



Prospectus for International Students

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Welcome

Welcome to Te Kāpehu Riccarton School. Our school is a full primary (Years 1-8) family orientated school. Our children are valued for their differences and individuality.

Our mission statement is that each child will reach his/her potential in a quality learning environment. We have high expectations for our children. Te Kāpehu Riccarton School is a school where learning is fun, learning is authentic, foundation skills are nurtured, teaching is high quality and children become lifelong learners. We value respectfulness, integrity, self discipline, perseverance and participation in a community.

We want Te Kāpehu Riccarton children to be able to use higher order thinking skills, self manage, relate well to others, have a sense of belonging and a desire to participate and contribute.

We strongly believe in accepting children for who they are, and where they are at, encouraging and extending them to move towards their potential and beyond. We want our students to be frequently complimented, by visitors and observers, for their enthusiasm, pleasant and courteous behaviour and positive attitude to learning. We want our children to go on to be very successful learners at high school and to be positive members of society.

At Te Kāpehu Riccarton School we offer a wide range of opportunities in sports, outdoor education and the arts. We are committed to providing the very best resources we can to ensure a quality learning environment.

We believe that your child's education is a partnership between the parents/designated caregivers, the school and the child. Good communication between all three will help the level of success. Parents/ caregivers are encouraged to be involved in school activities, as well as supporting and encouraging your child in activities in which s/he is involved.

This booklet is to help you to become familiar with our school. It is to be read in conjunction with the Te Kāpehu Riccarton School Prospectus, [website](#) and fortnightly newsletters. Please note there is a translation option that can be used to read our website content, although we cannot guarantee the accuracy of any translation provided. This facility can be accessed to the bottom right on the home page.

If you would like to know more about our school or to come in for a look, please feel free to contact me.

Te Kāpehu Riccarton School, is regularly reviewed by the Education Review Office (ERO) who publishes a summary of school performance. This is available to view on the ERO website, or by request at the school office.

Kindest regards,

Paul Irving
Principal

Te Kāpehu Riccarton School Curriculum

At Te Kāpehu Riccarton School we value the many different cultures, languages, and identities that make up our school community. We acknowledge the opportunity it creates for us to explore and develop key areas of The New Zealand Curriculum – in particular: to embed the values of diversity, equity, community and participation, integrity and respect in all that we do, to use the principles to guide all decisions we make – being mindful especially of the areas of cultural diversity, inclusion, community engagement and future focus – namely, sustainability, citizenship, enterprise and globalization.

We believe our English Language Learners should be given the knowledge and skills to participate in an age appropriate classroom (and to access its curriculum), through the use of strategies designed to accelerate their progress.

LEARNING GOALS

Through fun and challenging teaching and learning programmes students will be able to:

- Draw on the concepts and prior knowledge held in their first (or other) language
- Utilise their first language in order to acquire English
- Understand key English vocabulary and language structures underpinning key learning areas and topics across the curriculum
- Develop social and academic oral competency
- Develop proficiency in written English to show their understanding across all learning areas of the curriculum
- Become familiar with the language and customs of New Zealand, and the diverse ethnic groups that make up our school
- Access the New Zealand Curriculum at a cognitively age appropriate level, and to achieve success alongside native speakers
- Contribute to class and school programmes through the use and expression of their own culture and language

TEACHING PROGRAMMES

- Specific ESOL support (by the ESOL Teacher in withdrawal programmes) will be assigned on the basis of the stage a student is working at on the English Language Learning Progressions – Priority is given to Foundation and Stage 1 students who need explicit teaching in order to understand some of the curriculum of the mainstream class programme
- ESOL Support (administered in mainstream classrooms by the ESOL Teacher) is determined by how much additional assistance students need to acquire confidence with using and understanding the academic language being used in the class programme
The ESOL Teacher provides explicit instruction in small withdrawal groups of children with similar needs
- The ESOL Teacher provides mainstream classroom support based on identified needs
- The Classroom teachers provide differentiated instruction for ELLs to support their acquisition and understanding of key English vocab, language structures and proficiency in utilising the seven functions of language
- ELLs receive explicit instruction to understand the key English vocab, grammar and language structures, in order to develop proficiency in the use of English by embedding it within the contexts of programmes (rather than by teaching it in isolation)

Reporting on progress and achievement

Regular report comments and achievement levels are published on our digital student management system - Hero. When new comments have been published on the site, an email is sent to alert the parent / designated caregiver. Please keep up to date with reading these, and seek further dialogue as desired.

Enrolling as an International Student

State schools are funded by the New Zealand Government to provide a free education to citizens and residents. International students do not qualify for 'free education' and are required to pay fees.

The fee set by the Te Kāpehu Riccarton School Board of Trustees includes:

- The cost of employing staff supporting International Students
- A portion of the school's operational cost
- Administration
- A Crown fee (A charge imposed by the Government for the use of a state owned facility)
- Additional charges which include the annual cost to the school for being a Signatory to the Code of Practice for the Pastoral Care of International Students, and GST (Goods and Services Tax , a Government tax amounting to 15% of the total fees).

Tuition Fees

All fees are quoted in New Zealand dollars and are GST inclusive

Tuition Fee - full year—40 weeks	\$13,000.00
Tuition Fee - full term - 9,10 or 11 weeks	\$ 3,500.00
Tuition Fee - week by week	\$ 400.00

All of the above options incur a non-refundable

Administration Fee	\$ 550.00
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Additional Costs

These costs vary according to the year level a child is in.

Stationery - approximately	\$30.00-\$50.00
School/Class Trips - approximately	\$40.00
Camps - approximately	\$150.00—\$250.00

Police Vetting as per the charge/s to the school
Accommodation fees in any emergency designated caregiver placement

Compulsory for children in Years 7 & 8

Technology fee	\$452.16
Technology material fee	\$ 70.00

Please be aware, that if your child has a special learning need that requires extra support, additional fees will be charged to provide this.

Code of Practice

Te Kāpehu Riccarton School is a signatory to the Code of Practice for the Pastoral Care of International Students. A full copy of the Code can be found on the NZQA website, which can be accessed at

<http://www.nzqa.govt.nz/providers-partners/education-code-of-practice/>.

Supplementary pamphlets explaining the code are available in some international languages.

Enrolment Procedure

Te Kāpehu Riccarton School is able to enrol International Students who are living in New Zealand **with one of their own parents from the age of 5 years old**, or in the case of those living with a designated caregiver, from the age of 10 years old. However, we generally only accept enrolments for international students who will be living with a parent, regardless of whether they are over 10 years of age or not.

If a place is available at your child's age and class level, you will receive by letter, confirmation that there is a place available for your child. If you receive such a letter, you will then be required to pay the international school fees. On receipt of the fees, you will then be sent an 'Offer of Place Form', along with a receipt for the fees paid. Both of these are required by the New Zealand Immigration Department as part of your application for the issuing of a Student Permit. Full details of visa and permit requirements can be viewed on New Zealand Immigration department's website at www.immigration.govt.nz. If either parent is going to be residing in New Zealand with their child, the parent is also required to have a Guardian Visa for the same time period as the International Student Visa.

You will be asked to complete an 'Application to Enrol as an International Student', which requests information about your child, your address and contact details within New Zealand and or your home country. All international students must provide the school with a copy, in English, of a comprehensive international student travel insurance policy for the duration of the child's planned

period of study. In the case of students who will be living in New Zealand with a parent/s, the school will also require proof of a comprehensive international insurance policy for the parent/s. Any policies must include repatriation cover. We also require a copy of your passport and your child's passport with the application. In addition, to confirm acceptance of any application, the school requires copies of all Visas.

To enrol at Te Kāpehu Riccarton School, a student under 10 years of age must be living with a parent. Students over this age may live with an approved designated caregiver, chosen by the parent/s and approved by the school, who is either a relative, or a close family friend. In addition, designated caregivers must pass all relevant Police checks required in New Zealand. In addition, any other person/s 18 years or over residing at the same address, must also pass NZ Police checks. To be approved by the school as a designated caregiver, the designated caregiver must satisfy the school that the accommodation being provided meets the standards under the Code of Practice. This will include inspections of the accommodation. Please note, that under the guardian visa provisions, if your child is 10 years old or under, you are not able to leave your child (even for one night) with any other person, even if this person is a relative (e.g. grandparent, aunty, uncle...). If your child is over 10 years of age, you can leave them with another person, as long as you have already put in place a Designated Caregiver Agreement with Te Kāpehu Riccarton School, which will include a house inspection and approval of accommodation, in addition to all relevant persons having passed NZ Police checks.

On arrival and as part of orientation, you will also be asked to sign additional school agreement forms. These will include agreements about class trips and computer and internet use while at school.

If any of the details you provide at the time of enrolment change, it is your responsibility to notify the school immediately of the changes.

Conditions of Enrolment

In addition to the conditions listed here, all conditions that are part of the contract with parents, the designated caregiver agreement, the fees refund policy, grievance/complaints policy and other school policies also apply.

- 1 Students and parents/legal guardians/designated caregivers must accept and abide by rules regarding behaviour and conduct that apply to all students. Unacceptable behaviour may result in the termination of tuition.
- 2 Students must observe the laws of New Zealand.
- 3 Students must observe the conditions of their visa. If a student breaks the terms of the visa, the school will report the fact to the New Zealand Immigration Service, which may result in the student having to leave New Zealand.

- 4 Because class placements are decided on the evidence of assessment after arrival in New Zealand, all information given before enrolment about placement on courses and in classes is provisional. The school reserves the right to adjust placements and individual programmes at any time, if it is in the student's interests to do so.
- 5 The student will attend the school on all occasions when it is open, unless prevented by illness or other urgent cause.
- 6 Tuition may be terminated if the student fails to comply with the school rules or breaches the conditions of their visa.
- 7 Tuition fees will be paid in full before starting at Te Kāpehu Riccarton School, or before enrolment is renewed (whichever applies).
- 8 All additional costs (as outlined in the school prospectus) will be paid promptly, as required.
- 9 The conditions of the 'Fee Refund Policy' will be accepted. If a student withdraws from their course of study before the completion date, they may be eligible for a refund of tuition fees. The school will always investigate requests for a refund and act fairly. A copy of the fee refund policy can be found later in this prospectus. It can also be viewed and printed from the school docs website. You will need to log in using the following username and password when visiting the policies on the school docs website:

Username: *riccartonprimary*

Password: *mainsouth*
- 10 All students (and parents who will be living with them in New Zealand) are required to have comprehensive international travel and medical insurance that will cover them for the travel to and from New Zealand and the full duration of their time spent in New Zealand, including the period of their enrolment, and includes repatriation / expatriation / funeral costs in the event of unforeseen circumstances.
- 11 All international students must live in one of the following types of accommodation:
 - i) With their parents / legal guardians (proof of legal guardianship must be supplied). Birth certificates must be provided on request.
 - ii) With a designated caregiver chosen by their parents / legal guardians (only an option for children over the age of 10 years (however, please note, we prefer to only take students, even over the age of 10 years, who will be residing with at least one of their own parents).
 - iii) Please note, that in circumstances where an international student is residing with a parent on a guardian visa, and both are living in accommodation with other people (including other family members) a designated caregiver agreement may need to be considered, and the required Police Vetting completed. The school must also be

informed, prior to any other person aged 18 years or more, moving into the accommodation, as Police Vets are also required in these circumstances. Any Police Vetting fees will be charged as additional costs to international student applications.

All accommodation offered by designated caregivers must be approved by the school, as required by the Code of Practice for the Pastoral Care of International Students. An indemnity must be signed by parents giving the designated caregiver authority.

- 12 All disputes will be dealt with in New Zealand law.
- 13 The school's complaints procedure for international students will be used to deal with grievances. Most complaints can be resolved informally by discussions with the people concerned. See the attached appendix - "Guidelines for Informal Complaints", which can also be viewed on [School Docs](#). The school also has a procedure for making a "formal complaint" if an informal discussion doesn't resolve the issue. You will need to log in using the following username and password when visiting the policies on the school docs website:

Username: *riccartonprimary*

Password: *mainsouth*

- 14 Parents must inform the school of their address, telephone number and e-mail address (whichever applies). The student and/or parents must advise the school of any change/s in the contact details of the student and or parents, living in New Zealand and for any parent residing overseas.
- 15 **SHORT TERM ENROLMENTS** (3 months or less on visitor visas, only once in a calendar year) - we are able to consider short term enrolments for international students, as long as they are staying with a parent guardian for the duration of their time of enrolment. When a child is enrolled as a short term international student on a visitor visa, the parent guardian must sign their child in and out of school each day. If parent/s wish to do any travelling out of Christchurch, they must take their child with them. They must not leave their child to stay with anyone else.

Summary of the Code of Practice

What is the Code?

The Code is a document that provides a framework for service delivery by educational providers and their agents to international students. The Code sets out the minimum standards of advice and care that are expected of educational providers with respect to international students. The Code applies to pastoral care and provision of information only, and not to academic standards.

When students from other countries come to study in New Zealand, it is important that those students are well informed, safe, and properly cared for. New Zealand educational providers have an important responsibility for international students' welfare. The pamphlet provided gives a summarised overview of the "Code of Practice for the Pastoral Care of International Students" (the Code), and provides a procedure that students can follow if they have concerns about their treatment by a New Zealand educational provider or agent of a provider.

A brief summary of the Code of Practice for the Pastoral Care of International Students

The Code sets standards for education providers to ensure that:

- high professional standards are maintained
- the recruitment of international students is undertaken in an ethical and responsible manner
- information supplied to international students is comprehensive, accurate, and up-to-date
- students are provided with information prior to entering into any commitments
- contractual dealings with international students are conducted in an ethical and responsible manner
- the particular needs of international students are recognised
- international students are in safe accommodation
- all providers have fair and equitable internal procedures for the resolution of international student grievances

Who does the Code apply to?

The Code applies to all education providers in New Zealand intending to enrol, or with international students enrolled. The Code is mandatory to these providers and must be signed by them.

How can I get a copy of the Code?

Full details of what is covered can be found in the Code itself. A full copy of the Code of Practice for the Pastoral Care of International Students can be found at

https://www.nzqa.govt.nz/assets/Providers-and-partners/Code-of-Practice/Tertiary-and-International-Learners-Code-2021/NZQA_Pastoral-Care-Code-of-Practice_English.pdf

How do I know if an education provider has signed the Code?

The New Zealand Qualifications Authority maintains a register of all signatories to the Code. If the education provider that you are seeking to enrol with is not a signatory to the Code, you will not be granted a permit from the New Zealand Immigration Service and you will not be able to study at that institution.

What do I do if something goes wrong?

If you have concerns about your treatment by your education provider or by an agent of the provider, the first thing you must do is contact the principal, the international student coordinator, or another person who has been identified to you as someone that you can approach about complaints at your institution. The Code requires all institutions to have fair and equitable internal grievance procedures for students and you need to go through these internal processes before you can take the complaint any further.

If your concerns are not resolved by the internal grievance procedures, you can contact the International Education Appeal Authority (IEAA).

What is the International Education Appeal Authority (IEAA)?

The IEAA is an independent body established to deal with complaints from international students about pastoral care aspects of advice and services received from their education provider or the provider's agents. The IEAA enforces the standards in the Code of Practice.

How can I contact the IEAA?

You can write to the IEAA at:

IEAA
Tribunals Unit
Level 1, 86 Custom House Quay
Private Bag 32001, Panama Street
Wellington

Telephone: +64 4 462 6660

Fax: +64 4 462 6686

Email: ieaa@justice.govt.nz

Website:

<https://www.justice.govt.nz/tribunals/students/international-education-appeal-authority/>

What will the IEAA do?

The purpose of the IEAA is to adjudicate on complaints regarding international students. The IEAA will investigate complaints and determine if there has been a breach of the Code. The IEAA has the power to impose sanctions on education providers who have committed a breach of the Code that is not a serious breach. These sanctions include an order for restitution, publication of the breach, and / or requiring that remedial action be undertaken.

The IEAA will refer complaints that are not about pastoral care to another regulatory body if appropriate.

The education provider will be given a reasonable time to remedy the breach. If the breach is not remedied within that time, the IEAA may refer the complaint to the Review Panel.

The IEAA can determine if it considers that a breach of the Code is a serious breach. If the breach is a serious breach, the IEAA will refer the complaint to the Review Panel.

What can the Review Panel do?

The Review Panel can remove or suspend an education provider as a signatory to the Code, meaning that the provider would be prevented from taking any more international students. Only the IEAA can refer complaints to the Review Panel.

The Code also establishes the IEAA and the Review Panel to receive and adjudicate on student complaints.

Fee Protection Policy

The income derived from foreign fee paying students must be protected against the possibility of an interruption to the course. Internal procedures assist the school in monitoring income and expenditure to ensure that money is controlled appropriately.

- These fees are separately coded and audited.
- These fees are not spent in advance on the premise that future students will attend the school.
- Fees are accrued forward each month and the income is spread across the year's financial reporting.
- Monthly reporting to the board details both income and expenditure and is monitored closely. The board holds sufficient reserves to be able to refund the student's fees if necessary or because the school is unable to provide or continue a course or programme.

Fee Refund Policy

If your child withdraws from their course of study before the completion date, you may be eligible for a refund of tuition fees. The school will always investigate your claim for a refund and act fairly towards you.

The school does not refund fees if your child:

- has been asked to leave the school because of misbehaviour or poor attendance.
- wishes to transfer to another educational institution for any reason.
- has special needs that you did not identify and make explicit to the school on the enrolment form

The school will consider refunding all or part of your fees if:

- there are special circumstances, for example, the child has a serious illness or accident, or you need to return home because of the death of a family member, or after enrolment a special learning need is discovered that was not previously known about by the parent/s. You will need to supply proof in all instances.
- your child gains permanent residency during the course. You will need to provide documentation of the residency within 14 days of it being granted.

To receive a full or partial refund of fees:

You must apply in writing to the principal explaining the special circumstances of your claim within one month of your child's last day at school (or within one month of your child gaining permanent residency). If your child is leaving, you must also advise the school in writing.

If you apply for a refund before the course starts, the school will refund the fees in full, less,

- an Administration Fee.
- Costs to the school already incurred for tuition
- Components of the fee already committed for the duration of the course

- Specialist fees (if applicable)
- Appropriate proportions of salaries for teachers and support staff (if applicable)
- Costs already incurred for the use of facilities and resources
- Any other costs already incurred.

The school will only refund fees directly to you, or to an agent with written authority from you. The school will never refund fees directly to the student.

Note: The New Zealand Immigration Service will be notified if any student ceases to attend Te Kāpehu Riccarton School for whatever reason.

Absence or Withdrawal from School

If a student withdraws from school

- The parents must write to the school before the student's last day, giving the date of the final day of attendance and the reason for leaving. The school must notify the Immigration Service.
- Depending on the circumstances, the 'Fee Refund Policy' may apply. See [School Docs](#) for this policy.

If a student is not attending their course

- In the case of absences, the parent/guardian/designated caregiver must follow the normal school procedure of notifying the school in the morning of the first day of the absence, and following this up with a written note on the first day of the child's return to school. If the absence can be foretold, e.g. an appointment, then the school is to be informed in writing the day before the appointment or earlier.
- If the student is absent with no reason, then the school initially contacts the parents or designated caregiver for an explanation. If the child is being truant from school, the school will have a meeting with the parents or designated caregiver to rectify the situation. If the truancy continues, then a family meeting will be held and contingencies put in place. If this does not rectify the situation, then the enrolment will be terminated and the Immigration Service will be notified.
- If the student does not attend for more than twenty consecutive school days then the school will, in writing, notify the parents/designated caregivers that the enrolment has been terminated and will notify the Immigration Service. However, if the parents/designated caregivers have previously notified the school in writing that the child will be absent for a period of time, with the full reason for the absence explained, the place shall be held, providing all fees have been paid in full, as required.

If the student is withdrawn from or ceases to attend the school, the board of trustees will notify the New Zealand Immigration Service.

Accommodation for International Students

All international students under the age of 10 years enrolled in New Zealand schools must be living with a parent. A parent is defined as a person who is legally responsible for the child, and that the child normally lives within their home country. Children 10 years old and above may live with an approved designated caregiver. Students are expected to remain living with the parent, or a parent selected and school approved designated caregiver, for the entire time they are enrolled at Te Kāpehu Riccarton School. Changes to any living arrangements must be signalled to the school in a timely fashion and be pre-approved by the school. They must comply with the current Pastoral Care of International Students Code of Practice. It is the school's responsibility to determine the living situation of the student.

Living with Parents

When a child is living with their parent(s), the school:

- Asks for the child's passport, and the parents' passports.
- Checks and records the parents' passport guardianship visa/permit dates to ensure that they end after the student's period of enrolment. Guardianship Visa and Student International Visa expiry dates need to be the same.

Living with approved designated caregiver/s

A designated caregiver is someone selected by the parent/s and meets the approval of the school.

We will help the student maintain regular contact with their parents. Designated caregivers will ensure that

- Students are able to have weekly contact with their parents (e.g. phone calls, online chat, online video calls).
- If a student is reluctant to contact their parents, or is distressed after making contact, or if there are any other problems making contact, the designated person for pastoral care will be informed.

Please refer to school docs Accommodation Policy for International Students.

Note: The Code of Practice for the Pastoral Care of International Students does not recognise any papers signed by overseas courts or lawyers stating that parents have appointed another person as a legal guardian of their child. There are no exceptions.

Orientation and Support

The International Students' Coordinator is the main person responsible for the orientation of the students and their ongoing welfare within the school community. This is done in close liaison with the classroom teacher and the principal. Te Kāpehu Riccarton School's International Students Coordinator is Debbie Costello until July, and Amanda Skinner thereafter.

An initial orientation will be done before or during the enrolment interview with the prospective student and parents.

Translators can be arranged where necessary. These may be another child or an adult, depending upon the situation and the requirements.

Parents/caregivers and students need to know that Te Kāpehu Riccarton School has an 'Open Door' policy. You can make an appointment to see the International Students Coordinator, the classroom teacher, or the Principal to discuss any queries or concerns at any time.

Emergencies

Te Kāpehu Riccarton School is responsible for all emergency procedures during school hours.

In the event of an accident or emergency, Te Kāpehu Riccarton School will take appropriate action and you will be contacted as soon as possible by the International Students Coordinator, or the principal, or your student's agent, or your insurance company, on the emergency contact number you provided on your child's application enrolment form.

If your child has an accident and you cannot be contacted, Te Kāpehu Riccarton School or your child's designated caregiver may need to consent to urgent medical procedures on your behalf, including blood transfusions if necessary.

Coping with Problems

Grievance Procedures - as per the School docs policy - [Grievance procedure - As per School Docs](#)

You will need to log in using the following username and password when visiting the policies on the school docs website:

- Username: *riccartonprimary*
- Password: *mainsouth*

Students and their families are given information about the grievance procedures available to them in the information they receive at orientation. If our school uses a recruitment agent, we ensure they are also aware of our grievance procedures.

To help international students cope with problems, we encourage and help them to address concerns early before they turn into bigger problems. We let students know they can ask a friend to help them talk about their problem, especially if their English is not very good. In the first instance, we support international students to discuss concerns or complaints with the teacher involved. If a student doesn't want to talk to a particular teacher or is unhappy about the outcome of discussing the matter with that teacher, we help them to contact a deputy principal or the international student coordinator.

Related topics

- See [Safety and Well-being](#) for general information about how we support international students.
- See [Complaints](#) for information about **informal** and **formal** complaints at our school.

You will need to log in using the following credentials when visiting the policies on the school docs website:

- Username: *riccartonprimary*
- Password: *mainsouth*

We want you to be happy at Te Kāpehu Riccarton School. There are times however, when things do not go as smoothly or as well as we may like. Here are some ideas about what you can do about it.

If you have a concern or complaint, contact the teacher involved and discuss the matter.

If the matter doesn't involve a particular teacher, or you do not wish to contact the teacher concerned, or you are unhappy with the outcome of meeting with the teacher, contact the principal or deputy principal, or a member of the board of trustees.

We want to know about any worries or concerns you have. We will always take notes about your concerns and do our best to find solutions. If you do have a problem, please ask for help while it is still a little problem. Do not wait for it to become a big problem. If you are not confident that your English is good enough you can always bring a friend who has better English.

If an informal meeting does not resolve your concern, you may need to make a formal complaint.

Guidelines for Parents with a Complaint

If you have a complaint about a staff member, contact the person involved and discuss the matter. We ask that parents approach the staff member concerned directly, and as soon as possible, to prevent issues escalating or remaining unresolved.

If the matter doesn't involve a particular staff member, or you do not wish to contact the staff member concerned, or you are unhappy with the outcome of meeting with the staff member, contact a senior staff member or the principal to discuss further resolution.

If the matter concerns the principal and you have not resolved it by discussion with the principal, and feel uncomfortable directly approaching the principal, contact the chairperson of the board of trustees.

If an informal meeting does not resolve your concern, you can make a formal complaint.

Information about Your Rights in New Zealand

Code

Te Kāpehu Riccarton School has agreed to observe and be bound by the Code of Practice for the Pastoral Care of International Students published by the NZ Qualification Authority (NZQA). Copies of the Code are available from NZQA. Freephone 0800 697 296.

Full details of visa and permit requirements, advice on rights to employment in New Zealand while studying, and reporting requirements are available through the New Zealand Immigration Service, and can be viewed on their website at <http://www.immigration.govt.nz>.

Eligibility for Health Services

Most international students are not entitled to publicly funded health services while in New Zealand. If you receive medical treatment during your visit, you may be liable for the full costs of that treatment. Full details on entitlements to publicly-funded health services are available through the Ministry of Health, and can be viewed on their website at <http://www.moh.govt.nz>.

Accident Insurance

The Accident Compensation Corporation provides accident insurance for all New Zealand citizens, residents and temporary visitors to New Zealand, but you may still be liable for all other medical and related costs. Further information can be viewed on the ACC website at <http://www.acc.co.nz>.

Medical and Travel Insurance

Before enrolment, international students must have [appropriate and current medical and travel insurance](#) for the full period of the course in New Zealand. **Please note that some policies do not cover mental health issues, so make sure that you ask what any cover includes and excludes.**

Each signatory (school) must ensure that, as far as practicable, while an international student is enrolled with the signatory for educational instruction of 2 weeks' duration or longer, both the student and their parent guardian must have appropriate insurance covering—

(a) the student's and parent's travel—

- (i) to and from New Zealand; and
- (ii) within New Zealand; and
- (iii) if the travel is part of the course, outside New Zealand; and

(b) medical care in New Zealand, including diagnosis, prescription, surgery, and hospitalisation; and

(c) repatriation or expatriation of the student and parent as a result of serious illness or injury, including cover of travel costs incurred by family members assisting repatriation or expatriation; and

(d) death of the student or parent, including cover of—

- (i) travel costs of family members to and from New Zealand; and
- (ii) costs of repatriation or expatriation of the body; and
- (iii) funeral expenses.

Please note, Te Kāpehu Riccarton School strongly recommends that your international student insurance policy should;

- include coverage for mental health issues
- be a full comprehensive international student policy that allows for one or more parent and siblings to be included under the insurance policy.

Personnel - 2024

Principal - Paul Irving

Deputy Principal 1 0.6 / Acting Principal 0.4 - Margie Askin-Jarden

Deputy Principal 2 - Carla Taiaroa

International Student Coordinator - Debbie Costello then Amanda Skinner

Team Pātiti Leader - Leona Chambers

Space 4 Class Teacher - Leona Chambers

Space 5 Class Teacher - Beka Hayward

Space 6 Class Teacher - Haley Forrester

Space 7 Class Teacher - Maxine Blair

Space 8 Class Teacher - Hedy Ooi

Space 9 Class Teachers - Maria Goulter

Team Kāpuka Leader - Judith Kee

Space 10A Class Teacher - Jenn Ramsay

Space 10B Class Teacher - Mailinoa Elia

Space 10C Class Teacher - Judith Kee

Team Kahikatea Leader - Pete Northmore

Space 11B Class Teacher - Caleb Grace

Space 11A Class Teacher - Nicola Scott

Space 11C Class Teacher - Pete Northmore

Office Administration - Debbie Harraway, Nicola Austin

ESOL Programmes - Debbie Costello (then Amanda Skinner) Seth Tio, Margie Askin-Jarden

SENCO (Special Educational Needs Coordinator) - Carla Taiaroa

Learning Support - Karen Heap, Janette Graham, Eric Pennington, Paula Chambers, Steve Kingi-Hazel, Amy Bruce, April Rungruang, Kate Bailey, Stephanie Dobbs, Kalani Wilson

Librarian - Amy Kearns

Caretaker - Jason Quinn, Geoff Stenhouse (assistant volunteer)

Board of Trustees - Hamish Barclay (Chairperson), Vivian McFie, Aeronwy Cording, Ross Davids, Brett Parker-Western, Amelia Tukana, Paul Irving (Principal), Judith Kee (Staff Representative)

General Information

Please use this section in conjunction with the non-international Te Kāpehu Riccarton School Prospectus.

School Hours

8.55 to 3.00pm

There are several breaks during the day for eating, toileting and play

First break - 10.15-10.30am **Second break** - 11.45-12.00pm **Third break** - 1.15-1.45pm

Children are able to enter the school grounds from 8.30am. **If they arrive between 8-8.30am**, they must wait on the netball court, and **they are unsupervised**. If it is wet, they can wait on the verandah outside Room 3. Children must leave the school grounds by 3.15pm.

Children who cross at the Road Patrol must leave school as soon as they are released from their classrooms, as the patrol is only in operation until 3.15pm.

Office Hours - ph. 3485 700

8.30am to 3.30pm.

When telephoning the school or collecting items from the office, please try to do so during these hours.

School Road Patrol

The road patrol on Main South Road operates:

8.30am to 8.50am, and
3.00pm to 3.15pm

Morning Tea

Most children have a snack just before 11.45am. Please send something healthy (such as a muffin, sushi, sandwich, vege snacks...). If sending yoghurt please remember to include a spoon.

We believe sweets/chocolate/etc, are unnecessary for morning tea, and respectfully ask that they are not sent to school. We are a **'water only' school** - meaning children are to drink water only during the day, so please do not send fruit juice, soft drinks etc.

Lunch

The children are supervised to sit and eat in their classrooms for 15 minutes before or after the third break at 1.15pm. Our school is part of the 'Lunch in Schools' Programme, so a healthy lunch is provided every day for every child. All you are asked to give your child to bring to school daily is a nutritious morning tea and a bottle of water. If your child has any food allergies / intolerances / and or special dietary requirements, please notify their class teacher, so they will receive a suitable lunch for them.

Money

All money sent to school should be in an envelope with the name of the child, the amount included and details outlining what the money is intended for. This should be delivered to the school office.

Uniform

Our children take pride in belonging to Te Kāpehu Riccarton School. We believe wearing a uniform promotes a sense of belonging and pride in our school and in self. We expect all children to wear the school uniform.

Summer Uniform

Teal polo shirt (with school logo)
Dark Blue school sweatshirt (with school logo)
Black shorts
Sunhat for outside (Terms 1 & 4)

Winter Uniform

Teal polo shirt (with school logo)
Dark Blue school sweatshirt
Blue/Gray polar fleece
Black track pants

Uniforms are available from NZ Uniforms, 455 Blenheim Road, Riccarton.

Sensible footwear is essential. Should your child wear gumboots, please send another pair of shoes as well for classroom and sportswear.

Jandals are not acceptable footwear at school as they are the cause of many accidents.

Sun Safe Policy

Our school's Sunsafe Policy requires children to wear sunhats in the summer (Terms 1 and 4) when they are outside. If children do not have their hats, they will have to stay in a shaded area

Stationery

Each classroom teacher requires specific stationery for each curriculum subject. At the end of the year a list is provided detailing the books required for the following year and is available at our local Paper Plus shop in the Bush Inn. There is some stationery available from the school office. Children receiving additional ESOL support, including all International Students, will be asked at the beginning of the year, or when they arrive, to purchase an additional IB4.

Internet Usage

We actively encourage our students to be competent and confident in the use of digital technology; and aware of and able to manage the challenges and issues that go with it. These issues include safety of themselves and others, privacy, copyright, and protection of digital devices and equipment. You can view our 'Digital Technology and Cybersafety' policy on [school docs](#). You will need to log in using the following credentials when visiting the policies on the school docs website:

- Username: *riccartonprimary*
- Password: *mainsouth*

Internet usage at school is free of charge, but after school hours is your own responsibility.

We promote a [Bring Your Own Device \(BYOD\) to school policy](#). This means where at all possible, we ask that children bring their own Chromebook for their use at school. We have guidelines and suggestions for the specific Chromebooks that are suitable, and we ask that personal insurance is obtained for the device, as it cannot be covered under the school's own insurance.

Accidents

If your child has a serious accident at school, we will try to contact you immediately, and if this is not possible, we will arrange for medical attention. For this, and other reasons, please ensure we have your current telephone number and emergency contact number (family, friend, neighbour, etc.)

Absences

If your child is absent from school, please phone or text the office before 9am. Any unexplained absence will be followed up that morning. Please send an explanatory note for any absence longer than a day.

Medication

We will accept responsibility for giving your child medication when a consent form has been signed at the Office.

Medication which may be required urgently, e.g. for allergic reactions, asthma, is kept in the first aid room.

Behaviour Management

All schools have issues from time to time. We believe in managing these using positive restorative approaches, following our Positive Behaviour for Learning philosophy. All adults and children

should feel safe at school. The school has the right to expect acceptable behaviour and manners from all members. Those members who transgress must accept the responsibility for their actions.

Teachers maintain positive classroom environments and relationships with pupils. The school makes clear the expectations for acceptable and unacceptable behaviour and teaches and displays these in classrooms and other places around the school. The school always endeavours to respond appropriately to all cases of unacceptable behaviour, using referral and restorative systems.

In cases of extreme and persistent behaviour, including gross misconduct, continual disobedience, and or harmful or dangerous example to others, the school actions the procedures outlined by the Ministry of Education for the use of stand-downs, suspensions, or exclusions of pupils.

Good Health Habits

To help your child develop good, lifelong, health habits, please encourage your child to:

- Wash hands after going to the toilet.
- Brush teeth morning and evening.
- Comb hair before coming to school.
- Change socks and underwear daily.
- Eat healthy, nutritious food.

How to Support Learning at Home

We encourage you to:

- Attend all school events
- Participate in Learning Conferences with your child and their teacher/s
- Communicate regularly with your child's teacher and the ESOL Team
- Regularly check and read progress and achievement comments, provided in Hero, the school's reporting system. Please be aware that you will receive full comments via email, but by logging in to your child's Hero pages, additional information can be accessed, including current learning goals and current progress and achievement diagrams.
- Either bring your own, or request the school to provide, an interpreter if needed
- Contact us if you have any problems. Our staff are approachable and have an interest in your child's well-being and happiness.
- Support the school by teaching correct road safety rules, and how to use our Road Patrol crossing (wait for the 'cross now' statement to be said by the road patrollers).
- We encourage healthy eating at our school, and run a 'Garden to Table' programme. We ask that you provide healthy morning tea snacks that your child likes and enjoys.

Appendix

i).

Grievance Procedures

Students and their families are given information about the grievance procedures available to them in the information they receive at orientation. If our school uses a recruitment agent, we ensure they are also aware of our grievance procedures.

To help international students cope with problems, we encourage and help them to address concerns early before they turn into bigger problems. We let students know they can ask a friend to help them talk about their problem, especially if their English is not very good. In the first instance, we support international students to discuss concerns or complaints with the teacher involved. If a student doesn't want to talk to a particular teacher or is unhappy about the outcome of discussing the matter with that teacher, we help them to contact a deputy principal or the international student coordinator.

Related topics

- See [Safety and Well-being](#) for general information about how we support international students.
- See [Complaints](#) for information about **informal** and **formal** complaints at our school.

Complaints

The purpose of our complaints policy is to provide clear guidelines for the school community in raising and resolving concerns and complaints.

We have procedures in place that we follow to ensure that complaints are handled appropriately. Our procedures enable us to:

- maintain the best learning environment for our students
- resolve matters of concern early, if possible
- respond to feedback and concerns constructively
- deal with complaints fairly, effectively, and promptly
- take into account individual circumstances
- maintain confidentiality
- preserve school/community relationships and communication
- monitor and record complaints and concerns about student safety.

Most complaints can be resolved informally by discussions with the people concerned. See [Guidelines for Informal Complaints](#). The school also has a procedure for making a [formal complaint](#) if informal discussion doesn't resolve the issue.

For complaints concerning harassment, see [Harassment](#). For allegations of theft or fraud, see [Theft and Fraud Prevention](#). School employees needing to make a protected disclosure, see [Protected Disclosure](#).

Guidelines for Informal Complaints

Our primary goal is to create the best learning environment for the students of our school. We encourage open communication and prefer that parents come to us to talk through a problem rather than discuss it in the community.

These are recommended guidelines for parents making informal complaints.

1. Discuss the issue with the right person.
 - If the matter is a **general issue**, discuss it with the person concerned or a member of the management team or the principal.
 - If you have a **complaint about a staff member**, contact the person involved and discuss the matter. We ask that parents make this direct approach as soon as possible. Be prepared to make a time to discuss your complaint if the staff member is unable to talk with you straight away. Be open to listening to the other side of the story to avoid communication breakdowns.
2. If you do not wish to approach the person concerned, contact a member of the management team or the principal to resolve the matter. The principal or management team member may communicate with the staff member concerned.
 - If you have a **complaint about one of our students**, contact the student's class teacher or the principal to discuss the matter.
 - If the matter concerns the **principal** and you have not first resolved it by discussion, or you feel uncomfortable directly approaching the principal, contact the chairperson of the board of trustees.
 - If the matter concerns a **board member**, contact the chairperson of the board of trustees, or board member if it concerns the board chair.
3. If you complain to a board member, you will be encouraged to resolve the issue with the guidelines above, and the board member will inform the principal and board chair.
4. Work towards a resolution.
 - In most cases, constructive discussion will resolve the issue.
 - If you are unhappy with the outcome of your initial meeting, contact the principal, a member of the management team, or the board chair to discuss further resolution. They will consider and respond to the complaint as appropriate.

If an informal meeting does not resolve your concern or complaint, you can make a [formal complaint](#).

If a staff member is the complainant (including complaints about colleagues), the same procedure must be followed, commencing with an initial discussion with the people concerned to try to resolve matters.

Formal Complaint

If an informal meeting does not resolve your concern or complaint, you can make a formal complaint.

In the interests of fairness, any formal complaint or serious allegation must be made in writing and resolved in a timely fashion. All parties should respect confidentiality.

Follow this process:

Responsibility	Action
Complainant	<ol style="list-style-type: none">1. Put your concerns in writing, either as a signed letter or an email. Give as many details as possible, including details of efforts that have been made to resolve the issue. Include names and contact phone numbers.2. Send the letter marked Confidential to the school principal or, if the complaint is about the principal, to the chairperson of the board of trustees. The contact details are available from the school office.
Principal (if complaint is about a staff member)	<ol style="list-style-type: none">3. Acknowledge receipt of the complaint in writing or by email to the complainant. Give a copy of the complaint to the staff member concerned. Inform the chairperson of the board of trustees.
Board chair (if complaint is about the principal)	<ol style="list-style-type: none">4. Acknowledge receipt of the complaint in writing or by email to the complainant. Give a copy of the complaint to the principal.

When a formal complaint is received, the school may choose to investigate it if it is deemed serious enough to warrant it after considering the initial response from the person the complaint is about. Not all complaints require an investigation but all written complaints should be disclosed to the staff concerned at the earliest opportunity, and followed up with the complainant.

See [Investigate a Formal Complaint](#).

Relevant collective employment agreement provisions for dealing with complaints and discipline must be observed including allowing representation of staff at any meeting to discuss a written complaint.

Investigate a Formal Complaint or Serious Allegation

When a formal complaint is received (usually in writing), the school may choose to investigate it if it is deemed serious enough to warrant it after considering the initial response from the person the complaint is about. Not all complaints require an investigation but all written complaints should be disclosed to the staff concerned at the earliest opportunity.

Relevant collective employment agreement provisions for dealing with complaints and discipline must be observed including allowing representation of staff at any meeting to discuss a written complaint. All parties are supported as appropriate.

Historical allegations are responded to in the same way as contemporary ones, with the same priority.

The **School Trustees Association** or legal counsel should be contacted for advice before proceeding to investigate. The school's insurer should be notified early in the process and kept informed of progress. Consult with external agencies as appropriate (e.g. Oranga Tamariki – Ministry for Children, and/or police) to ensure any actions do not undermine other investigations.

The school will not use settlement agreements where these are contrary to a culture of child protection.

If the complaint is against the principal, the principal should not take part in the investigation. Anyone with a conflict of interest should also take no part in the investigation.

The following guidelines assist in conducting an investigation.

Responsibility

Action

Principal and chairperson of the board of trustees

1. After hearing from the party complained of, and assessing whether an investigation is appropriate, and resolving the issue of suspending any staff member:

Determine the scope of the investigation, and involvement of the board in an investigating committee.

Appoint an investigating committee if the complaint or the potential outcome of the investigation warrants it and delegate the committee responsibility to make decisions (by a board resolution), or whether you want the decision to come back to the full board.

Consider, depending on the seriousness of the issue, whether an independent or specialist investigator should be appointed to make preliminary fact findings for the board's consideration.

Note that the board cannot delegate decision-making responsibility to non-board members. It is wise to provide the investigator with clear Terms of Reference including that you are not looking for any recommendations on what you have to do next; just fact finding including, on the balance of probabilities, the investigator's view of disputed factual issues. Be aware that if the complaint involves a child, permission to interview the child must be obtained and it is often wise to appoint an investigator with some expertise in interviewing children.

Consider carefully if any investigator has a potential conflict of interest or potential for bias. Consider whether your staff or student representative is conflicted and can be legitimately excluded, and whether the principal has a particular interest in the complaint.

2. Inform the school's insurance company of the complaint and steps taken to resolve it. This is a strict insurance policy requirement to maintain cover.

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|-----------------------------------|----|--|
| | 3. | Inform the staff member involved that an investigation is planned, and the scope of the investigation. Include, if applicable, the identity of any independent investigator. |
| | 4. | Always advise the staff member in writing to seek union or legal advice and representation at an early stage. |
| Staff member concerned | 5. | Provide a written and/or oral response to the complaint. |
| Principal/investigating committee | 6. | Complete and take comprehensive notes on relevant inquiries and interviews. Note that taping such meetings is permitted, provided you advise the other party of your intention to do so. Be aware that all written material is usually accessible to all parties and normally should be disclosed (seek legal advice if unsure, or contact the Privacy Commission or Ombudsman's Office). |
| | 7. | Make detailed reports of all discussions, interviews, questions and answers. Disclose the report to the other party. |
| | 8. | Consider the staff member's written response at a formal meeting, and determine the outcome of the investigation on the balance of probability. This meeting must be a formally constituted meeting (which must be set up in writing with the staff member being afforded an opportunity to be represented. Do seek STA or legal advice in preparing this letter, and in running the meeting.) |
| | 9. | Inform the staff member in writing of a preliminary outcome, and how you reached this outcome, and invite the staff member and representative and any support person/s to a board meeting. |

At the Board Meeting (with public, and anyone with a conflict, excluded (e.g., the board's staff or student rep.)

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| Investigating committee

(if they have not delegated decision making authority) | 10. | Brief the board in committee on the scope and outcome of the investigation and preliminary findings.

Invite the staff member or a representative to respond to the findings at the board meeting. Ask any relevant questions but confine them to issues already identified. Appoint a good note taker. |
| Staff member concerned and representative(s) | 11. | Withdraw from the meeting. |
| Board of trustees | 12. | Make your decision based on factual matters, recording how you arrived at the decision, and any proposed penalty flowing from your findings. Inform the staff member of the decision. You may choose to adjourn and do this in writing depending upon the seriousness of the situation. |
| Staff member concerned and representative(s) | 13. | Make a final submission on the proposed penalty. You can choose to adjourn and do this in writing, or present to the board at this meeting. |
| Board of Trustees | 14. | Adjourn to consider the submission and then reconvene to confirm an outcome.

If it is a disciplinary sanction (including dismissal) confirm it in writing after legal advice and prior consultation with the insurance company.

You may adjourn to seek further advice or to further investigate any matter raised during the meeting. |

15. Report back to the complainant(s), reassuring them as far as possible of the steps undertaken by the board to resolve their concern, and facilitate any further steps which may be required to provide satisfactory closure.

Ensure ongoing support for the complainant during and after the investigation. If the complainant is not satisfied, the board chair should advise the complainant of further avenues, e.g., Human Rights Commission, Ombudsman, Ministry of Education, ERO, Privacy Commissioner.

16. File in a register of complaints and concerns about in and out of school behaviour and keep for 'in-committee'.

17. Determine whether a report needs to be made to the [Education Council](#), in compliance with the mandatory reporting requirements.

The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

An explanation of the Code can be found here.

<https://www.nzqa.govt.nz/providers-partners/tertiary-and-international-learners-code/know-the-code/international-school-learners/>