



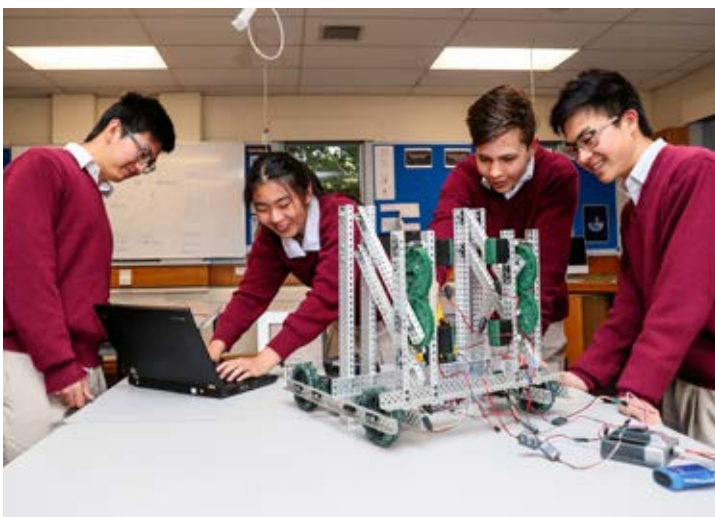
KING'S
COLLEGE

Boarding Handbook 2024



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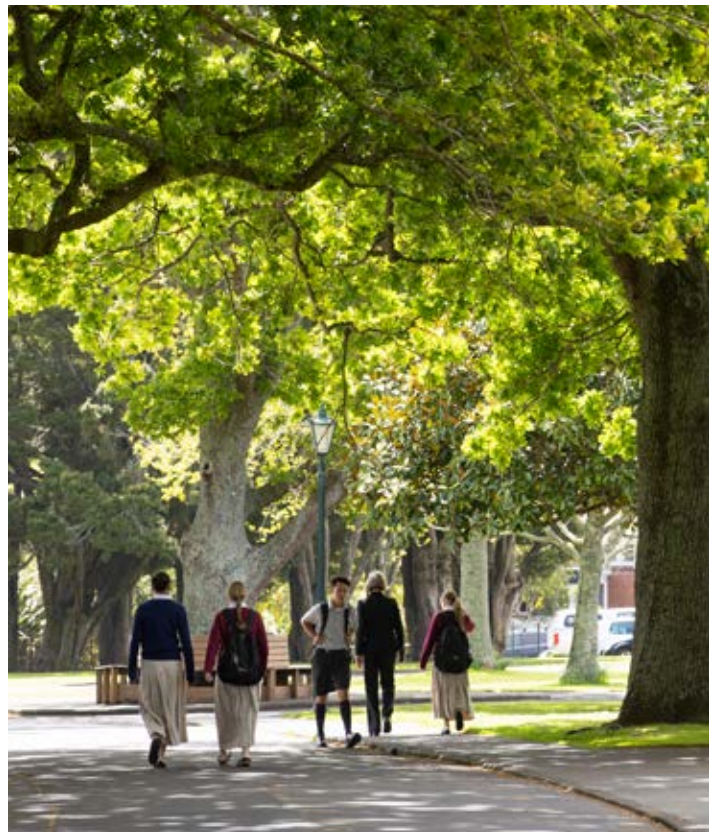
Introduction

At King's College we aim to provide excellence in teaching and learning within a well-balanced educational context involving the academic, cultural, social, physical, emotional, and spiritual dimensions of life. Our Boarders are integral to the culture of the College. Living on site gives our Boarders a unique opportunity to immerse themselves in everything King's has to offer and to make the most of the well-balanced educational context that forms part of our mission.

Within the Boarding Houses, we deliberately encourage the eight institutional values of King's College. By promoting these values, combined with the support of learning within Boarding, we believe we achieve the College vision of providing the best all-round education it is possible to obtain.

King's College has one of the largest boarding communities in New Zealand, catering for students from all over the country, the wider Auckland region and overseas. We have an unwavering commitment to providing an environment which prioritises student safety and wellbeing in all we do. This focus on the best interests of the student underpins our practice and processes.

We have four boys' Boarding Houses: School, St John's, Parnell and Selwyn, along with Te Pūtaka Lodge for our Year 9 Boarders. Our girls' boarding House for Years 11-13 is Middlemore House, with the new addition of Middlemore Lodge as an independent living space. All these Houses offer separate common rooms for each Year level and shared spaces for socialising, additional to the whole school amenities.



Boarding House History

Boarding was established at King's College in 1896 at its inception. When the College moved to its current Middlemore site in 1922 the House system was initiated.



School House



Virtus Pollet
(Let Excellence Prevail).

School House was founded in 1922 making it the oldest House here at King's College. As such we share much of our history and tradition with the wider College, specifically our house motto, "*Virtus Pollet*". One of the two original Boarding Houses established when the College moved to the current Middlemore site, School House gets its name from its traditionally close proximity to the heart or centre of the School campus.

As a House we are committed to the pursuit of all-round excellence and strongly encourage our young men to get involved in all aspects of college life. Our aim in School House is to provide a secure, comfortable and supportive home where all young men are able to make the most of the many academic, leadership and co-curricular opportunities on offer. We believe our boarding experience provides many unique learning opportunities and we are committed to helping our young men excel. School House is blessed to count among its old boys many notable academics, sportsman, and leaders. In recent times School House has continued to experience fantastic success in all aspects of College life with much of this based on our strong focus on a positive and supportive culture within the House.

Foundation Housemaster H B Lusk also served as a Headmaster for the college as did G N T Greenbank who joined the House as Tutor in 1936 before being appointed as the housemaster and then Headmaster in 1947.



St John's House



Religio, Doctrina, Diligentia
(True Religion, Sound Learning, Useful Industry).

St John's has a proud history of success in every facet of school life. Academic successes have been evident in the numbers of Old St John's Collegians who have become prominent in their careers; sport and cultural interests have brought fame to the House where rowing, orienteering, rugby and cricket have been catered for the diverse talents of the boys. Many have been in orchestras, Glee Club, and Drama Club productions and St John's has always had a strong presence in the Chapel Choir and more recently in other choral groups.

St John's was the second boarding House to be established when the College moved from Remuera to Middlemore in 1922. It was named to recognise the direct link with St John's Collegiate School, which merged with King's in 1913.



Selwyn House



Per Fiden Fortis
(Strength Through Faith).

Selwyn was founded in 1945 and resided "to the top of the drive" until a new House was built and opened in 2004.

Selwyn House, named after Bishop Selwyn, has always been known for its tenacity and never-say-die attitude. It was seen through the early 2000's as a weekly boarding house, but recently has turned into the key full-boarding House at King's College with regularly over 20% of the students staying in on weekends.

Traditionally the top sporting House, more recently Selwyn has aligned with the College mission statement of "obtaining the best all-round education possible" and expanded the House goals to include increased focus on service, culture and academics.

It is the largest boarding house at King's College with over 85 beds. Famous Old Collegians include Head of College, and All Black, Ian Kirkpatrick. The House itself is the first entry point for King's College, as one enters the gate.



Middlemore House



Nulli Secundus (Second to None).

The arrival of 14 girls in 1980 became the forerunner to provide for what is now a very large demand for girls to spend their last three years at King's. The Girls' Boarding House was established in 1984. With accommodation now for 84 boarders, it still proves the popularity of the innovation that was rather contentious nearly 40 years ago.

After four years as members of the three Boys' Day Houses, it was considered time to establish a House just for girls at King's. Work began on the site in Golf Avenue in August 1983 and welcomed first students who arrived on 1 February 1984.

For this initial year there were 18 boarders plus 17 day girls. The demand for places soon outgrew the buildings and an expansion project was initiated.

In 2005 Headmaster, Roy Kelley, decided that the time had come to split the House into two so that the separate pastoral needs of the day and boarding students could be better catered for. Since Middlemore House was initially a boarding House, the 'new' house would retain this name and day students were transferred to the new Taylor House in 2006.

Today, Middlemore is a dynamic and exciting home away from home where our girls are encouraged to be themselves and empowered to reach their full potential in a safe and supportive environment. The King's all-round education is central to life in Middlemore and fundamental in developing strong, well-rounded and independent young women who are well-equipped for life outside the College gates. To further develop this, Middlemore Lodge offers an independent space separate from the main house which allows the students a chance to develop their self-management and experience the beginnings of their life beyond school.



Te Pūtake Lodge



Ki te kore ngā pūtake e mākūkūngia, e kore te rākau e tupu

(If the roots of a tree are not watered, the tree will never grow).

Te Pūtake Lodge, The Foundation Lodge, is a home where boys will discover the school, the House, friends, relationships and themselves.

In 2016, Te Pūtake Lodge was set up to guide first year students' transition and integration into King's College and the boarding environment, whilst leading them on a path of self-discovery and awareness through a specific and individualised programme.

Year 9 Boarders have the opportunity to discover the College, establish new friendships and relationships, build values and moral strength, as well as develop a mindset of growth.

They learn to develop a strong foundation, prepare for the years ahead, and realise their full potential.

Boarding Expectations

Boarding is a joint venture between parents, staff, and students, and the success of this venture often depends on how well we work together. The important thing is the attitude your child has from the moment they arrive – encourage them to be open – open to opportunities, people, new experiences and new ways of doing things. If they are, their experience here will be very rewarding.

We recognise that Boarding School requires adjustment for everyone in the family. Boarding can be a challenging experience for some students as they leave the familiarity of home and move to a more communal style of living. It will not always be easy, but the gains to be made are enormous. The House provides an environment that will help Boarders focus on learning, and discovering, and exploring new opportunities.

A successful Boarder needs to:

- Be prepared to become fully involved in College and House life
- Be able to listen and follow instructions
- Be prepared to give everything a go
- Be approachable and able to relate well to peers and adults
- Be responsible for their own actions
- Uphold the values of the College through words, actions, and appearance:
 - The Pursuit of Learning.
 - Spirituality.
 - Tolerance.
 - Gratitude.
 - Honesty.
 - Respect.
 - Moral courage.
 - Generosity of Spirit.

Students are expected to follow the rules and processes in the Student Guidelines. They are also expected to act in a way that is consistent with the values mentioned above.

In return a Boarder can expect to:

- Be treated with respect and courtesy and be listened to
- Be treated with understanding and be tolerant of difference.
- Be safe and secure
- Expect their property to be safe
- To learn without disruption and allow others to learn without disruption.
- To be valued as a member of the Boarding community and the College.

Behaviour that is contradictory of the expectations of Boarders will result in consequences as outlined in the Student Guidelines.

Expectations of staff

The Boarding staff at King's College are experienced and represent a wide range of skills and interests across different areas of the College. As well as taking part in ongoing professional development, every staff member is well-qualified and has the relevant experience and skills including:

- First Aid training
- Tiaki Taiohi – NZ Boarding Qualification
- Police vetting.

The Boarding staff at the College are expected to conduct themselves in such a manner that:

- Ensures the wellbeing of each Boarder, spiritually, emotionally, physically and academically.
- Promotes a stimulating, supportive environment free of prejudice.
- Role models a high standard of integrity.
- Epitomises the values of the College.

Expectations of parents

The school expects parents to work as a team with the school, communicate clearly and consistently with us about your plans, and help to reinforce what the College is doing in trying to support your child through their schooling. We respect your role and rights as a parent, and encourage you to contact us with any concerns, questions, suggestions or feedback. We're always open to working together to find solutions, and will be as flexible as we can in most circumstances.

College Policies

For a full list of College policies pertaining to the School environment please refer to Schoolbox – College Policies: schoolbox.kings.net.nz/homepage/12503

If circumstances arise where there is a conflict, or uncertainty, between the King's College Child Protection Policy and any other King's College policy, procedure, or guideline document, the King's College Child Protection Policy shall prevail, with the student's welfare, safety, and best interests being the paramount consideration.



Preparation for entering Boarding

Boarding school is often the first time that many young people spend a significant amount of time away from home, family and friends. A speedy transition to Boarding life is usually helped by students being proficient in a number of personal and life skills. Some of these skills are listed below, and parents are encouraged to discuss them with their child so that they are in some way prepared for the Boarding experience that King's College offers.

Points to discuss with your child

The reason for Boarding

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

Adapting to Boarding life

Boarding life offers routine and structure which can be beneficial for some young people, while others can find it restricting. Having a closely-monitored routine can be difficult at times and those beginning Boarding should realise that any large shift in routine takes time to adjust to. Being the best version of yourself for the entire day can become tiresome, but it also supports positive change for young people who are searching for it.

To help Boarders with this lifestyle change, it would be helpful for parents to discuss some of the changes that they might experience. A large community is to a certain degree inflexible and it is essential that all Boarders understand what is acceptable, what isn't, and why.

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 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 the property of others. However, conflict can and does occasionally arise: some discussion about how to deal with conflict would be helpful, and is further supported by our mentoring programme.

Security

In a Boarding situation where many people live in close proximity and there is the potential for theft, Boarders need to be aware of the importance of taking care of their own property. They should 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).

PLEASE NOTE: "BORROWING" PROPERTY WITHOUT FIRST ASKING THE OWNER IS VIEWED AS THEFT AND WILL BE DEALT WITH ACCORDINGLY.

Anxiety

It is completely natural for Boarders to feel anxious as they approach Boarding life at the College and we are here to help. Our staff are available so Boarders can express any concerns, difficulties, or problems (and successes and achievements!) they may have. As there are a large number of Boarders, please encourage your child to raise any problems or concerns as soon as they have them as this means they can be dealt with quickly.

Of course, having fears, problems, concerns or even a "bad hair" day – is normal, and these things can often be soothed by talking to someone that a student trusts. Please remind your child that it's far better to talk about these things so that they can be sorted out sooner rather than later – if we don't know about these problems, we can't help to solve them.

Communication with home

It would be helpful for parents to agree with their child how often they would like them to communicate and how (e.g. phone; text; email), in accordance with the student guidelines device use policy.

Academic expectations

Boarders who come to King's College from smaller schools may find the academic programme difficult, and sometimes daunting. Parents are encouraged to discuss expectations and goals with their child so that individuals don't hold unrealistic ideas about what can be achieved.



Boarding Life

Boarding staff

Boarding staff work together as a team to ensure the best care of the Boarders within their House. These staff are led by the Housemaster, and they work together to meet the needs of your child's transition into the school and Boarding life.

Housemaster

The Housemaster is responsible for the pastoral and academic welfare of all students in the Boarding House. Housemasters are responsible for ensuring that the House operates safely and fairly. They are assisted by Boarding Tutors, the House Manager and Teacher Mentors. Housemasters are teachers within the College and therefore getting in touch with them during the day is not always possible. Please ring and leave a message or email them or your child's Mentor if you require assistance and they will get back to you as soon as they can.

Boarding House Tutors

Boarding House Tutors are involved in the supervision of the boys during the week and weekends, as well as helping with excursions and other activities within the House. Boarding Tutors assume the role of Tutor on Duty on their specific day of the week. When on duty, Boarding Tutors are responsible for taking care of the students and the running of the House. While the word 'tutor' may cause some confusion, a Boarding Tutor is not an academic tutor of the boys although they often assist students with any work they can while on duty.

House Manager

The House Manager's role is to care for the boys' health and welfare. They are responsible for the efficient functioning of the House in regards to administration, health and safety, and property management, as well as to provide care and support to Boarders. The House Manager plays an important pastoral role within the House. They are effectively on duty whenever the students are in the House and work split shifts from 6.30am until 10pm throughout the week.

Teacher Mentors

Teacher Mentors are responsible for all schooling matters for the students within their Mentor Group. Mentor Groups will have anywhere from nine to 15 students in them. A Mentor Group is seen as a small subset of the Boarding House, and specific to year groups. This allows for an appropriate age and stage programme to be delivered to them. Students in Years 9 to 11 are met with twice weekly as a group while Year 12 and 13s are met two or three times a term for a one-on-one coaching meeting with their Mentor. Teacher Mentors will contact the Housemaster if they have any concerns about a student's progress. Parents may contact the Mentor or Housemaster to discuss the academic progress of their child, or any other concerns or questions they may have about their child's schooling.

After reports are published, Mentors are expected to meet with each student and discuss their academic progress. Mentors may also liaise with teachers on behalf of a student.

Prefects

House Prefects play an important role in the running of the House under the guidance of the Housemaster and Mentors. The prefects are Year 13 students appointed by the Housemaster. Prefects may issue fatigues to students for inappropriate behaviour.



Weekend Life

Those staying in the House for the weekend can generally expect free time to relax and rest. Every weekend there will be an organised activity, sometimes within Houses, sometimes as a whole Boarding community.

Saturday

Students may have sporting commitments on Saturday mornings. Generally, the House will wake up at the normal time and complete duties. Those with sports commitments will meet up with their various teams, those without will generally take part in social sport or spectating, organised by the tutors on duty.

Sunday

Sundays are slightly less formal in the House. Students enjoy a slightly longer sleep in, attending a full brunch in the Dining Hall, before meeting with the tutor to start the Sunday activities.

Once a Term, Boarding Houses attend a 7pm Sunday Chapel service, where attendance will be compulsory for all students. Parents and family are invited to these services. Boys will be expected to stay in after the evening service.



Weekend Boarding Programme

For Boarders who stay in on the weekends, there are a range of activities on offer.

Not only are the school's facilities utilised like the pool, various gyms, and grounds but there are off-site trips scheduled too. These vary from visiting highlights around Auckland like markets, malls, festivals, galleries, and the cinema. Sometimes, bigger trips further afield are planned, such as visiting Hobbiton!

We aim to provide a close-knit environment not only within houses, but across our Boarding community, often coordinating as a group of two or more houses. The students enjoy the activities and their feedback goes into planning a well-rounded lifestyle for our students.



Communication

Communication between the House, parents, caregivers, guardians, and students is very important.

You can expect from us:

- A regular Weekly Newsletter and Week Ahead email from the Housemaster to all parents. This is parents' primary source of information and is designed specifically to keep parents up to date on all significant events within the House.
- Personal phone calls or emails from the Housemaster if your child requires individual support, acknowledgement or is causing concern within the Boarding house or College.
- Invitations to attend events such as pre-Chapel drinks and nibbles, suppers, or special House events.
- King's College will also send an e-news bulletin with important information. You can check the website www.kingscollege.school.nz for calendar dates, updated information and notification of events that are of interest to parents.

We require from you:

- If your contact details change it is vital you contact reception to have these changed on the School database.
- When your child enrolled you were asked to give details for an Auckland Based Guardian if you live out of Auckland. If there are changes to contact details please ensure you communicate this to the Housemaster.
- All leave requests to be logged in Orah (See leave policy).
- Notification to the attendance officer of any class time absences (See leave policy).
- Notification of any special considerations or issues which might affect our ability to provide the best possible care for your child.
- Early notification of any issues which may be negatively affecting your child's experience as a Boarder.

Contacting the House

During the day the Housemaster and Boarding Tutors teach, so they may not be available to answer their phone or respond to emails. Urgent messages left on the Housemaster's answer phone (mob) that require action during that day may not be picked up until after school and sport and cultural practices have finished. You may wish to contact the House Manager instead. Any parcels delivered during the day should be taken to the School Administration office (main office).

Chapel

King's College is a school with strong Anglican traditions. Under the leadership of our Chaplain and with the Memorial Chapel as the spiritual heart of the College, the Chaplaincy team provides a flourishing ministry that creates opportunities for students to be involved in worship, pastoral care, class-based learning and community service.

- **Chaplain Rev. Gareth Walters**
Email: g.walters@kingscollege.school.nz
- **Antony Horacek-Glading**
Email: a.glading@kingscollege.school.nz
- **Teena Tamati**
Email: t.tamati@kingscollege.school.nz

The Chapel is an integral part of school life. Each House has a Sacristan appointed from its Year 13 students. They coordinate Chapel activities between the Chaplain and the House, as well as carrying out Chapel duties. Normally the House Sacristan will also lead the house in community service initiatives.

The Chaplaincy team of Rev Gareth Walters, Ms Teena Tamati and new appointment Mr Antony Horacek-Glading, play a key role in the life of of Boarders and are keenly interested in their spiritual development. Antony Horacek-Glading has extensive experience of working in the Ōtāhuhu community as a result of being the pastor of Ōtāhuhu Baptist Church. Mr Horacek-Glading will be overseeing the Community Service activities and also introducing new opportunities for the students to take part in this year. Ms Tamati is a very experienced Religious Studies teacher and in 2023 will be the offering Religious Studies NCEA Level 1, with the opportunity to learn more about the faiths of the world, across the senior levels. This subject involves skills in literacy, critical thinking, ancient and modern history as well as the study of different beliefs. Along with teaching our Year 10 Religious Studies cohort, Ms Tamati also offers pastoral care to our girls here at the College and offers an open door policy.

The Chaplains are available at all times to discuss any matter with students and parents. All students attend Chapel several times per week. All students attend a full School service on Friday after lunch, a Boarders Chapel service on Monday morning and one Sunday evening Chapel service each term. Parents are also encouraged to attend the Sunday Evening Service each term.



Dress

The College has strict rules around what is expected of our students when it comes to uniform. There is a long tradition around the allowances and variations of uniform at different times and places in the College. The expectation of our students is that they show high standards of dress at all times.

The full College regulations on dress can be found in our Student Guidelines and students should learn these to avoid any confusion.

The following are some key points that serve as an indication of the College uniform standards:

- During the school week (until dinner) school uniform or PE gear **MUST** be worn on all occasions outside the House (except to the swimming pool area).
- Mufti may be worn in the House after school.
- School uniform is to be worn to all meals with the exception of 'mufti meals', of which the students will be notified.
- On Saturdays, school uniform or tracksuits must be worn to breakfast.
- Students supporting afternoon 1st XI Cricket, 1st XV Rugby, 1st XI Football or evening 1st XI Hockey must wear tracksuits or school uniform.
- Hair must meet College regulations at all times. Students will be required to organise a haircut if it is deemed unacceptable. Students should avoid this by ensuring their hair meets the College guidelines.
- No jewellery at all to be seen (except Medic Alert bracelets), unless at the Housemaster's discretion. Girls can also wear a plain single silver or gold stud in the earlobe, earrings covered with tape are not permitted.

Meals

Meals are a formal part of the Boarders' day and students are required to wear uniform and behave appropriately. Our dedicated kitchen staff, who are employed by the College and not contracted, provide over 1,100 meals a day to our boarders.

Meals are served in the Dining Hall. There are cooked breakfasts and dinners and a variety of hot and cold lunches. Students are expected to attend all meals except by prior arrangement with a member of the Boarding staff, coach, or Teacher in Charge of the activity. Regular checks are made to ensure student attendance. Missing a meal will be dealt with in the same vein as missing a class. Meals are not optional.

If students are going to miss dinner for College extra-curricular activities, it is their responsibility to communicate with their coach or Teacher-in-Charge of the activity for them to organise a late dinner from the kitchen.

Students must ensure they are at the Dining Hall doors at the correct time, wearing the correct uniform.

Special dietary requirements can normally be catered for if we are notified of them.



Dining Hall rules and etiquette for Boarders

- Students may only enter the dining hall through the Southern end double doors.
- Students are expected to use the hand sanitiser provided at the entrance and exit.
- No hats of any sort are to be worn in the Dining Hall (even when students are wearing mufti).
- No food or drink may be taken out of the Dining Hall beyond a piece of fruit.
- No jewellery is to be worn in the Dining Hall (apart from spiritual or cultural pendants, but these should be worn inside the clothes).

Dress

Saturday breakfast and lunch:

- Full school uniform (greys or Number 1's) no mix and match; Or:
- Full school tracksuits with sports shoes and socks (no jandals, slippers, black school shoes etc.). No hoodies to be worn under the tracksuit tops
- Girls: Hair tied back.

Summer Terms:

- Students may wear school tracksuit pants with King's College shirts or House shirts or King's College blue sweatshirts. If they are wearing a mufti shirt, they must keep their tracksuit tops on in the dining hall and zipped up.
- Cricketers may wear their 'creams' to breakfast in the summer terms.

Saturday dinner and all three Sunday meals:

- Clean, tidy mufti may be worn, including appropriate footwear.
- No singlets, shoestring straps, revealing tops, short shorts or visible underwear.
- Leggings can be worn but with a long top that comes down to the upper thigh.

Incorrect dress or lack of compliance to the Dining Hall rules could see a student sent back to their House to get changed into the correct attire, have a shave etc.

- Cellphones and other electrical items may **not** be used in the dining hall.
- Only Year 13 students may use the left hand side to queue before entering the dining hall. Everyone else is to queue on the right hand side. Year 9 boys, however, may also use the left hand queue at dinner time to ensure the older students do not push in front of them.
- Students should only take the amount of food that they are going to eat or drink, so that there is very little food wasted.
- Students should not stand at the drink fountains and drink. They fill their glass and return to their seat before drinking. Each student may only have one glass each on their tray.
- When students have finished their meals, they are to clear away their own trays, dishes, cup/glasses and utensils and place them in the appropriate places to be cleaned for the next meal. Chairs must be pushed in, the tables left clean, all rubbish removed and any condiments/sauces returned to the salad bar.

- If going up to the servery to take some bread, a bread plate should be used, students are not to carry bread around in their hands.
- Students must use a knife and fork and spoons when eating meals – not use fingers or make sandwiches.
- Mouths should be kept closed when eating, out of respect for the people around them.
- Students exit through the double doors at the North West end of the dining hall.
- Noise levels should be kept to a minimum – no shouting out or whistling to others in the dining hall.
- At all times, behaviour should be appropriate and no raucous, loud noises will be tolerated.
- Students must be respectful to the catering staff and mind their manners. A simple "Yes, please", or "No, thank you", and a "Thank you for the meal" at the end of the meal will be greatly appreciated.
- The big wooden table in the middle of the dining hall should be left for the staff if there are staff present.
- From time to time, students may be ushered into the neighbouring staff dining room for meals if there is a function on in the main dining hall or if there are small numbers staying in for the weekend.

Boarding House kitchens and 'tuck'

Each Boarding House has at least one kitchen or kitchenette available for students to use outside of normal meal times. Each has a fridge, microwave, toasted sandwich maker, a toaster, and boiled water for noodles, Milo, and the all-important moulding of mouthguards.

Each day, bread is brought back from the Dining Hall for the students and spreads are available in the House. Monday to Thursday mornings, milk is delivered for students to drink or add to cereals, porridge, warm drinks, etc. There is fruit available either from the Dining Hall or provided in-House.

Many of the students bring 'tuck' which is food from home that is locked in their wardrobe. Noodles, crackers, chips, and biscuits are favourites and are easily kept for the week in cupboards. Students are discouraged from bringing in perishables that require refrigeration, like yoghurt, puddings, cheese etc as students will have access to these fresh in the Dining Hall at meal times.



Laundry

Laundry is done off site at a commercial laundry company which has worked with the school for over 30 years. The key to success in laundry is putting it out often and ensure it is clearly named. Each Boarding House has its own colour laundry bags and they are washed as House sets, so your child's washing does not end up in another Boarding House within the school.

Laundry is collected on Monday to Friday at around 3am from the ablution area by our contractors. The laundry is then returned by the time the students return home from school. This means that a student can realistically put washing out on a Monday night and it will be back before their return on Tuesday. This allows sports gear to be cleaned quickly and returned. Laundry should be put out daily, and not stockpiled. Taking laundry home for parents to do in the weekend is unnecessary.

The House Manager has the task of sorting bags of laundry in the afternoons and placing laundered clothing in the students' laundry lockers, which can then be picked up by them after school or after dinner. The tendency for most Boarders is to bring too many clothes. Space is limited and it is wise not to include too much in the way of mufti.

Middlemore House has a washing machine which can be used by the girls in the House if they prefer from time to time.

It is essential all items are named and have the student's House.

A bold marker across the inside of the collar or waistband is the best - while sew on, or iron labels are the standard. Further information on the labels the school recommends can be found at: www.nameit.co.nz.

Linen

All bed linen and pillows are provided and one sheet is washed each week. Students are expected to bring their own duvet and cover which can be washed in the laundry.

Room allocation

Rooms are allocated at the discretion of the Housemaster. They are changed at the beginning of each Term and time and thought is given to where Boarders are placed. This is done to ensure Boarders have the opportunity to get to know others in their dorm that they are likely to spend a number of years with in the House. Consideration is given to: friendship, compatible study habits, supportive students with less confident ones and sport training commitments, particularly early morning schedules.



Transport

Students' arrival and departure from the Boarding House, before or after leave, is the parent/caregivers' responsibility. Once in our care transport to sporting or cultural activities is organised by the school.

When taking leave

If a student has approved leave from the House through Orah, then they will be able to leave after signing out. The student may take the train if that is preferred but we would ask that students do not return from leave by train after dusk.

School activities

If a Boarder is involved in a sporting or cultural activity that has been organised by the school then they will most likely be transported to and from by taxi or bus. These will be booked by the coach or Teacher in Charge of the activity and falls within the budget of the activity.

Student cars

Year 13 Boarding Students may be given the privilege of driving their own car to school at the start and end of each week. The use of the vehicle is heavily governed for the safety of the student and approval is given by the Housemaster.

No student may drive a motor vehicle to or from King's on a daily basis unless permission has been given by the Housemaster.

1. An evening activity such as a Choir, Glee Club, or band practice may provide an exception and Housemasters will approve when these cases arise.
2. Where transport is required for Saturday Sport, permission will be granted by the Sports Coaches concerned after a conversation with the Housemaster.
3. Use of cars during the external exam period later in the year will be limited, and will be determined by Housemasters.
4. All regular drivers of cars to King's must fill out an application form to be signed by the student's parents and returned to the School Officer, this is available on Schoolbox.
5. No driver may take other student passengers unless granted permission by the Housemaster or Sports Coach, as well as both sets of parents.
6. No cars may be parked or driven within the school grounds during the week unless they have been allocated an approved school parking space.
7. All other bona fide drivers must park outside the Hospital Road gates, on Middlemore Road or on Golf Avenue, but must still complete a driving application.
8. Cars must strictly adhere to the College speed limit of 20 kph, and show due consideration to pedestrians.

Failure to follow these rules will result in the driving privilege being withdrawn.

Duties

Each Boarding House has a list of duties that students in the House will be required to do. The tasks not only help keep the House ticking over but it also adds to a sense of belonging in caring for the place you inhabit and also emphasises a good work ethic from the students. Tasks are expected to be completed in a timely fashion and to a certain standard. Duties and tasks can cover everything from Toast Duty in the Dining Hall to emptying bedroom bins throughout the House. All jobs help keep the House running. These are completed independently and later inspected by the House Staff and/or the Prefect on Duty.

Health Centre – Te Puna Whaiora

Te Puna Whaiora, our Health Centre is an integral component of the comprehensive pastoral care service delivered at the College. Our experienced registered nurses work alongside all areas of the College to improve the hauora and wellbeing of our community.

The Health Centre, located between School House and Greenbank House, offers a 24-hour, 7-day a week service for boarding students and the care of day students during College hours. Our 24/7 service is covered by the school nursing team.

Our school nursing team uses evidence-based practice in all assessment, treatment and planning of health care provided to our students. They focus on a holistic approach to health including physical, emotional and spiritual health needs. Our nurses are skilled in educating students on health promotion and health prevention while providing tools to enable a positive health journey while at King's College and beyond.

Accessing the Health Centre

Students accessing the Health Centre during class time must have permission from their teacher. Students may present to the Health Centre without permission during break times.

After hours, a boarding student must inform their Housemaster, House Manager or Tutor on Duty before presenting to the Health Centre.

The Health Centre team will inform parents, where necessary, if their child is unwell. Where a student is too unwell to return to class or the Boarding House, a parent or Auckland based guardian will be contacted and asked to collect them from school. It is College policy that a student should be reviewed by a nurse before going home unwell.



Health and Wellbeing Assessments

Every year, the Health Centre completes an in-depth Health and Wellbeing Assessment with all new to boarding students.

These assessments play an important role in the early identification and intervention of any health and wellbeing needs a student may have during their transition period into King's College. They also allow us the opportunity to introduce students to our Health Centre.

During the assessment we use a comprehensive psychosocial assessment tool called a HEeADSSS Assessment, used to identify risk and protective factors. Like all services provided by the Health Centre, the assessment is confidential.

Services facilitated through the Health Centre

College Doctor

Our Doctor's Clinic is available before school for boarding students. A Doctor's consultation is \$25.00 charged to the students account.

College Physiotherapy

Our Physiotherapy Clinic is available for bookings after school for all students. The College's physiotherapy provider is ACC affiliated. There is a \$20.00 surcharge for each treatment under ACC and a \$40.00 charge for a private/non ACC appointment.

Health Centre - Te Puna Whaiora Contact Details

If you would like more information about the services we provide please contact our Health Centre Team.

Email: nurse@kingscollege.school.nz

Phone: +64 27 466 7744 | +64 9 276 0624



Academia, effort, and achievement within Boarding

Boarders are well-placed to apply the effort to do well in their schooling without compounding pressures. Living on site means significantly reduced travel to and from school, no need to travel before or after school sports or cultural practices, and a dedicated time each night in an environment conducive to study and developing work habits that will serve the student well in their future.

A strong work ethic that shows dedication and effort, is always heralded, as such once students meet certain standards they can apply for House Colours for their achievements. They are awarded to students during full House callovers. House Colours are separate to School Colours.

Attitude and Effort grades are also given by teachers each Term and reflect the focus and effort a student is putting into their learning. Impressive and poor effort grades both trigger processes within the Boarding environment which are outlined further in this section.

Prep

Each night Boarders have between 90 and 110 minutes of prep time. This time is focused and targeted on school work. It is vital that this time is used effectively.

Executive skills such as organisation, planning, time management, self-regulation, and accountability are required to make the most of time spent on studying. With the guiding premise that students are not passengers in their learning, students are expected to be independent learners and therefore prep time will be used to:

1. Complete work set from class during the day
2. Consolidate work already discussed or taught in class
3. Reinforce effective study habits for independent study
4. Prepare for the following day's classes (there is always prep to be done)
5. Work through assignments and assessments that are due.

It is important to note that while prep is supervised, students are ultimately responsible for completing all work set. If students have additional prep and require more time they are obviously free to use hours outside of prep where they don't have other commitments to complete all required study.

Peer-to-peer tutoring is used in all Houses with Seniors available to support younger members of the House. The majority of Boarding Tutors within the House are teaching staff within the College and will be able to help students from time to time. As mentioned earlier in this booklet under House Staff, the term Boarding Tutor means a Staff member who is in charge of supervising the House, not an academic tutor, although they can help out from time to time.

A parent may wish for their child to receive outside tutoring and this can be done one of two ways; after a conversation with the Housemaster either the tutor comes to the Boarding House or the student takes approved leave and goes off site to tutoring. If the student is listening in class, completing class work, engaging in the lesson, consolidating work during prep, and preparing for upcoming work, and checking understanding with their teachers, there should be very little need for tutoring. If these are all being done then tutoring can be helpful to support a student, allowing them to reinforce their learning at their own pace with a tutor who can support them through further development.

The College would ask parents to not contact your child during prep where possible; this time is for schoolwork and study. Refer to page 21 for more info.

Prep rules

In order to ensure the best learning environment possible there are rules in place to ensure each student has the ability to concentrate and develop key skills required to do well in their learning.

1. Prep is done in complete silence and students may not move from their rooms without the permission of the Year 13 or Boarding Tutor.
2. Doors remain open during prep.
3. Students are seated at their desks or in the prep room for Juniors or Seniors who are in need of more supervision.
4. Cellphones may not be used during prep for any reason.
5. IT devices may be used during prep time but only for prep-related subjects. These will be confiscated if they are being misused.
6. No headphone use without Year 13 or Boarding Tutor permission.
7. Late prep will be available at the discretion of the Boarding Tutor.

Misuse of prep time

Those students who are unable to use prep effectively either during prep or evidenced by staff feedback from school, will:

1. Be moved to an area within the Boarding House where they can be supervised throughout the entire prep time by a staff member or Prefect.
2. Housemaster consideration for duration of supervised prep based on feedback from teachers and/or evidenced from prep time itself.
3. Have their prep checked both before and at the end of prep time each night.
 - a. Students will have completed all set work
 - b. Written questions to check understanding when next in that class
 - c. They will be able to show evidence of preparation for each class for the following day i.e. reading, making notes, writing questions within their iPad or exercise books for the upcoming class.

House Colours

Each House at King's aims to celebrate the achievement of its students. One of the ways that we do this is through our House Colours system. House Colours do not replace King's College half colours (patches) or full colours (ties). Students are made aware of the Colours system within the House.

Reports and Attitude and Effort grades

Reports are issued at the end of each Term. Senior Students also receive written comments from teachers at the end of Terms 1 and 3 while Junior students will receive written comments at the end of Terms 2 and 4. Attitude and Effort Grades are included alongside achievement/assessment grades in these reports. Attitude and Effort is monitored closely in Boarding Houses and as this is something that all students have direct control over and obviously closely impacts achievement. Superb attitude and effort awards are recognised through Excellence and Endeavour awards at school level, and House Colours within boarding. Students who receive poor Attitude and Effort Grades are put onto the Performance List which is a process that looks to support the student in turning a corner and placing more importance on their academic achievement within the College. The same poor Attitude and Effort Grades also trigger a process within the Boarding House.

Reason for the process

Boarders at the College have the resources available to do well in their academic pursuits. The expectation is that each student will do their best in their studies. The resources available are their peers, staff, class and online resources, and dedicated prep time in the evening. The Academic Achievement within Boarding process looks to utilise these resources in an explicit way to ensure all Boarders are well supported to reach a level closer to their potential.

Attitude and Effort Grade descriptors

A - Excellent

Hard-working, enthusiastic, self-motivated, self-disciplined; proactive in seeking assistance; always striving to improve.

B - Very Good

Pleasing work ethic; asks questions in class; contributes to discussions; produces work of a very good standard (relative to his or her level of ability); behaviour is always co-operative; and commitment to study is obvious.

C - Satisfactory

Completes all required tasks including prep and assignments; work is of an acceptable standard; behaves appropriately in class; arrives prepared, and is usually punctual to class.

D - Of Concern

Prep is sometimes incomplete or assignments are submitted late; completed work is below the student's level of ability and shows little real effort has been made; sometimes ill-prepared or late for class; behaviour may be off task; student may disrupt others at times.

E - Unsatisfactory

Minimal effort; little work done inside or outside the classroom; unacceptable classroom behaviour which has required disciplinary action



Academic achievement support

In-House tutoring - peer-to-peer

Each House will have a peer-to-peer tutoring system which is set up by the Prefect in Charge of Academia and will involve Year 12 and 13 students tutoring those in other year groups, or their same year group. Year 9 students in Te Pūtake Lodge are given the opportunity to receive tutoring from Seniors within the College in order to meet their IEP needs.

This tutoring system will be required by those students who:

- are achieving significantly lower grades than they are capable of
- have gained C grades or lower in Attitude and Effort
- are on the performance list
- are deemed by the Housemaster or Boarding Tutor as needing further support in a subject area
- are motivated students who would like additional support.

The tutoring roster should be available each night over a variety of subjects. Peer-to-peer tutoring is not optional and students identified as having a need must attend.

Departmental support

Teachers and Departments within the College are open to provide extra support of students. This support can be facilitated for students by either meeting with their teacher, or a teacher from that subject area either before, during, or after school. Students can discuss their needs with their teachers and, providing these students are making the most of their class time, teachers will be more than willing to support students outside of their normal class time. Year Level Coordinators are also available to discuss academic concerns with students and Housemasters may enlist the support of a Year Level Coordinator to assist a student.

Communication with parents/caregivers

It is important to solidify the links between student, home, and school throughout their learning journey. Housemasters should make parents aware of the steps a student goes through when they are addressing any concerns with the student's academic performance.

External tutors

External tutors may be utilised by families to come into the Boarding House during evening prep to support students. This external tutoring is organised by the family and through a discussion with the Housemaster there may be an opportunity for this tutoring to take place in the Boarding House. An external tutor needs to be safety checked by the College to be in the Boarding House. This process can take a number of weeks. The College will need the correct documentation filled in by the tutor. Your Housemaster will be able to advise of the documentation. The College preference is that peer-to-peer tutors, departmental, and teacher support are sought first. External tutors will not fill the void made by a student not engaging in their learning or not being attentive in class.



Additional support for students from Teacher Mentors

Teacher Mentors engage with students who are not performing. The Teacher Mentor should take a lead role in the support of the student to improve their approach to their learning.

Interventions to support students could take the form of:

- Discussion with the student that covers:
 - The student's perceived reasons for their poor Attitude and Effort Grades, or poor grades in general
 - Specific detail from the teacher about why the grade was given i.e. disruptive behaviour, poor work habits, incomplete prep, assessment work not completed etc
 - Strategies and practices to improve in the areas that have been identified by staff
 - A strength-based assessment on the areas of the students schooling life where they are doing well and look to replicate some of these aspects across areas of poor performance.
- Communicating with the family any concerns, or praise, for the student's progress. This can be done through the report process but there may be a need for further communication outside of the report cycle.
- Sharing information with the student's Housemaster throughout the process to ensure they are aware of the work that is being done to support the student.

Leave

All leave is at the discretion of the Housemaster. As part of our commitment to student safety and wellbeing, the College will always act in the student's best interests which may impact leave arrangements. We have two systems that need to be completed for most leave. One system is for absence from Boarding and one for school absence.

School absences must go through our Attendance Officer Mrs Rhonda Daniels. If your child is going to miss any classes at school you must fill out the absence form online at our school website ([Schoolbox – Student Absence form](#)). Should you have trouble you can also contact our School Attendance Officer Rhonda at absences@kingscollege.school.nz. This is most often used if your child is going to be late back from leave and will miss class or if you are taking them out during the school day for an appointment.

Absences from the House are explained in detail below, and are applied for through our 'Orah Boarding system'. Your support in following these processes is vital as accountability of all students is paramount to a safe boarding environment.

Leave is very important in Boarding, it is the official transaction that happens between you and the House in regards to your child's care and safety. You will find that all Housemasters will be very strict around leave applications and making sure they are accurate and in on time. This is so we are very clear about when your child should be here, and when they shouldn't be. If leave isn't in on time you run the risk of your child's leave not being approved and them having to stay in for the weekend (Gated). Parents and their child must be organised in reference to leave being in on time, and in a timely manner.

Each week leave must be approved by the Housemaster. Leave is applied for in one of two ways, either initiated by yourselves as parents, or by your child. This will be done through our school leave system, Orah. Your child will already have this set up or will do so on either the first or second night they are in school. Once set up you will be notified via e-mail and an instruction sheet will be emailed to you. This system is used for any leave that you wish your child to have, whether it be overnight leave, dinner leave, weekend leave, exeat weekend leave, and leave for the holidays. Please ensure that the email address you use to register is one that you check often. This is the address that all leave notifications will go to, if you miss one it may mean your child misses out on taking leave.

Your child can initiate leave by applying via Orah, you will receive a notification and at that point you can approve, or change it if necessary. For instance, perhaps, your child has put that they are wanting to go home on Friday night but you want to pick them up on Saturday morning after their sports game. You make the necessary changes to their application and the Housemaster receives the notification to ask for the leave to be approved.

The other option is for you to initiate the leave by applying directly yourself using Orah. This can be a good option for younger students but generally speaking it is better for young people to take responsibility for submitting their leave as this is a good life skill in relation to planning and organising oneself.

Every so often leave may not be approved. The main reasons for this are either a weekend leave request being done after the due day of Wednesday at 6pm, or if your child has a discipline issue during the week and has been 'Gated' this means that your child will be spending Friday night, or in some cases the weekend, in the House due to the choices they made during the week. Leave may also not be approved if it is made in a very short turnaround such as a 4pm leave request sent in for a 5pm departure for dinner. Leave in this instance would only be granted in the case of an emergency and calling the Housemaster to discuss the situation would be important.

At times you may be busy and leave slips your mind. On the odd occasion this is understandable and it wouldn't necessarily mean weekend leave would be declined if an application came in on Thursday morning, but if this became a regular occurrence it would impact upon your child's leave application.

Our weekend schedule is heavily reliant on the correct numbers – number of meals in the dining hall, number of seats in buses, tickets for games, taxis to be ordered for excursions, number of Boarding Tutors expected on trips, bookings for activities etc – which is why leave applications must be in on time.

Guardians for international and 'out of town' students

Parents are reminded that they are required to nominate a responsible adult living in Auckland to act as an Auckland-based guardian for their child. This guardian can be called upon to collect the student if the parents are unable to. This guardian will be expected to receive the Boarder during an Exeat Weekend, or in the case of an emergency. A locally based guardian has become best practice across New Zealand Boarding Schools following the Christchurch earthquakes when supporting students became increasingly difficult with communication lines cut between families and their child.

For further information in this regard for New Zealand-based but out of town families, please ask the Head of Admissions, Mr Syms, for a copy of the guidelines to help with the selection of an appropriate guardian. Once you have selected a guardian, you should provide details of his or her name, address and phone number by completing the Guardianship Nomination Form and forwarding this to Mr Syms.

Mr Syms G.Syms@kingscollege.school.nz

For the same assistance in selecting an appropriate guardian for **international students with families based overseas**, plus assistance with visa and health insurance matters, please contact the International Student Liaison Team.

Catherine de La Mothe Fenelon c.fenelon@kingscollege.school.nz

Robbie Pickford r.pickford@kingscollege.school.nz

Get the Orah app, available through app.orah.com or your apple or android app-store.



Weekend leave

A weekend leave application is due (including parent endorsement) **no later than 6pm on the Wednesday prior to the weekend.**

Your child may take leave each weekend. There are only two departure times and two return times:

- Out on Friday after school before 6pm, or Saturday morning after breakfast
- Return on Sunday evening between 6pm - 8pm, or Monday morning between 6.30am - 8am. When returning, your child will be required to attend either an 8.30pm Sunday evening callover, or an 8.20am Monday morning call over.

These times exist so that we are able to keep track of the students and use our time effectively with the Boarders who have stayed in over the entire weekend. Boarders who stay in require organised supervision and therefore we need to make sure there are staff here when students are here. Having students depart and return at random times puts our resources under pressure and leaves your child at risk. With the departure and return times in mind the longest your child could take leave would be Friday after school until Monday morning, and the shortest leave would be Saturday morning until Sunday night. There is no other overnight option for leave i.e. no leave for out Friday and back Saturday, or out Sunday back Monday. If your child has Saturday morning Sport the leave begins when they leave for their game after breakfast.

Leave, with people other than parents or guardians: Hosted weekend leave

A hosted weekend leave application is due (including parent endorsement) no later than 6pm on the Wednesday prior to the weekend.

At times your child maybe staying with a host family for a weekend. Perhaps a student from out of town is taking leave to spend it at your home with your child. This leave is great but carries with it much more consideration and process. The Housemaster needs to be notified of the leave through Orah. This can be done through the Hosted Weekend Leave option which will prompt you to provide the additional information required. Please note the other expectations/requirements below:

As a host parent, King's College expects you to observe the following expectations.

1. You will assume the role of in loco parentis and the Boarder's health and welfare will be entrusted in your care.
2. Whilst on leave Boarders will observe all the school's rules and regulations.
3. The Boarder should only stay overnight at the host address stated on the form.
4. We advise that host parents of Years 12 and 13 students should observe a reasonable curfew that recognises you are responsible for the care of another child.
5. Host parents must carefully check all transport arrangements if the Boarder is going away from the host's house for the evening.
6. Overnight leave begins on Saturday after sport. Students are required to be back from leave by 6.30 pm for Sunday Chapel, where calendared, or otherwise at 8.30pm.
7. Host parents are only allowed to take two Boarders in total from any of the Houses e.g. 1 School House student and 1 from Parnell House = 2 Boarders.

Exeat weekend

Exeat weekend is a weekend, usually mid-term, where Boarding is closed for a long weekend. Leave for this varies slightly in that your child needs to return to the House on Monday evening between 7pm - 8pm, or Tuesday morning by 8am. Some variation exists so refer to your Housemaster's communications.

Overnight leave

Occasionally, you may have a special celebration or birthday mid-week for which you may like to have your child home with you. You would use Orah to **apply for this leave at least two days before the leave is required.** Overnight leave is from after school until 8am the following morning. This is taking into consideration the need for your child to arrive back at the House in time to prepare for the day before Chapel or school starts.

Dinner leave

This leave is used when you'd like your child home for a brief time but don't want to have to bring them back to school early in the morning. Dinner leave is from after school until 9pm. Most Houses have bed times starting from 9.30pm so this allows your child time to get ready for bed before 'lights out'. Dinner leave is also popular when you have appointments set up for your child outside of school hours, please be aware that you will need to make sure your child is fed while they are out as they will miss dinner here at school.

Dinner leave is also applied for through Orah and a two-day prior notice period is appreciated. Please be aware that for security reasons students should not catch the train back to the College at night. It is expected that after dinner leave the students are dropped back at the House by someone.



Staying in

Students staying in should inform their housemaster of their intention to remain in the house for the weekend as early as possible each week. It will be assumed that students without leave arranged prior to 6pm on Wednesday (weekend leave deadline) will be staying in for the weekend.

A weekend program for students who elect to stay in will be put in place for each weekend and will ordinarily involve one or more off-site activities.

Sickness leave, or if developed sickness while on leave

If your child needs to leave school due to being sick Te Puna Whaiora, our Health Centre, will contact you about this and the Housemaster will also be notified if your child leaves the school during the day. **Collecting your child must be organised through the Health Centre**, not via your child's request.

If they wake and are not feeling well, the House Manager will send them to Te Puna Whaiora. If they are sick during the night, the Health Centre will be contacted and your child will go there. It is important that any illness is dealt with by our Health Centre in the first instance so that we can keep track of your child's health and the management of their sickness.

If your child does need to return home with you, that is when you will need to notify the Housemaster of your child's time away from school, done through Orah. A simple leave request letting the Housemaster know when you think your child will be back is sufficient.

If your child becomes sick while in your care over the weekend, you will need to let their Housemaster know through Orah that they will not be returning to school at the time you had initially applied for. You will also need to let our attendance officer know if they will be missing any school days.

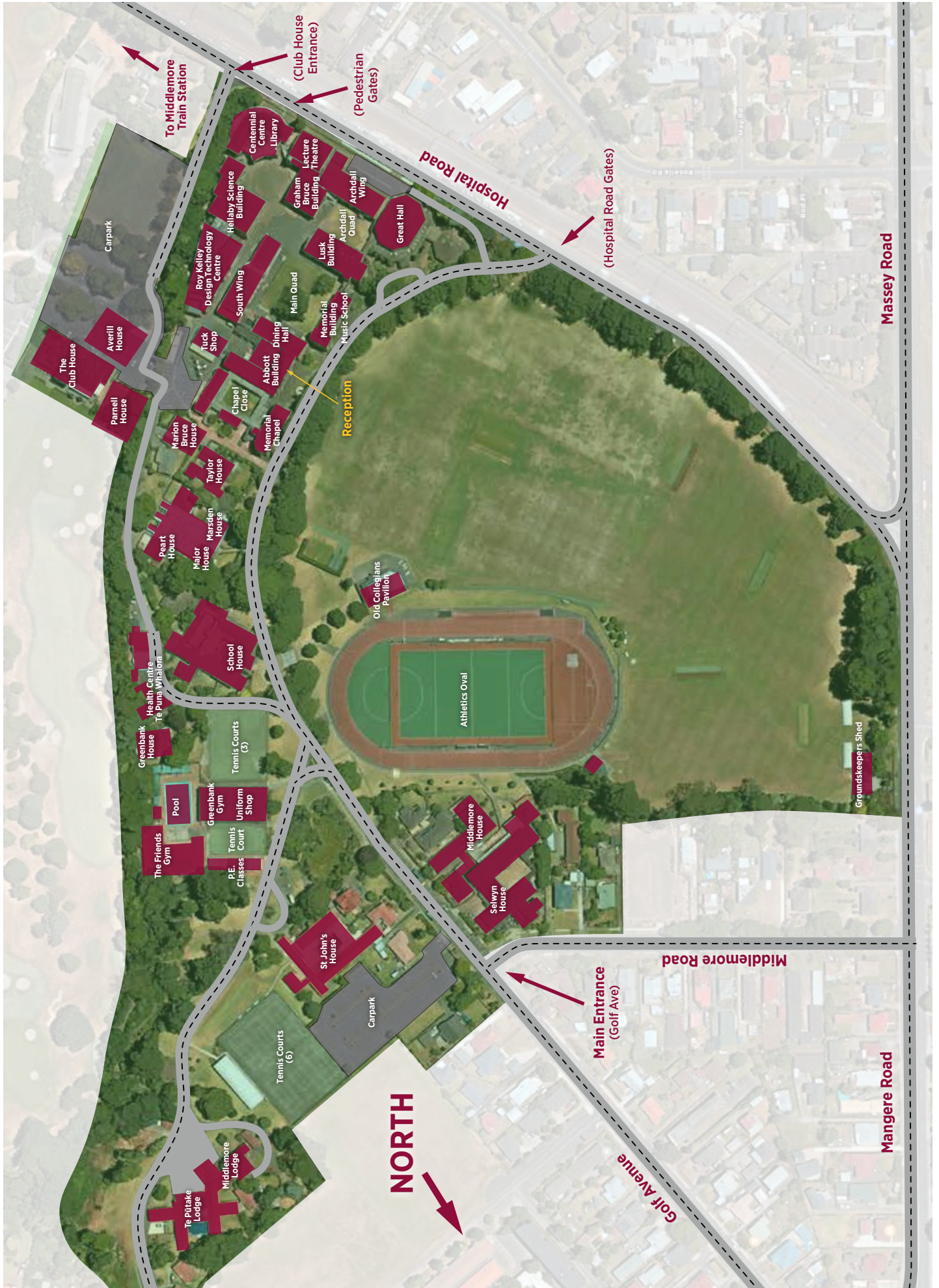
Extended leave

Housemasters are permitted to approve leave for two days during term time Monday to Friday. Any absences in excess of two School days must be approved by the Deputy Head, written applications can be made to **Mr John Payne**; j.payne2@kingscollege.school.nz. Early departure from the end of Term or late return at the start of term is discouraged. King's has an 85% attendance expectation for all students so unnecessary leave can quickly mount up.

Please CC your child's Housemaster in on the application.



Sitemap



King's College Boarding House Complaint Procedure

According to the Education (Hostels) Regulation

Complaints about:

Non-compliance with the regulations or conditions of the licence

Complaints may be from:

Students, Parents, Staff members and Board members

Complaint needs to be:

In writing or put in writing by the College or the Housemaster of the Boarding House as soon as practicable if the complainant is unable to put it in writing

Procedure for resolving complaints

1. Within 5 working days the College or the Housemaster of the Boarding House will:
 - Send an acknowledgement letter of receipt to the complainant
 - Inform the complainant of any relevant internal complaint procedures
 - Send a copy of all information held by the owner that is or may be relevant to the complaint
 - Decide whether the complaint is justified in accordance with [regulation 69](#)
2. Within 10 working days after acknowledging receipt of the complaint the College or the Housemaster of the Boarding House will:
 - Decide that the complaint is or is not justified or
 - Decide that additional time is needed to investigate the complaint. In this case the owner must determine how much additional time is needed and decide as soon as practicable whether the complaint is justified. If the additional time required to investigate the complaint is more than 20 working days, the College will inform the complainant as soon as practicable of the fact of, and reasons for, the determination and that the owner is required to decide as soon as practicable whether the complaint is justified.
3. After making a decision the College will inform the complainant of:
 - The reasons for the decision that the complaint is or is not justified; and
 - Any actions the College proposes to take; and
 - Any procedure the College has in place to enable consideration of an appeal by the complainant against the College's decision on the complainant; and
 - The role of any relevant external agency that may be available to assist the complainant or to investigate the complaint if it is not resolved to the complainant's satisfaction.

Contacts

Health Centre

024 466 7744
nurse@kingscollege.school.nz

Reception

09 276 0600
reception@kingscollege.school.nz

Absences

Please use the Absence Notification Form, linked to at the top of **SchoolBox** or **kingscollege.school.nz**.



KING'S
COLLEGE