of the School and Boarding Community through words, actions, and appearance, and to behave in a manner that will bring credit to same.
To be respected by the local community.	To behave in such a way that the local community will respect the school.
To express opinions on matters of concern.	To express opinions appropriately (including time and place).
To have a clean and enjoyable environment.	To care for and respect the whole school environment.
To learn without disruption.	To allow others to learn without disruption.
To use safe and well-maintained buildings and equipment.	To report damage and defective equipment within the school, and not damage, deface or destroy school property.

PREPARATION FOR BOARDING

Boarding school is often the first time that many young people spend a significant amount of time away from home, family, and friends. To help with the transition to boarding life, new boarders need to be familiar with several personal and life skills. Some of these are listed below, and parents are encouraged to discuss them with their child so that they are prepared for the boarding experience that St Paul's offers.

Useful skills include:

- knowing how to address adults in a respectful way;

- understanding the importance of personal hygiene;
- the ability to make a bed in a neat and tidy manner;
- picking up and putting away personal possessions;
- knowing how to use a rubbish bin.

Points for discussion

Many young people have trouble in adapting to communal living and being constantly surrounded by other people. The following points are things that parents can discuss with their child to help them prepare for boarding life.

The reason for boarding…

It is important that your child understands why they will be attending St Paul's as a boarder and the opportunities that are presented to them through being a boarder.

Coping with boarding life…

Some boarders (particularly those who begin boarding in Years 11, 12 or 13) can experience problems with social adjustment. Teenagers living at home have established social patterns and enjoy a certain level of independence. Due to the nature of the boarding community, the sheer size of the boarding "family", and the direct responsibility of the staff, older boarders can sometimes find several of the day-to-day workings of the boarding house rather restrictive.

To help their child with this lifestyle it would be beneficial for parents to discuss some of the differences that might be experienced. A large community is to a certain degree inflexible, and it is essential that all boarders understand what is acceptable, what is not, and why these things are so. Some behaviour does not fit with boarding, and new boarders need to understand that **they must adjust their behaviour** rather than expecting the boarding community to change solely to suit them.

Dealing with routine…

Dealing with the day-to-day routine of boarding life can be difficult for some boarders, just as dealing with the routine of working life can be stressful for adults. It is therefore helpful for parents to discuss with their child the benefits of, and strategies for coping with, routine.

Conflict…

In a community situation it is important that everyone has **respect** and **tolerance** for the space, feelings, privacy, and property of others. However, conflict can and does occasionally arise: some discussion about how to deal with conflict would therefore be beneficial.

Security…

In a boarding situation where many people live in proximity and there is the potential for theft, boarders need to be aware of the importance of taking care of their own property. They must ensure that **everything is named** and not left lying around: money and valuables should always be kept in **a secure place** (i.e. in a locked space, or with staff).

"Borrowing" property without first obtaining permission from the owner is viewed seriously and dealt with accordingly.

Anxiety…

It is important that boarders inform staff of any concerns, difficulties, or problems (and successes and achievements!) they have. Problems or concerns that are concealed may not be noticed at an early stage, which delays help or advice.

Young people need to realise that having fears, problems, or concerns – or even a "bad hair" day – is normal, and that it is helpful to discuss these with someone they trust. It is far better to talk about such matters sooner, rather than to wait for others to "mind read".

Communication…

It would be helpful for parents to negotiate with their child how often they would like them to communicate and by what means (e.g. email; phone; text). Kindly note that it is very important there is no direct voice communication between parents and Year 9 boarders during the first three weeks of the school year, to help with settling in. This can be challenging for both parties, but the benefits are significant.

Academic expectations…

Boarders who come to St Paul's from smaller schools often find the academic programme difficult, if not daunting. Parents are encouraged to discuss expectations and goals with their child so that individuals do not hold unrealistic ideas about what should (or can) be achieved.

HOMESICKNESS

It is normal for young people living in new surroundings and an institutionalised environment to feel strange and to want to go home. Homesickness often reflects a positive relationship between the individual and his family, friends, and home environment. The observations and suggestions that follow are designed to help boarders (and parents) overcome this difficulty. **Please do not hesitate to contact the housemaster if you have any concerns.**

Student adjustment

- Homesickness is perfectly normal: most boarders are likely to feel homesick at some stage.
- Parents will hear about the *worst* of their child's homesickness: boarders tend to phone or text when feeling at their lowest; they also tend to exaggerate the most challenging features of boarding to try and convince their parents to remove them.

- Parents should emphasise the need to be *fully involved* inside and outside the classroom. Participation in sport and other activities is compulsory and should be encouraged.
- Parents are asked to encourage their child to speak with a member of staff if they feel homesickness is reaching an intolerable level. Discussing the problem with someone not directly involved can be of great benefit.
- It is sometimes necessary to be tough to be kind. Initially, a complete break with family should be made and *contact should be kept to a minimum.* Parents need to discourage their child from *constantly* contacting them during their first term in boarding. A boarder who is coping reasonably well can sometimes suffer a setback after phoning home!
- A recurrence of homesickness is not uncommon after the first few weekends at home or following holiday breaks. However, it is usually overcome quickly once the boarder returns to school. *We strongly suggest that parents allow their child to experience as much of boarding life as possible throughout their first term as a boarder.*

Understanding, patience, and firmness can help with a relatively smooth adjustment to boarding.

Parental adjustment

As well as boarders experiencing homesickness, it is not unusual for parents to feel unsettled and to miss their child.

- The sense of loss may not be as obvious for parents as it is for their child because daily routine continues. However, it is important for parents to acknowledge their sense of loss: when a child goes to boarding school there is a change in the structure of parenting because the daily dependence of the child is no longer present.
- A feature of boarding is an increasing level of independence. Parents can be caught off guard by their child's move towards the adult world. However, if young people manage this transition in a positive way, it is a sign that parents have prepared their child well for adulthood.
- Despite planning for their child to attend boarding school the reality comes suddenly: one day the child is at home and the next they are not. Parents should not underestimate the effect this may have.

Do not hesitate to contact the housemaster about your own concerns or those of your child: they are there to help!

HEALTH CARE

Medical notes

The following particulars are required before a boarder takes up residence:

- a completed health and medical information form (Consent2Go);
- details of all medication their child is taking, and any allergies to medication;
- details about anything (such as counselling or prescription medication) that could affect or influence the way in which the individual adjusts to boarding and/or the individual's relationships with others.

Health Centre

The Health Centre is staffed by a Registered Nurse who lives onsite. Staff are available at weekends in case of emergency. A doctor visits each week, and a physiotherapist is available by appointment for those who require treatment.

The School Nurse must be informed if a boarder is on medication. It is also important that parents inform the School Nurse about any treatment an individual receives at home in case they present with a related problem.

If a boarder needs to see a medical specialist the appointment should be made during holiday breaks and exeats. If this is not possible parents need to ask the School Nurse to make the appointment and organise transport for the boarder. All costs associated with such visits are the responsibility of parents.

Medication

The school will only accept medication in the form of a script that is emailed, faxed, or delivered to Five Cross Roads Pharmacy in Hamilton. This must be done at least two days prior to the commencement of each term, to allow time for the script to be dispensed. Medication brought into school by parents or boarders will not be accepted. Students are not permitted to keep any personal medication in the boarding house.

To organise your child's script*, please contact the pharmacy below:

Five Cross Roads Pharmacy, 280 Peachgrove Road, Hamilton
Fax: 078530049
Phone: 078530040
Mobile: 021597902
Email: info@fivecrossroadspharmacy.co.nz
Web: www.fivecrossroadspharmacy.co.nz

** A dispensing fee will be charged to your account.*

When sending or delivering the script to Five Cross Roads Pharmacy, please state the following:

- The script requires a **blister pack**.
- The student is attending St Paul's.
- The script will be collected by the School Nurse.

This process removes the need for students to be bringing medication, particularly controlled drugs, onto site and into boarding houses. Home-dispensed medication cannot be accepted.

Medication will be administered according to the original script, a copy of which will be held on file. Any changes the boarder may wish to make (e.g. no medication at weekends) will be in consultation with their parent/guardian and clearly documented.

When the medication is running low, the School Nurse will inform parents/guardians that a repeat script needs to be provided to Five Cross Roads Pharmacy. Prescribed medications and other items ordered through the Health Centre are charged to parents on their account.

Sick Bay

A boarder who is unwell must inform house staff. A boarder who is ill or injured can be admitted to a Sick Bay attached to the Health Centre or sent home. Parents will be notified if their child is injured or taken ill. When a boarder is likely to be confined for more than 24 hours, parents will normally be asked to have their child at home until they recover.

Illness

Any boarder with flu-like symptoms will be referred to the Health Centre immediately. Boarders with such symptoms will be isolated by the School Nurse who will contact parents and organise for the boarder to go home as soon as possible.

DINING HALL

The school has its own catering team. The Head of Catering plans nutritious, well-balanced meals that meet the needs of the St Paul's community. Our kitchen complies with industry standards regarding food preparation and safety.

Menus are based on the New Zealand government's food and nutrition guidelines, and dieticians' requirements. Fruit, vegetables, salads, and bread are available during meals on a self-serve basis. Special dietary needs (e.g. gluten free; dairy free; vegetarian; diabetic; etc.) can be met; please alert the Head of Catering to specific requirements.

HEALTH + SAFETY

St Paul's is subject to *The Health and Safety in Employment Act*, and the Occupational Health and Safety Committee has adopted policies and procedures that aim to:

- systematically manage health and safety issues;
- define hazards and harm to make sure they are covered;
- set requirements for practicable steps to be taken to ensure health and safety;
- encourage staff and student input in managing health and safety;
- ensure compliance through various enforcement measures.

PERSONAL HYGIENE

A clear understanding of the importance of personal hygiene before an individual commences boarding will help to avoid many potential problems. All boarders are required to shower **twice** daily: on rising, and again after exercise or before bed. It is very important that all boarders understand the importance of using body wash, shampoo, and deodorant; changing socks and underwear daily; and using clean towels. A boarder who fails to practice good personal hygiene will likely be ostracised: this creates a difficult situation for the individual and their peers.

Please note that **aerosol deodorants are not permitted** due to the risk of activating fire alarms.

Boarders are expected to change their clothing regularly and put their clothes out for washing in accordance with the laundry schedule displayed in each house.

PERSONAL POSSESSIONS

For reasons of privacy and security, dormitories and bedrooms are strictly out of bounds to anyone who does not sleep there, and to all visitors (except parents and immediate family **on the first and last day of each term**).

Possessions are sometimes reported as missing: this could be because the item has been misplaced. However, wallets, cash and other valuables should be given to the housemaster for safe keeping. Each boarder also has a lockable space for this purpose with a key available from the Housemaster.

Likewise, breakages can and do occur, and boarders are advised against bringing to school anything that is expensive, precious, or easily broken. **Please note that all possessions are brought to school at the owner's risk!**

RELATIONSHIPS

Community

St Paul's strives to emulate a Christian **community**: notions of respect, courtesy, honesty, tolerance, forgiveness and understanding underpin all that we do. The boarding community functions on **trust**. If an individual breaks trust the basic freedoms normally allowed are forfeit until it is shown that the individual concerned is trustworthy and responsible enough to use such freedoms. The **relationship** between staff and boarders involves supervision and care. However, staff also have **authority** over students and boarders need to accept direction and discipline from staff in a respectful manner.

Bullying

Bullying is a form of anti-social behaviour directed at individuals who find it hurtful and results in stress or injury or physical or emotional harm for the person being bullied. It is often a deliberate and repeated pattern of behaviour.

Bullying can take various forms, including:

- physical (e.g. pushing; hitting; kicking; punching);
- verbal (e.g. insults; taunts; threats; "put-downs");
- electronic (e.g. sending hurtful or threatening messages);
- psychological (e.g. graffiti; theft; hiding personal property);
- extortion (e.g. demanding or expecting money, food or favours);
- emotional (e.g. being unfriendly towards or excluding individuals);
- racist/religious/cultural (e.g. making negative remarks about race/religion/culture);
- homophobic (e.g. harassing someone on the basis of sexual orientation);
- sexual (e.g. unwanted physical contact; sexually explicit comments);
- sexist (e.g. harassment based on gender).

Bullying can be obvious and involve outright intimidation but is often subtle and hidden. It includes the manipulation of a third party to tease or torment someone. *All bullying is a serious breach of discipline and is dealt with accordingly.*

Information for students

If you see someone being bullied:

- *tell someone* you trust about what you have seen and/or heard;
- *do not* get involved in the bullying as "an easy way out" of the situation;
- *do not* ignore the bullying – think about how you would feel if you were the victim.

If you are being bullied:

- *do not* blame yourself;
- *try to ignore the person* who is bullying you;
- *do not retaliate* in a verbal or physical way – stay calm and walk away from the situation if possible;
- *tell someone* about what has been happening, even if the bully has warned you not to – the person you tell can help you decide how to best handle the situation (remember also that there may be others who are being bullied, so by telling someone you will be helping them, too);
- if possible, *use humour* – laugh it off if you can.

Suggestions on how to avoid being bullied:

- *think positively* about yourself and *be confident*;
- *be friendly* to others – friends can help you to avoid these situations;
- try not to be *oversensitive* to every comment (which may not be *intended* to be hurtful).

Suggestions on how to avoid being a bully:

- *talk* about problems rather than taking them out on someone else;
- *avoid confrontations* – find some way and/or somewhere to "cool down";
- *do not* say unpleasant things to others, even if you mean them as "a joke";
- *think* before you speak or act: will your words or actions hurt or upset anybody?

Information for parents

- Adults can set an example through their own behaviour. While we hope the St Paul's ethos will help to instil civilised behaviour and mutual respect, students must know who they can tell about bullying and should feel confident that talking to an adult is the proper course of action if they experience or witness bullying.
- There is no such thing as an innocent bystander: sometimes, those who do nothing to stop bullying can encourage bullying behaviour, whether they mean to or not. Everyone should be committed to ensuring our students receive an education in a safe environment free from oppression, humiliation, and harassment.
- No school is immune from bullying and the whole school community shares responsibility for combating bullying.

If your child is being bullied:

- emphasise to your child that there is nothing wrong with them and that *help is available*;
- *do not* encourage your child to retaliate: doing so may be contrary to their nature and what the bully wants;
- report any instance of bullying to the housemaster *immediately* (however, please note that the precise nature of our response will depend on the specific circumstances: punishment may not be appropriate in the first instance).

If you discover that your child is involved with bullying:

- *find out* if there is something in particular that is troubling your child and try to resolve it;
- *ask* if they have any ideas about why they bully and what might help them to stop;
- *set limits* – stop any show of aggression immediately and help them to identify acceptable ways of behaving;
- *reassure* your child that you will work with them to help change the unacceptable *behaviour*;
- *explain* why bullying behaviour is not acceptable and the harm it can cause;
- help your child to work out ways to *make amends* for the bullying;
- *set realistic goals* for your child and don't expect too much too soon;
- *praise* your child when they do things well and *reward good behaviour*;
- *contact house staff* to discuss the situation and ask what ideas they might have to help.

Bullies are often people with their own problems who need help to change their behaviour.
Everyone has a responsibility to ensure that bullying is not tolerated at St Paul's Collegiate.

SAFETY + SECURITY

St Paul's employs its own security officer, who resides onsite. He is supported by a contracted security company, whose personnel patrol the grounds after hours and are available on call. All boarding houses are alarmed overnight, and CCTV operates throughout the school.

Closed Circuit Television is installed in areas approved by the headmaster for safety and security. CCTV recordings are stored on a secure network server for approximately 21 days before being automatically overwritten in a continuous recording cycle. Digital masking is used to protect privacy where necessary.

Use of CCTV

1. The following rules apply to the use of CCTV in a boarding house:
    a. The only person in the boarding house authorised to access and review CCTV recordings is the housemaster.
    b. CCTV may not be used to observe what boarders are doing (i.e. it is not a policing tool): it may only be used to retrospectively investigate a serious breach of discipline.
2. The housemaster may use CCTV to investigate the following:
    a. theft;
    b. assault;
    c. bullying;
    d. damage;
    e. trespass;
    f. self-harm;
    g. vaping/smoking;
    h. breaking bounds;
    i. misuse of vehicles;
    j. absence without leave;
    k. possession and/or use of illicit drugs;
    l. possession and/or consumption of alcohol;
    m. other misconduct deemed serious by the School.

STAFF

St Paul's is a member of both the New Zealand Boarding Schools' Association, and the Australian Boarding Schools' Association. Housemasters and deputy housemasters complete professional development in duty of care and are required to hold a current first aid qualification.

Associate Headmaster – School Operations

The Associate Headmaster – School Operations has overall responsibility for boarding. He works with the Head of Boarding Operations, housemasters, and other staff to ensure the smooth functioning of the boarding community.

Head of Boarding Operations

The primary responsibilities of the Head of Boarding Operations include:

- overseeing the operations of the boarding community;
- ensuring there is consistency across the boarding houses;
- providing guidance and support to housemasters and staff;
- representing boarding on the Health and Safety Committee;
- coordinating arrangements for prep and formal dinner;
- drafting and implementing policies and procedures;
- ensuring compliance with government legislation;
- allocating new Year 9 boarders to their house;
- conducting the annual boarding survey;
- liaising with the Head of Catering.

Housemaster

The daily operation of each house is the responsibility of the housemaster, who is answerable to the headmaster for setting and maintaining standards within the house. The primary role of the housemaster is the pastoral care of every boarder in their care: he/she is the "other parent" and acts *in loco parentis* (in the role of parent).

The role of housemaster involves being sensitive to a wide range of signals that are indicative of an individual's social, spiritual, cultural, and personal development. They oversee the academic progress and helps them with study skills, social behaviour, personal organisation, and other issues as they arise. The housemaster communicates with parents regarding progress in class, leave and disciplinary matters of concern.

The housemaster encourages acceptance, tolerance and understanding among boarders and staff with the aim of creating a harmonious community. To achieve this the housemaster ought to have regular contact with every boarder in their care and help individuals develop as mature and responsible young people. The focus is on individuals, and a holistic (whole) view of individual development is the approach taken.

While day-to-day discipline is the housemaster's responsibility, any serious breach of school or house rules is referred to the Associate Headmaster – School Operations.

*The input and support of parents is essential to our success. Housemasters can better care for boarders when they are **fully informed** of an individual's circumstances. Parents who have concerns about their child or information that could help the housemaster in their role as the "other parent" are encouraged to contact them. Likewise, parents have a responsibility to be fully supportive of the housemaster and the School in matters of policy and procedure.*

Deputy Housemasters

Two deputy housemasters assist the housemaster with the day-to-day running of the house. Either the housemaster or a deputy is on call, even when not officially "on duty" in the house. A deputy stands in for the housemaster if the latter is absent for any reason.

House Coordinator (Matron)

The matron has a pastoral role within the house. Her primary responsibilities include:

- helping boarders become familiar with how to organise their clothes;
- liaising with parents regarding their son's clothing needs;
- emergency minor mending of boarders' clothing;
- monitoring boarders' personal hygiene and cleanliness;
- liaising with staff who meet boarders' health and medical needs; and
- assisting the housemaster by liaising with cleaning, laundry, and maintenance staff.

Boarders are encouraged to get to know their matron as soon as possible. Parents are encouraged to contact matron during her work hours (weekdays 7:30-10:30am and 2:30-5:30pm approx.) with any enquiries or concerns they have.

Residential Assistants

Residential Assistants are often university students and assist with duties in the house and dining hall. The general responsibilities of RAs include:

- overseeing house routines and supervising prep;
- monitoring student behaviour and standards of dress;
- ensuring school and house policies, procedures and protocols are observed.

Gap Year Assistants

Gap Year Assistants are young people from overseas who usually stay for twelve months (usually July to June). They are classified as members of staff and perform similar duties to Residential Assistants.

VISITORS

A visitor is anyone who does not usually either live or work in the house. Visitors include family, friends, relatives, acquaintances, day students, boarders from other houses, Collegians; etc.

Visitors to a boarding house are asked to note the following:

- Visitors must enter and leave the house through the main public access point.
- Visitors must make staff aware of their presence when they enter the house and complete the Visitors' Register.
- Visitors **do not** have automatic right of entry into all parts of the house: they are restricted to foyer areas and common rooms. Parents and immediate family may only enter a dormitory on the first and last day of term.

Parents/guardians have right of reasonable access to their children except when a Court Order prevents such access.

SECTION B

ADMINISTRATION

COMMUNICATION

Emergencies

In case of emergency please contact the House Duty Master or the School Reception office (numbers listed at the front of this *Handbook*).

Contact details

It is very important that parents/guardians notify the housemaster of any change to their contact details (such as a new phone number or overseas travel, for example).

Mail and packages

Letters remain an excellent method of communication, and boarders enjoy receiving mail. Although a letter is not as immediate as a phone call, it can be re-read. During the settling-in stage for new boarders, letters can be helpful.

We find that many new boarders do not know the correct way to address an envelope: parents are asked to ensure their child knows how to do this and where to position the address on the envelope. This is especially important for Tihoi.

Mail to boarders should be addressed as follows:

Postal items:	*Name of boarder* *Name of house* St Paul's Collegiate **Private Bag 3069** HAMILTON 3240	Courier items:	*Name of boarder* *Name of house* St Paul's Collegiate **77 Hukanui Road** HAMILTON 3210

Incoming mail and notices about parcels available for collection are delivered to houses, Monday to Friday. Parcels and courier deliveries are held at School Reception, where outgoing mail can also be posted.

Mobile phones – see also *Section D*

Boarders in Years 11, 12 and 13 may have a mobile phone for daily use at St Paul's. It is the responsibility of individuals to safeguard this privilege by using their phone responsibly and in accordance with school rules. Boarders may use mobile phones during their free time (not in class, during prep, or at other times when their use is inappropriate or prohibited). Except for Year 13, boarders are required to surrender their mobile phones each evening before lights out.

Email

Boarders have access to email through the school network. Parents should confirm their child's school email address with them, but student email addresses *usually* take the form:

firstname.familyname@stpauls.school.nz (e.g. John Doe = john.doe@stpauls.school.nz)

CONCERNS + COMPLAINTS

House staff are committed to providing high quality care. However, there may be times when you wish to raise a concern or lay a complaint. A concern or complaint may be either oral or written. All concerns and complaints will be treated seriously, dealt with promptly and responded to appropriately.

Parents/guardians with a general **concern** about a student's academic progress, sports participation, or physical and social wellbeing should direct their concern to the housemaster in the first instance. Anyone with more serious concern (including, but not limited to, bullying or immediate risk or where a concern has not been resolved) may lay a **complaint**.

A complaint involving a **student** should be directed to the student's housemaster who will acknowledge the complaint in writing within five working days and investigate the complaint as soon as practicable.

A complaint involving **staff** or **boarding operations** should be directed to the headmaster who will acknowledge the complaint in writing within five working days and investigate the complaint as soon as practicable.

You will be advised within 10 working days whether the complaint is justified, or additional time is needed to investigate. If more than 20 working day are required to investigate the complaint you will be informed of this as soon as practicable.

As soon as possible after determining whether the complaint is justified, you will be informed of:

- the reasons for the decision that the complaint is or is not justified; and
- any actions the School proposes to take; and
- any procedure in place to enable consideration of an appeal against the School's decision on the complaint; and
- the role of any relevant external agency that may be available to assist you or to investigate the complaint if it is not resolved to your satisfaction, which may include the following (as appropriate):
  - the Chief Review Officer (if the complaint relates to the provision of a safe physical and emotional environment that supports boarders' learning);
  - the department responsible for administering the Oranga Tamariki Act 1989;
  - the Children and Young People's Commission;
  - the New Zealand Police.

The **Appendix** to this *Handbook* contains a flow chart of the St Paul's "Concerns and Complaints Process".

LEAVE

Applications

All applications for leave need to be made electronically via **Orah**. New boarders and their parents are sent an invitation to create an Orah account at the commencement of term, or when the child enters boarding (if during the school year).

The key information required by the housemaster when he/she considers **any** application for leave is:

1. the date and time of departure, and the date and time of return;
2. the method of transport the boarder will use when leaving, and returning to, St Paul's;
3. the name of the driver with whom the boarder will be travelling (if by private transport);
4. the name of the person with whom the boarder will be staying (the host adult must also confirm arrangements);
5. the address of the place where the boarder will be staying.

Extended absence

1. When a parent or caregiver would like their child(ren) to be absent for more than three consecutive school days they must make written application to the headmaster.
2. Parents who will be away for an extended period (e.g. travelling overseas) should notify the housemaster in writing of their contact details and/or the guardianship arrangements for their child during their absence.

Permissions

Boarders who wish to leave school property for any reason must obtain permission from either the housemaster or the duty master depending on the type of leave required (see headings below for particulars).

- Leave can be withheld if a boarder has a detention or is gated, or a boarder's behaviour has been unacceptable, or if in the housemaster's opinion it would be unwise to approve the leave being sought.
- Boarders are not permitted to visit private homes unless they have an invitation from a host adult and permission from their own parents and the approval of the housemaster.

CHARTWELL LEAVE

Why:	Visits to Chartwell Shopping Centre	
Who:	Year 9	Once Saturday; once Sunday
	Year 10	Once, Monday to Friday; once Saturday; once Sunday
	Year 11	Twice, Monday to Friday; once Saturday; once Sunday
	Year 12	Twice, Monday to Friday; once Saturday; once Sunday
	Year 13	Once per day
When:	Weekdays	Depart 3:30pm-4:00pm | Return by 5:00pm
	Saturday	Depart 1:00pm-4:00pm | Return by 5:00pm
	Sunday	Depart 11:00am-4:00pm | Return by 5:00pm
Dress:	Weekdays	Dress-of-the-Day
	Weekends	Casual clothes with footwear
Notes:	Boarders on foot must be in groups of two or more; access to Chartwell is permitted via Hukanui Road only	
How:	Boarder applies via Orah; if leave is approved, the boarder signs in via Orah when returning	

ACTIVITY LEAVE | OFF CAMPUS

Why:	A staff-supervised sports training or match or other approved **off campus** activity
When:	Departure time dependent on the activity | Return at the conclusion of the activity
Dress:	Full school tracksuit or appropriate St Paul's uniform
How:	Boarder applies via Orah; if leave is approved, the boarder signs in via Orah when returning

ACTIVITY LEAVE | ON CAMPUS

Why:	A staff-supervised sports training or match or other approved **on campus** activity
When:	Departure time dependent on the activity | Return at the conclusion of the activity
Dress:	As required by the staff supervisor
How:	Boarder applies via Orah; if leave is approved, the boarder signs in via Orah when returning

APPOINTMENT LEAVE

Why:	Attending **weekday** appointments – *if absent from boarding overnight ask for **Special Leave** instead*
When:	Depart 8:00am-4:00pm | Return by 6:30pm
Dress:	Formal uniform or Greys
How:	Boarder or parent applies via Orah; if leave is approved, the boarder signs in via Orah when returning

DINNER LEAVE

Why:	Meals with **parents** or **adult relatives** – *if absent from boarding overnight ask for **Special Leave** instead*
When:	Depart after 3:30pm | Return by 8:30pm
Dress:	Casual clothes with footwear
How:	Boarder or parent applies via Orah; if leave is approved, the boarder signs in via Orah when returning

DAY LEAVE

Why:	Extended leave during the day at **weekends** not covered by other leave
When:	Depart 9:00am-1:00pm | Return by 5:00pm
Dress:	Casual clothes with footwear

Note: Juniors must be in the company of an adult
How: Boarder or parent applies via Orah; if leave is approved, the boarder signs in via Orah when returning

STUDY LEAVE

Why: Benchmark and NCEA examinations
Dress: Formal uniform or Greys
How: Boarder or parent applies via Orah
Boarder signs out via Orah when departing and signs in via Orah when returning

SPECIAL LEAVE

Why: Absence not covered by other leave
How: Boarder or parent asks the Housemaster for Special Leave
If the request is approved, the Housemaster will create a Special Leave pass for the boarder
Boarder signs out via Orah when departing and signs in via Orah when returning

WEEKEND LEAVE

Why: Going home (or staying with a host family) at weekends
When: Usually from Friday after school or Saturday after sport until 7:00pm Sunday
Dress: Full formal uniform unless directed otherwise by the Associate Headmaster – School Operations
How: Boarder or parent applies via Orah
Boarder signs out via Orah when departing and signs in via Orah when returning
Note: Boarders should not return before 5:00pm Sunday unless an earlier time is approved by the Housemaster

EXEAT LEAVE

Why: Exeat weekends
When: Usually from the end of lessons for the week if sporting commitments have been fulfilled
Dress: Full formal uniform unless directed otherwise by the Associate Headmaster – School Operations
How: Boarder or parent applies via Orah
Boarder signs out via Orah when departing and signs in via Orah when returning
Note: Boarders return between 6:00pm and 8:00pm on the day the house reopens

HOLIDAY LEAVE

Why: End-of-term holidays
When: Usually from the end of lessons for the week if sporting commitments have been fulfilled
Dress: Full formal uniform unless directed otherwise by the Associate Headmaster – School Operations
How: Boarder or parent applies via Orah
Boarder signs out via Orah when departing and signs in via Orah when returning
Note: Boarders return between 6:00pm and 8:00pm on the day the house reopens

Parental responsibility

Parents are expected to give their **full support** to school and house policies and procedures when considering details of leave for their child. Parents who are not attentive with respect to their child's leave arrangements make the work of staff more difficult: a boarder who has an unsupervised weekend can create unreasonable expectations among other members of the boarding community.

Parents are asked to be vigilant when making leave arrangements if their child will not be staying with them: s*uch circumstances must be drawn to the housemaster's attention at the time leave is requested.* Similarly, any alteration to leave arrangements after they have been made need to be communicated to the housemaster as soon as possible.

Parents who will be away for an extended period (e.g. travelling overseas) must notify the housemaster in writing of their contact details and/or the guardianship arrangements for their child during their absence.

ORGANISED EXCURSIONS

Organised excursions follow St Paul's Education Outside the Classroom (EOTC) guidelines and need to be approved by senior staff before they take place. Activities away from campus are accompanied by an appropriate number of adults to ensure the safety of students. In determining the ratio of students to adults several factors are taken into consideration: the nature of the excursion/activity; the age and number of students; the training, experience, and qualifications of the staff and/or other adults involved. Prior to an excursion, parents are asked to confirm their child's attendance via an email sent from our EOTC platform, Consent2Go.

REPORTING TO PARENTS

Regular contact – formal and informal – between the housemaster and parents provides information about a boarder's progress and development. Such contact takes place via email, newsletters, conversations, and face-to-face meetings. A report based on attitude and effort in the classroom is usually sent to parents each fortnight during term time.

Parents may arrange to see their child's housemaster or teachers about any matter. Likewise, staff may notify parents of concerns they have regarding an individual's progress, behaviour, or development.

RECORDS + PRIVACY OF INFORMATION

St Paul's is bound by *The Privacy Act*. Boarding records are created and maintained with an appropriate degree of confidentiality and are available for at least one year after students leave the boarding house.

VEHICLES + TRANSPORT

Student vehicles

To have a vehicle at school, boarders need to apply for a Vehicle Permit by submitting a completed application using the prescribed eForm. Year 13 boarders may have a vehicle at school from the commencement of Term 1 if their application is approved. Year 12 boarders may have a vehicle at school from the commencement of the **end-of-year** examinations if their housemaster approves this.

Vehicle Permit applications are considered on a case-by-case basis: whether a permit is issued will depend on the reason for the request and the availability of suitable parking. A boarder will not have an application approved unless they have successfully completed a recognised defensive driving course and produces evidence of this. All Vehicle Permits are at the discretion of the Associate Headmaster – School Operations.

There are strict rules regarding boarders' use of vehicles, including when vehicles may be used and by whom, and who may carry passengers and when.

Scooters

A boarder is not permitted to use a scooter (manual or motorised) whilst in the care of the school.

Uber

A boarder aged 18 years or over who holds an Uber account may use Uber if their parents have provided the school with written authority allowing this. Boarders aged under 18 years of age who wish to use a ridesharing service must have their own "Uber for Teens" account. Uber for Teens account holders are required to use their own account to request trips for themselves to ensure they have access to the additional safety features and benefits offered by Uber for Teens.

Taxis

If a boarder travels by taxi and this is organised by the School, charges are disbursed to parents' accounts.

SECTION C

DISCIPLINE

BEHAVIOUR MANAGEMENT

Philosophy

All boarders have a right to interact in an orderly, safe, and non-threatening environment. To help create and secure this environment house staff monitor and manage student behaviour that interferes with the personal development and achievement of individuals and the smooth operation of the boarding community.

We aim to facilitate a positive learning experience for all members of the boarding community by educating our boarders in appropriate techniques for reducing conflict. We believe that parental involvement in this process is essential and urge parents to keep the housemaster informed of all matters that may affect their child's development.

Positive reinforcement

We believe in giving positive reinforcement to as many students as possible to acknowledge achievements and good behaviour. This is done in various ways, including: house shouts, mentions in newsletters, and acknowledgement at house meetings and formal dinner. We seek to praise student success whenever possible.

Deterrents and consequences

Guidance and discipline are necessary to help individuals understand and interpret societal standards and expectations. Boarding staff aim to guide individuals in understanding, establishing, and maintaining acceptable standards of behaviour. Combined with positive reinforcement, deterrents/consequences aim to help our boarders become responsible, self-disciplined, productive individuals, in preparation for assuming their adult responsibilities.

DISCIPLINE

Aim and purpose

Our discipline programme aims to be *fair and consistent*, and to encourage individuals to grow through accepting responsibility for their actions. It is expected that boarders will always respect the authority of staff.

A student who infringes house rules will be liable to disciplinary action. In serious cases the procedures for stand down and suspension will be those that apply in the day school.

A House Detention may result for any breach of house rules. House staff and house leaders may give a house detention.

A Boarding Detention may result for more serious breaches of house rules or conduct that warrants a more serious consequence than a house detention. Boarding detentions are issued by a Master.

A Service Detention may result for misconduct that requires more than a boarding detention, and for three boarding detentions accumulated within three weeks. Service detentions are issued by the housemaster.

Serious misbehaviour

A boarder who, through repeated misbehaviour, demonstrates an incompatibility with boarding life or our values will have his enrolment reviewed. Such a review – conducted by senior management, housemaster, parents, and boarder – will determine whether the boarder can modify his behaviour and attitudes to be compatible with boarding life and school values.

A pattern of repeated transgression of school or house rules normally leads to a review of an individual's place in the boarding community and/or continued enrolment at St Paul's.

GROSS MISCONDUCT

St Paul's aims to maintain high standards. Our reputation depends on awareness by all members of the school that personal discipline is essential to help create a happy, efficient, and purposeful community.

We do not tolerate breaches of major school rules and reserve the right to require that any student in breach of such a rule be suspended or withdrawn from St Paul's. Failing a voluntary withdrawal, a student may be expelled.

Breaches of the following rules are regarded as most serious and will be referred to a senior manager:

- Possession or use of any substance prohibited by law or considered detrimental to the maintenance of good order.
- The possession and/or consumption of alcohol at school or whilst under school supervision.
- Serious or repeated breaches of bounds' regulations.
- Theft of money or property.
- Bullying and/or harassment.
- Repeated disregard for rules.
- Other gross misbehaviour, being any act or behaviour that in the opinion of the headmaster amounts to misconduct representing a harmful or dangerous example to others or is likely to bring the name of the School into disrepute.

SECTION D

GENERAL INFORMATION

ACCOMMODATION

Bed area

Each boarder is provided with a bed, mattress, wardrobe, and lockable spaces. The school also supplies bed linen and pillowcases, but individuals are most welcome to bring their own. However, boarders do need to provide their own pillow and duvet (and two duvet covers, to facilitate cleaning). **Electric blankets are not permitted**.

Dorms are places for passive activities such as sleeping, studying, reading, and relaxing, not games or rowdy behaviour.

Posters

To make the house as pleasant and homely a place as possible, boarders may decorate their bedrooms and dormitories by displaying posters and photographs, etc. However, please note:

- posters may only be attached to pin boards;
- the size, number, and theme of posters and photographs are subject to approval by the housemaster.

All boarders are expected to demonstrate maturity in their choice of posters and other items. Any item deemed by the housemaster to be contrary to the ethos of St Paul's or which does not uphold human dignity is not suitable.

Storage

Due to the use of school accommodation by external groups during holiday breaks, boarders are required to remove all personal items at the end of each term.

Fans

A boarder whose room is not airconditioned may have a small fan for personal use during Terms 1 and 4. However, fans must have a current (no more than six-month-old) approved electrical test tag and may not be kept at school during Terms 2 and 3.

BICYCLES

Permission must be obtained from the Head of Boarding Operations before a bicycle can be brought to school.

The only boarders permitted to have a bicycle at school are as follows:

- triathletes preparing for competitions;
- members of the St Paul's Mountain Biking or Cycling clubs;
- rowers who need to use a bicycle to travel to and from training;
- an individual who competes at a high level in a sport in which the bicycle is used;
- members of the Hilary Challenge team or Get-to-Go team who require it for training.

Boarders who receive permission to have a bicycle at school are bound by the following conditions:

- The bicycle must be in roadworthy condition with effective brakes and working lights.
- Only the individual with permission to keep the bicycle at school is permitted to ride it.
- The rider must wear an approved bicycle helmet properly fitted and fastened to their head.
- The rider must use lights whenever the bicycle is ridden during darkness or low visibility.
- The rider must not use the bicycle in a way that poses a danger to themselves or others.
- The rider must obey all government rules and regulations regarding use of bicycles.
- The bicycle may not be used to carry passengers.
- The bicycle may only be used for the activity for which the Bicycle Permit is approved.
- A lock must secure the bicycle to prevent it being used except when the owner has permission to use it.
- The bicycle must be stored in the designated bicycle storage area at the individual's boarding house when not being used for the activity for which the Bicycle Permit is approved.

Boarders with a bicycle at school are only permitted to use it for the activity for which permission was given: it may not be used for general recreation or transport in general. Also, please note that a bicycle brought to school is at the owner's risk: St Paul's accepts no responsibility if a bicycle is damaged, lost, or stolen.

A breach of the above conditions may result in an individual forfeiting use of the bicycle for a period or being denied permission to have a bicycle at school.

CATERING

Meal service

Boarders are provided with breakfast, lunch, and dinner (Monday to Saturday), brunch and dinner (Sunday), morning and afternoon tea (Monday to Friday), and rations for Sunday afternoon. Boarders are required to attend all main meals (breakfast, lunch, dinner) when in residence unless they have permission from the Duty Master to be elsewhere.

Formal dinner

Formal dinner, attended by the headmaster and other senior managers, is held regularly. Formal uniform is worn, and boarders sit in mixed groups at designated tables. Year 10 are rostered as waiters.

School tuck shop

St Paul's operates a centralised tuck shop, which is normally open during morning interval and after school on weekdays. Credit card and EFTPOS are the accepted forms of payment.

Dining Committee

A Dining Committee comprising of a range of students meets each term to provide feedback on (and suggestions for) meals, directly to the Head of Catering.

CLOTHING

Labelling

A small amount of mufti is required for out-of-school hours. It is strongly recommended that expensive clothing be left at home. Please note that offensive language and inappropriate images are not permitted!

All clothing must be clearly marked with a boarder's name. Woven nametapes are recommended and can be ordered through the School Shop. Nametapes need to be in the house colour to help with identification. Each boarder should leave a supply of nametapes with Matron, who will attach a nametape to the occasional garment purchased from the School Shop during term. However, it is not appropriate for a boarder to return from leave or term holidays with numerous items of unnamed clothing and expect Matron to attach nametapes.

Clothing and footwear should be kept clean, tidy and in good repair.

Laundry

Boys' clothing is washed at the school laundry according to a schedule. Once washed, clothes are returned to the house where the Matron sorts them. Boys need to be aware that, once put out to be washed, clothes may not be available for several days. Girls are responsible for laundering their own clothes.

All items sent to the school laundry are washed in hot water and dried in tumble driers: for this reason, the Laundry does **not** wash black school jerseys (these need to be dry cleaned or washed at home). Consideration should also be given to the type of fabric from which non-uniform items (e.g. mufti) are made: **wash-and-wear clothing is best**.

Washing machines and clothes driers are also available in each house for use by boys. To access these, boys need to ask the House Coordinator (Matron) or Duty Master.

DAMAGE

Individual(s) responsible for damage are required to complete a *Damage Report* explaining the nature of the damage, how it occurred, and their role in causing it. The cost of any repairs is charged to parents on their school account.

DEVICES

These guidelines are designed to ensure students understand the appropriate use of electronic devices within the boarding community.

Boarders' use of electronic devices is restricted, as follows:

- Junior boarders (Years 9 and 10) may only have a Chromebook at School (no other device).
- Year 11 boarders may have a laptop but are not permitted any tablet-like device (e.g. iPads).
- At the Duty Master's discretion, Years 9, 10, 11 and 12 may use gaming consoles from after school on Friday until 5:30pm on Sunday. Gaming consoles may not be used by Years 9, 10, 11 and 12 outside these times.
- Games and movies classified "R18" or above are not permitted. Where a game or movie is not classified, or there is doubt as to its classification, the theme and content are subject to approval by the Duty Master. Staff reserve the right to refuse or end a game or movie and may impose restrictions deemed appropriate.

Boarders who are permitted to have an electronic device at school are bound by the following conditions:

- Electronic devices are brought to school at the owner's risk.
- Electronic devices must be kept in a secure place when not in use.
- Electronic devices must be clearly marked with the owner's name.
- St Paul's accepts no responsibility for replacing lost, damaged, or stolen electronic devices.

Other important points to note:

- When using an electronic device consideration must be always given to other members of the boarding community (for example, volume is to be kept to a level that does not disturb others).
- Anyone allowing another person to use their electronic device accepts the consequences of doing so including penalties imposed for inappropriate use of the device by the other person.
- Anyone leaving an electronic device unsecured accepts the consequences of doing so.
- At prep, electronic devices may be used for schoolwork only, not games or social media, etc.

A breach of the above may result in an individual forfeiting the device for a period or being denied permission to have the device at school. Staff reserve the right to impound a device if they suspect it contains inappropriate material, in which case a senior manager will be informed, and parents notified if this is found to be the case.

DRESS + GROOMING

All students are expected to maintain a high standard of personal grooming and to wear their uniform as required.

General

Students need to note the following:

- Items of different uniform (e.g. house shirt and grey trousers) may not be worn together.
- Approved footwear (shoes or sandals, as appropriate) must be worn with school uniform.
- Hair is to be washed regularly, kept tidy, a natural colour, and of the prescribed length.
- Students are required to shave as often as necessary, and when directed to by staff.
- Regulation sports uniform only may be worn for PE classes and sport.
- Mufti means sensible, conservative clothing, with footwear.
- Except for a watch, personal jewellery is not permitted.
- Garters need to be worn with long socks.

Footwear

All footwear is to be:

- clearly marked under the tongue (e.g. using twink) with the owner's name;
- kept clean (footwear that requires polish should have it applied as often as is necessary).

To reduce wear on carpets, and to help with cleanliness, boarders (except Year 13) are required to remove their footwear when they enter the house.

HOUSE DUTIES

Boarders help with cleaning tasks, both inside and outside the house, each day. A roster is prepared, and duties are rotated on a regular basis. These shared tasks contribute to the overall appearance of the house and allow the housekeeping staff to concentrate on other responsibilities.

LOST PROPERTY

All items of personal property are required to be clearly labelled with the boarder's name and house colour. When an item is missing, the owner needs to check: Ablutions; Dorm; Common Room; Drying Room; Matron's Room; Office; etc. If the item is not found it should be reported as missing to the Duty Master as soon as possible.

PLEASE NOTE THAT ALL POSSESSIONS ARE BROUGHT TO SCHOOL AT THE OWNER'S RISK!

MOBILE PHONES

Parents and students are asked to note the following:

- Boarders in Years 9 and 10 are not permitted to keep their mobile phones whilst in residence; if a phone is required for travel, the phone must be surrendered to the Duty Master as soon as the boarder arrives at school.
- Boarders in Years 11 and 12 are required to surrender their phones to staff for securing in a locked space every night.
- Except for Year 13, boarders who rise early for sport are NOT permitted to keep phones overnight: they need to use an alarm clock or rely on someone else waking them.
- Boarders are required to give their mobile number to the housemaster and must advise them when their number changes or they acquire additional or replacement phones/SIMs.
- An individual who allows another person to use their phone accepts the consequences of doing so, including any penalties imposed for inappropriate use of the phone by the person to whom it was loaned.
- Phones are brought to school at the owner's risk.

Students who misuse a mobile phone (including, but not limited to the following) will be referred to a senior manager:

- bullying and/or harassment;
- taking or distributing inappropriate images;
- disseminating private or confidential information or misinformation about others.

PROHIBITIONS

The following items are not permitted (note: this list is not exhaustive – these are examples):

- Contraband (e.g. alcohol, tobacco, vapes, and related paraphernalia, etc.)
- Fire hazards (e.g. candles, fireworks, electric blankets, heaters, lighters, matches, etc.)
- Illegal items (e.g. drugs and related paraphernalia, etc.)
- Large items (e.g. desktop computers, furniture, large speakers, televisions, etc.)
- Miscellaneous (e.g. aerosol deodorants, gum, lasers, pornography, etc.)
- Personal appliances (e.g. air fryers, fridges, hot plates, irons, jugs, kettles, microwaves, toasters, etc.)
- Weapons (e.g. batons, guns, knives, pepper spray, pistols, tasers, etc.)
- Wheeled items (e.g. skateboards, longboards, rollerblades, scooters, skates, unicycles, etc.)
- Approved electrical appliances without a current, valid electrical test tag (please ask if you are unsure)

PREP (HOMEWORK)

St Paul's supports the view that prep is an integral part of a school education. Prep enables individuals to develop study habits that are essential for intellectual growth and academic achievement. Good prep practices help to facilitate academic success. The aim of prep is to provide boarders with an opportunity to:

- complete homework and revise schoolwork already studied;
- develop sound and consistent habits of independent study;
- consolidate work already discussed and/or taught in class;
- undertake independent research and extended reading.

All boarders have compulsory prep each weeknight, Monday to Thursday. Additional weekend study times are available in the lead up to major examinations.

SCHOOL SHOP

A range of items including uniform, stationery, toiletries, sports equipment, and outdoor gear (e.g. Tihoi clothing and equipment) is available for purchase. Items may be charged to account or paid for by EFTPOS or major credit cards. All profits from sales are returned to the school.

The attention of parents is drawn to the fact that students can make purchases at the School Shop and have these charged to account. As the potential exists for students to purchase more than they need, parents are urged to discuss with their child any restrictions they may wish to place on their use of this facility.

SPORT

Sport is an important part of life at St Paul's. The challenge and enjoyment involved in training and games make a significant contribution to the overall pride our students have in the school and their house. The physical activity involved makes a positive contribution to the health of individuals, helps develop confidence through improvement and achievement, and teaches important group dynamic skills through teamwork. Involvement in sport has the potential to help individuals succeed within an environment of fair play.

All students are required to take both a summer and a winter sport, and to represent their house in the various inter-house competitions. Practices take place at the end of the teaching day (or at other times for house activities), with all sessions being compulsory unless prior arrangements are made with the coach.

STUDENT LEADERS

The HEAD OF HOUSE is the senior boarder in a house. The housemaster appoints the Head of House after consulting with the headmaster, house staff and members of the house. The Head of House is usually also a School Prefect.

HOUSE LEADERS (also appointed by the housemaster) are Year 13 boarders who assist with supervision and other duties. They also have responsibilities that bring them into regular contact with other members of the house at certain times (e.g. House Competition events). House Leaders add an important dimension to pastoral care within the house. The role is a challenging and sometimes difficult one for senior boarders but can also be very rewarding.

TRAVEL ARRANGEMENTS

Travel arrangements to and from school are the responsibility of parents. However, it is not appropriate for parents to make travel arrangements that require their child to leave St Paul's earlier than normal without first consulting the housemaster. Parents should contact the housemaster with details of what is involved and the reason for the request.

Where parents want their child to be absent from school for **more than three consecutive school days**, application must be made in writing to the headmaster. The headmaster will consider the request and, if the student is in Year 11 or Year 12 or Year 13, refer the request to the Deputy Headmaster – Curriculum and Assessment who will assess how the proposed absence would likely impact the student's assessments and studies.



APPENDIX

APPENDIX

Concerns and Complaints

