

# Parent Information Booklet 2024



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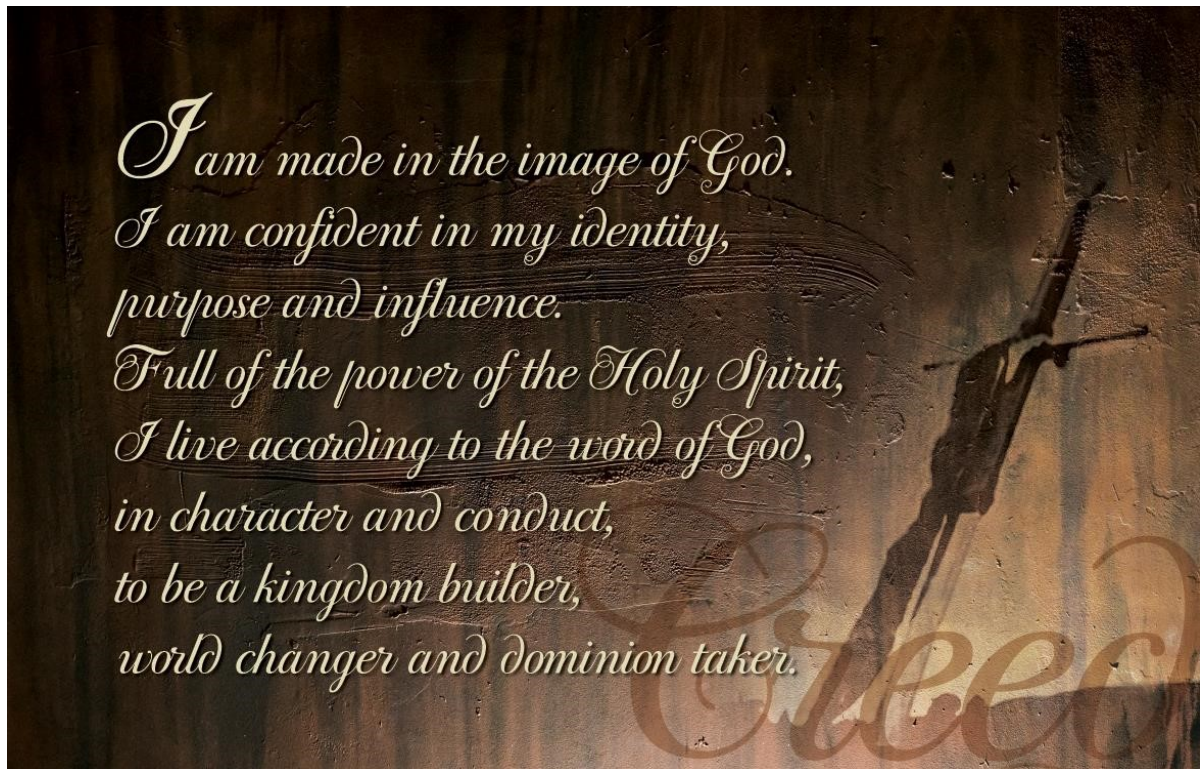
CITY IMPACT CHURCH  
**SCHOOL**

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## Contents

Absence procedures .....	7
After school procedures .....	8
After School Care .....	8
Arrival procedures before school .....	8
The Senior Qualification Pathway.....	10
Cambridge Learners.....	10
University Entrance (UE).....	11
University Entrance Minimum Requirements .....	11
IGCSE : Art and Design (0400).....	12
IGCSE : Business Studies (0450).....	12
IGCSE : English - First Language (0500).....	12
IGCSE : English - Literature (0486) .....	12
IGCSE : Geography (0460).....	12
IGCSE : History (0470).....	13
IGCSE : Information and Communication Technology (0417) .....	13
IGCSE : Mathematics (0580) .....	13
IGCSE : Sciences – Co-ordinated (Double) (0654).....	13
A & AS Level : Art and Design (9704).....	14
A & AS Level : Biology (9700).....	14
A & AS Level : Business Studies (9609) .....	15
A & AS Level : Chemistry (9701) .....	15
AS Level : English - Language (9093).....	15
A & AS Level : English - Literature (9695) .....	15
A & AS Level : Geography (9696) .....	15
A & AS Level : History (9389) .....	16
A & AS Level : Mathematics (9709) .....	16
AS Level : Media Studies (9607).....	16
A & AS Level : Physics (9702) .....	16
Communication .....	17
Parent/Teacher Interviews .....	18
Written Reports.....	18
Conduct .....	18
Homework .....	19
Junior Readers .....	20
Library Procedures.....	21

Medication.....	21
Replacement of Damaged School Books .....	22
Uniform .....	22
Scooters, Skateboards and Rollerblades .....	25
Sport .....	25
Stationery and Lockers .....	26
AS & A2 Mathematics.....	26
IGCSE, AS & A2 Art & Design.....	27
Replacements for missing or damaged Library Books are located and purchased by families as directed by the Librarian.....	27
Timetable structure for Years 0 – 6 Primary.....	28
Timetable structure for Years 11 – 13 Senior High.....	29
Transport – Bus from Mt Wellington.....	29
Tuition Fees .....	30
Tuition Fees - Payment Procedure .....	30
Website.....	31



Our school creed encapsulates our desire and purpose for each student. The school is committed to providing Christ-centred education where students grow in wisdom, knowledge and understanding, equipping them to fulfil their God-given calling.

Our vision is to be a blessing to families who entrust the care and education of their children to us; to be an extension of the home, providing excellence in learning whilst nurturing a student's character and personal development.

The school encompasses the whole vision of the church and desires to see that vision come to fruition. We believe in the very best for each student and will work with families to see students flourish as individuals and also corporately.

The guidelines below constitute a living document that will continue to develop and be refined as the school grows. Its purpose is to inform and assist parents in working in partnership with the school as we do life together and desire to see all that God has planned for each and every student come to pass.

*'They will be called oaks of righteousness, a planting of the Lord for the display of His splendour.'* (Isaiah 61:3)

## Administration

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Mrs. Becky Hemus	<a href="mailto:school@cityimpactchurch.com">school@cityimpactchurch.com</a>
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Year 7	Vonné van Niekerk	<a href="mailto:Vonne.Van-Niekerk@cityimpactchurch.com">Vonne.Van-Niekerk@cityimpactchurch.com</a>
Year 7	Trudie Roux	<a href="mailto:trudie.roux@cityimpactchurch.school.nz">trudie.roux@cityimpactchurch.school.nz</a>
Year 8	Donna Parratt (Senior Teacher)	<a href="mailto:donna.parratt@cityimpactchurch.school.nz">donna.parratt@cityimpactchurch.school.nz</a>
Year 9	Rika Kirstein	<a href="mailto:rika.kirstein@cityimpactchurch.school.nz">rika.kirstein@cityimpactchurch.school.nz</a>
Year 10	Ezra Watson	<a href="mailto:ezra.watson@cityimpactchurch.school.nz">ezra.watson@cityimpactchurch.school.nz</a>
Year 11	Matt Leigh - Hunt	<a href="mailto:matt.leigh-hunt@cityimpactchurch.school.nz">matt.leigh-hunt@cityimpactchurch.school.nz</a>
Year 12	Caroline Fann (Deputy Principal)	<a href="mailto:caroline.fann@cityimpactchurch.school.nz">caroline.fann@cityimpactchurch.school.nz</a>
Year 13	Darrell Parratt (Principal)	<a href="mailto:darrell.parratt@cityimpactchurch.school.nz">darrell.parratt@cityimpactchurch.school.nz</a>
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	Ginny Wang	<a href="mailto:ginny.wang@cityimpactchurch.school.nz">ginny.wang@cityimpactchurch.school.nz</a>

## Teaching Staff

Béanke Els	Business Studies Yrs 8 - 13, Mathematics Yr 8
Bianca de Wit	Media Studies Yrs 12 – 13
Bev Eiserman	Homeroom teacher of Year 5; Kingdom Building, English, Mathematics
Lynette Els	Homeroom teacher of Year 1; Kingdom Building, English, Mathematics, Visual Art
Sophia Evans	Science Yrs 2, 4 - 7
Caroline Fann	Deputy Principal / Homeroom teacher of Year 12 Chemistry Yrs 12 – 13, Physics Yrs 12 – 13,
Shantel Greyvensteyn	Homeroom teacher of Year 3; Kingdom Building, English, Mathematics
Luke Hasler	Music Yrs 0 – 10
Monique Holding	Homeroom teacher of Year 4; Kingdom Building, English, Mathematics
Natalie Jervis	Homeroom teacher of Year 3 Kingdom Building, English, Mathematics,
Ps Clare Jones	Science Yrs 1 & 3
Maritza Joubert	Homeroom teacher of Year 5; Kingdom Building, English, Mathematics
Rika Kirstein	Homeroom teacher of Year 9; English Yrs 8 – 10, English Language Yr 12, Drama Yrs 9 – 10
Al Lacsamana	Homeroom teacher of Year 6; Kingdom Building, English, Mathematics
Matt Leigh- Hunt	Homeroom teacher of Year 11; English Yr 11, English Literature Yrs 12 - 13, History Yrs 11 - 13
Rachel Padfield	Homeroom teacher of Year 4; Kingdom Building, English, Mathematics
Donna Parratt	Senior Teacher / Homeroom teacher of Year 8; Doctrine & Mentoring Yrs 11 - 13, History Yrs 8 - 10, Visual Art Yrs 3 – 6.
Darrell Parratt	Principal / Homeroom teacher of Year 13; Doctrine & Mentoring Yrs 11 – 13
Maria Payn	Doctrine Yrs 8 - 10
Charné Pretorius	Geography Yrs 7 – 13
Nichola Resoli	Learning Support

Shalini Reufus	Science Yrs 8 - 11, Biology Yrs 12 – 13
Trudie Roux	Homeroom teacher of Year 7; Doctrine Yr 7, Drama Yrs 5 - 8, English Yr 7, History Yr 7, Mathematics Yr 7
Andrew Saxby	ICT Yrs 7 - 11, Computer Science Yr 12
Madeleine Schoultz	Homeroom teacher of New Entrants / Year 1 Kingdom Building, English, Mathematics, Visual Art
John-Ray Tait	Physical Education Yrs 0 – 6; Drama Yrs 0 – 3
Tanya Tesnear	Homeroom teacher of Year 2; Kingdom Building, English, Mathematics, Visual Art
Vonné Van Niekerk	Homeroom Teacher of Year 7: Yr 7 Science, Yr 7 Business Studies, Kingdom Building, English, Mathematics
Ginny Wang	Art & Design Yrs 7 – 12
Sarah Watson	Homeroom teacher of Year 2; Kingdom Building, English, Mathematics, Visual Art
Ezra Watson	Homeroom teacher of Year 10; Mathematics Yrs 9 – 13

## **Absence procedures**

If your child is going to be away from school for the day please e-mail the school at **(absences@cityimpactchurch.com)** / phone the school administrator on 09 477 0302 by 9:00 am of that day and any subsequent days.

If your child is late for school then they need to sign the student tracking book which is in the administrator's office. They will then receive a late slip which they will take to their teacher. Please do not drop them directly to their classroom.

Students who need to leave school during the day need to have an email sent from a parent to the homeroom teacher and the administrator or alternatively the school may be phoned. When collecting your child please sign them out in the student tracking book and, if relevant, sign them back in upon their return.

Alternatively parents may phone the school office upon arrival at school to inform them that they collected their child. Upon return the same process may be utilised.

All requests, including family holidays, extended school holidays and special events during the school term, need to be made in writing to the Principal.



## **After school procedures**

The school day concludes at 3:30 pm for Years 0 - 10, and students need to be collected by 3:45 pm. All students will generally be dismissed from their home classroom and will leave in full school uniform, including shoes on. Lessons conclude at 3:40 pm for Years 11-13 students. Our Senior High students are required to wear their waistcoats, as part of their formal uniform, to and from school.

Students who are attending the Arts Academy classes directly after school need to be collected by a parent or nominated adult/older student. This applies to all students in Years 0 - 3.

Students who are part of a school sports team event that starts at 4:00 pm may change into their sports uniform prior to leaving school. Managers of these teams will notify the school prior to the end of the day.

## **After School Care**

After School Care is available to City Impact Church School Students. Please phone or email the school administrator to book your child/ren in. This will incur a cost of \$12.50 per session (3:30 pm – 5:30 pm). Please ensure that your child is collected **no later than 5:30 pm**.

## **Arrival procedures before school**

On Mondays, school opens at 8:00 am and the programme starts at 9:00 am. Tuesday through to Friday the school is also open from 8:00 am with the programme getting underway sharply at 8:45 am. Students are encouraged to be at school prior to 8:45 am to allow enough time to organise an efficient start to their school day. It is important that students do arrive on time as being late can be very unsettling for them and disruptive to classes that have already started.

Please note that students arriving between 8:00 am and 8:15 am can be dropped off at the designated 'before school' room which is situated in the Sanctuary classrooms.

## **Assessment**

Assessment is used all the time in the everyday process of making decisions and plays a critical role in the process of learning. Assessment, both formal and informal, is the key to identifying and measuring educational progress and achievement.

In education, there are two main forms of assessment, both formative and summative, which vary according to their purpose.

Formative Assessment is the continuous use of assessment to guide the teaching and learning process, rather than provide a summary of attainment. This is often referred to as 'assessment for learning' and enables adjustments to teaching programmes to enhance student performance. Such assessments may include but are not limited to the following;

- Day to day teaching observations
- Marking of books
- Analysis of work in progress – verbal and written



- Conferencing
- Diagnostic testing
- Anecdotal notes
- Self-evaluations
- Goal setting

Summative Assessment usually takes place at the end of a programme of learning in order to find out what has been learnt and what standard the learner has reached; what they know and don't know at a particular point in time. Such assessments may include but are not limited to the following;

- Tests
- Presentations (seminars, recitals etc)
- Examinations

The assessment of students at City Impact Church School in Years 0 – 10 is encapsulated in the Precept Document. This document is a working programme which has continual input by all members of the School teaching team. It aims to take the tenets of the Ministry of Education Curriculum guidelines and the Special Character requirements of our school and define them to provide a seamless “line upon line, precept upon precept, here a little there a little” document.

It has a threefold benefit:

It provides the teacher with a detailed checklist of precepts which are required to be taught at each level.

It enables consistency in teaching content to ensure that any teacher who joins the school is familiar with the objectives of the curriculum at a glance.

It is intended to provide an overview of each student, showing their development at a glance, so that the teacher can plan effectively to meet the curriculum objectives at the student's level.

Over the course of each term, the Precept document may be updated to accommodate approved new learning objectives to be assessed within a unit of work. The document has provision for both numeric and narrative assessment and chronological dating of genres and topics as they are taught, ensuring that every aspect of each subject area is covered.

Students from Year 11 will be assessed throughout the year on their ability to respond to the assessment goals as outlined in the CAIE Syllabi for each course offered to our students. Each syllabus reflects a view of the knowledge, understanding and skills that is appropriate to develop in students at the level being assessed.

Each syllabus includes a rationale that sets out its aims and assessment objectives, and an explanation of how the content and assessment will provide opportunities for these aims and assessment objectives to be fulfilled. This also enables teachers to evaluate our students' learning reliably and validly.

Students from Year 11 will also participate in a range of formative and summative assessments as stated above. The internal preliminary examinations will take place in August/September of Term Three. The timing of these examinations will give students the opportunity to reflect upon and evaluate where their skills, knowledge and understanding is at prior to the external October/November CAIE examination sessions.

Reports will also be issued at the end of Term Three for Years 11-13 students in order for teachers to provide specific feedback and direction to students and their families. This will also enable students to plan very clear programmes of study over the break period.

## Cambridge Assessment International Education

### The Senior Qualification Pathway

The Cambridge Assessment International Education Programme (CAIE) provides the basis for study at Years 11 – 13. Every student will also take part in a City Impact Church School Doctrine and Mentoring programme.

This system enables us to more freely teach the content covered from a Biblical worldview, encouraging our students to articulate, evaluate and justify our Christian perspective. The Cambridge system has been running for a number of years throughout the world, having established a sound international reputation of quality, reliability and academic challenge.

Cambridge qualifications prepare students for their next steps in education, work and life, with learning skills that will enable them to keep pace with an ever changing world. Cambridge qualifications also develop key skills in investigation, evaluation and problem-solving, which are important for tertiary study.

### Cambridge Learners

Cambridge programmes and qualifications develop not only content but also skills. We help learners to bridge the gap to the next stage of education and the world of work. We encourage Cambridge learners to be:

- **confident** in working with information and ideas – their own and those of others.
- **responsible** for themselves, responsive to and respectful of others.
- **reflective** as learners, developing their ability to learn.
- **innovative** and equipped for new and future challenges.
- **engaged** intellectually and socially ready to make a difference.



**IGCSE** (International General Certificate of Secondary Education) is the first level of the Cambridge examination system and is the entry point for Year 11 students. Students at City Impact Church School are required to take Mathematics, English Language and English Literature, and Coordinated Science. Students are then able to select two other subject options, giving a total of six IGCSE subjects.

**AS** (Advanced Subsidiary) courses are the first half of a two year A level (Advanced level) course. This is the stage when most students begin to specialise and is the entry point into a subject for many Year 12 and Year 13 students, providing they have the necessary Year 11 qualifications and requirements. There are some AS subjects that can be taken without an IGCSE as a prerequisite in that subject, although this needs to be considered most carefully.

**A2** courses are the second half of an A level – they upgrade an AS into a full A level qualification. These are usually taken by students keen to become specialists in a specific field and usually require that the AS course in that subject has been studied and passed (normally grade D or better).

It is expected that most Year 12 students will select a course of four AS subjects and at Year 13 a student's programme is most likely to consist of AS and A2 subjects; three in their final year.

### University Entrance (UE)

UE standards for CAIE are based on a UCAS (University and Colleges Admissions Service) Tariff system. This is determined by the following table:

Grade	Approximate mark range	UCAS points awarded		<i>Papers not meeting the passing grades of A* - E are deemed to be Ungraded (U).</i>
		A Level	AS Level	
A*	90%+	140	---	
A	80%+	120	60	
B	70% - 79%	100	50	
C	60% - 69%	80	40	
D	50% - 59%	60	30	
E	40% - 49%	40	20	

### University Entrance Minimum Requirements

For UE all students are required to meet a General Subject Standard, and reach specific standards in both Literacy and Numeracy.

**General Subject Standard;** Minimum of 150 points from A or AS levels and a minimum grade of D in each of at least three subjects equivalent to those on the approved list.

**Numeracy Standard;** Minimum grade of D in IGCSE Mathematics.

**Literacy Standard;** Minimum grade of E in any one of the AS English courses offered.

Please find below a brief synopsis of the subjects currently offered to our Years 11-13 students. Or for more information, please check <http://www.cie.org.uk/cambridge-for/learners-andparents/study-resources/>.

### IGCSE : Art and Design (0400)

The IGCSE Art and Design syllabus aims to encourage a personal response by stimulating imagination, sensitivity, conceptual thinking, powers of observation and analytical ability. Students gain confidence and enthusiasm as they develop technical skills in two and three dimensional form and composition, and are able to identify and solve problems in visual and tactile forms. Students also learn how to develop ideas from initial attempts to final solutions. An ideal foundation for further study, IGCSE Art and Design also develops a greater awareness of the role played by the visual arts in society and in history, broadening cultural horizons and individual experience. A basic kit of art supplies will be required to be purchased and maintained.

### IGCSE : Business Studies (0450)

The IGCSE Business Studies syllabus develops students' understanding of business activity in the public and private sectors, and the importance of innovation and change. Students learn how the major types of business organisation are established, financed and run, and how their activities are regulated. Factors influencing business decision-making are also considered, as are the essential values of cooperation and interdependence. Through their studies, students not only learn about business concepts and techniques but also enhance related skills such as numeracy and enquiry. The syllabus provides both a foundation for further study at A Level, and an ideal preparation for the world of work.

### IGCSE : English - First Language (0500)

Designed for students for whom English is their mother tongue, IGCSE First Language English develops the ability to communicate clearly, accurately and effectively in both speech and writing. Students learn how to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the audience being addressed. Students are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. IGCSE First Language English also develops more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.

### IGCSE : English - Literature (0486)

The syllabus enables students to read, interpret and evaluate texts through the study of literature in English. They develop an understanding of literal meaning, relevant contexts and of the deeper themes or attitudes that may be expressed. Through their studies, students learn to recognise and appreciate the ways in which writers use English to achieve a range of effects, and will be able to present an informed, personal response to the material they have studied. The syllabus also encourages the exploration of wider and universal issues, promoting students' better understanding of themselves and of the world around them.

### IGCSE : Geography (0460)

Through the IGCSE Geography syllabus, students will develop a 'sense of place' by looking at the world around them on a local, regional and global scale. Students will examine a range of natural and man-made environments, and learn about some of the processes which affected their development. They will also look at the ways in which people interact with their environment, and

the opportunities and challenges an environment can present, thereby gaining a deeper insight into the different communities and cultures that exist around the world.

### IGCSE : History (0470)

The History IGCSE syllabus looks at some of the major international issues of the nineteenth and twentieth centuries, as well as covering the history of particular regions in more depth. The emphasis is on both historical knowledge and on the skills required for historical research. Students learn about the nature of cause and effect, continuity and change, similarity and difference and find out how to use and understand historical evidence as part of their studies. IGCSE History will stimulate any student already interested in the past, providing a basis for further study, and also encouraging a lifelong interest in the subject. Both coursework and non-coursework options are available.

### IGCSE : Information and Communication Technology (0417)

The Information Communication Technology syllabus encourages learners to develop lifelong skills, which will be useful to them in their work across the curriculum and prepare them for future employment. They will develop understanding of the implications of technology in society, including social, economic and ethical uses and awareness of the ways ICT can help in home, learning and work environments.

The syllabus combines theoretical and practical studies focusing on the ability to use common software applications to solve problems, including word processors, spreadsheets, databases, interactive presentation software, web browsers and website design. Learners analyse, design, implement, test and evaluate ICT systems, ensuring that they are fit for purpose.

Assessment of the practical tests is hardware and software independent. Any hardware platform, operating system, and applications packages can be used, providing that learners have the opportunity to demonstrate the full range of skills in the syllabus.

### IGCSE : Mathematics (0580)

An essential subject for all students, IGCSE Mathematics is a fully examined course which encourages the development of mathematical knowledge as a key life skill, and as a basis for more advanced study. The syllabus aims to build students' confidence by helping them develop a feel for numbers, patterns and relationships, and places a strong emphasis on solving problems and presenting and interpreting results. Students also learn how to communicate and reason using mathematical concepts.

### IGCSE : Sciences – Co-ordinated (Double) (0654)

A double award, earning two grades, IGCSE Co-ordinated Sciences gives students the opportunity to study Biology, Chemistry and Physics within a cross-referenced, scientifically coherent syllabus. Students learn about the basic principles of each subject through a mix of theoretical and practical studies, whilst also developing an understanding of the scientific skills essential for further study. Students learn how science is studied and practised, and become aware that the results of scientific research can have both good and bad effects on individuals, communities and the environment. As well as focusing on the individual sciences, the syllabus therefore enables students to better understand the technological world in which they live, and take an informed interest in science and scientific developments.

Students can choose from a range of assessment options at AS/A level:

## Assessment Options

<b>Option 1</b>	Take all papers of the Cambridge International A Level course in the same examination session, usually at the end of the second year of study
<b>Option 2</b>	Take a 'staged' assessment route – take the Cambridge International AS Level in one examination session and complete the final Cambridge International A Level at a subsequent session*
<b>Option 3</b>	<p>Take the Cambridge Interna Once you have completed an enrolment form/s (<a href="https://www.cityimpactchurch.school.nz/enrol/">https://www.cityimpactchurch.school.nz/enrol/</a>) you can send these to us along with the required documents listed on the front page of the enrolment form, following which your application will be assessed for the possibility of an interview.</p> <p>We do run an After School Care programme from 3:30 – 5:30 just for our students in Years 0 - 8 and this is at a flat cost of \$10 per day booked. This can be a casual arrangement or booked in advance.</p> <p>Trust this helps and know that you are most welcome to have a look through the school. Any further questions please do not hesitate to ask.</p> <p>tional AS Level only. The Cambridge International AS syllabus content is half an A Level programme.</p>

### [A & AS Level : Art and Design \(9704\)](#)

The Cambridge International A Level Art and Design syllabus considers expression and communication. Learners gain an understanding of visual perception and aesthetic experience, and the ways in which art and design creates a language of its own. Most of the work for this syllabus is practical or studio based, so that learners can develop their abilities of observation and analysis of the visual world, sensitivity, skill, personal expression and imagination. They also learn how to relate their skills to an enhanced knowledge of their own cultures, past and present, as well as an appreciation of practical design problems.

### [A & AS Level : Biology \(9700\)](#)

Cambridge International AS and A Level Biology builds on the skills acquired at Cambridge IGCSE (or equivalent) level. The syllabus includes the main theoretical concepts which are fundamental to the subject, a section on some current applications of biology, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical examination. The emphasis throughout is on the understanding of concepts and the application of biology ideas in novel contexts as well as on the acquisition of knowledge. The course encourages creative thinking and problem-solving skills which are transferable to any future career path. Cambridge International AS and A Level Biology is ideal for learners who want to study biology or a wide variety of related subjects at university or to follow a career in science. Please note that the Scheme of Assessment has changed since 2005.

### [A & AS Level : Business Studies \(9609\)](#)

The Business Studies syllabus enables learners to understand and appreciate the nature and scope of business, and the role it plays in society. The syllabus covers economic, environmental, ethical, governmental, legal, social and technological issues, and encourages a critical understanding of organisations, the markets they serve and the process of adding value. Learners examine the management of organisations and, in particular, the process of decision-making in a dynamic external environment.

### [A & AS Level : Chemistry \(9701\)](#)

Cambridge International AS and A Level Chemistry builds on the skills acquired at Cambridge IGCSE (or equivalent) level. The syllabus includes the main theoretical concepts which are fundamental to the subject, a section on some current applications of chemistry, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical examination. The emphasis throughout is on the understanding of concepts and the application of chemistry ideas in novel contexts as well as on the acquisition of knowledge. The course encourages creative thinking and problem-solving skills which are transferable to any future career path. Cambridge International AS and A Level Chemistry is ideal for learners who want to study chemistry or a wide variety of related subjects at university or to follow a career in science. Please note that the Scheme of Assessment has changed since 2005.

### [AS Level : English - Language \(9093\)](#)

Cambridge International AS Level English is designed for learners who can already communicate effectively in English as it may be their first or second language. The Cambridge International AS Level English syllabus enables learners to achieve greater fluency, accuracy and confidence in the language as it is spoken and written, and improve their communication skills. They will learn how to improve their use of English in a variety of situations, understanding how to read texts and other source materials, and how to extract information, initiate conversations and respond to questions both orally and in writing.

### [A & AS Level : English - Literature \(9695\)](#)

Learners following the Cambridge International AS and A Level English syllabus will study a range of texts in the three main forms: prose, poetry and drama. Set texts are offered from a wide range of different periods and cultures. Learners will develop skills of reading and analysis of texts, and are encouraged to undertake wider reading to aid understanding of the texts studied. They will learn skills of effective and appropriate communication including the ability to discuss the critical context of texts.

### [A & AS Level : Geography \(9696\)](#)

The Geography syllabus builds upon skills gained at Cambridge IGCSE (or equivalent) level study. Learners widen their knowledge and understanding of the subject, while developing their investigative abilities and their evaluation and decision-making skills. The syllabus is wide-ranging and comprises a variety of options. For example, learners can study topics such as hydrology and fluvial geomorphology, atmosphere and weather, rocks and weathering, population change and settlement dynamics. The syllabus considers a range of environments, from tropical to arid, and



learners can also study subjects such as environmental management, global interdependence and economic transition.

### [A & AS Level : History \(9389\)](#)

The Cambridge International AS and A Level History syllabus builds upon skills gained at Cambridge IGCSE (or equivalent) level study. The emphasis is again on both historical knowledge and on the skills required for historical research. Learners develop an understanding of cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies. The flexible and wide-ranging syllabus covers six periods, ranging from the history of the Caribbean from 1794 to 1900, to international history from 1945 to 1991. Learners can also study periods from European, Asian, African and American history. Teachers choose which periods to focus on, allowing them to build a course that reflects their learners' interests and staff specialisms, or which is relevant to the local or regional context.

### [AS and A Level : Information Technology \(9626\)](#)

This syllabus encourages learners to become effective and discerning users of IT. It helps them to develop a broad range of IT skills, knowledge and understanding. Learners study the structure and use of IT systems within a wide range of organisations, including the use of a variety of computer networks. As a result, learners gain an understanding of IT system life cycles, and how these affect the workplace. They also learn about the wider impact of IT on society in general. At A Level, learners also study simple programming for the web relevant to their own use of IT.

### [A & AS Level : Mathematics \(9709\)](#)

Cambridge International AS and A Level Mathematics builds on the skills acquired at Cambridge IGCSE (or equivalent) level. The syllabus allows teachers to choose from three different routes to Cambridge International AS Level Mathematics: Pure Mathematics only, Pure Mathematics and Mechanics or Pure Mathematics and Probability and Statistics. Teachers can also choose from three different routes to Cambridge International A Level Mathematics depending on the choice of Mechanics, or Probability and Statistics, or both, in the broad area of 'applications'.

### [AS Level : Media Studies \(9607\)](#)

Cambridge International AS and A Level Media Studies is a new qualification that explores the place of the media in our everyday lives, and includes practical activities through coursework. Learners develop the valuable skills of research and managing information and projects, applying practical skills creatively, and analysing text and media products critically. Group work options are available. Assessment is through coursework and written examinations. Practical coursework tasks where learners research, plan and create their own media products could include; producing the titles and opening of a new fiction film, designing and producing a new print magazine, developing a website for a new TV channel, including advertising for its launch. Topics for study include textual analysis and representation, institutions and audiences, contemporary media regulation, global media and media in the online age.

### [A & AS Level : Physics \(9702\)](#)

Cambridge International AS and A Level Physics builds on the skills acquired at Cambridge IGCSE (or equivalent) level. The syllabus includes the main theoretical concepts which are fundamental to the subject, a section on some current applications of physics, and a strong emphasis on advanced

practical skills. Practical skills are assessed in a timetabled practical examination. The emphasis throughout is on the understanding of concepts and the application of physics ideas in novel contexts as well as on the acquisition of knowledge. The course encourages creative thinking and problem-solving skills which are transferable to any future career path. Cambridge International AS and A Level Physics is ideal for learners who want to study physics or a wide variety of related subjects at university or to follow a career in science. Please note that the Scheme of Assessment has changed since 2005.

### **Car park area**

When dropping off or collecting your children, please arrive and leave slowly and cautiously from Level 2 or in the car park spaces alongside the back entrance. Due to the number of cars in the car park at the end of the day, parents need to be aware of where their children are and support the teachers in ensuring that students are not playing in the car park areas at this time.

Students are encouraged not to play on the playground immediately after school as teachers wish to be available to parents and students need to leave promptly for after school care. It also assists parents with being able to leave without a fuss.

### **Communication**

City Impact Church School is committed to working together with parents to achieve positive outcomes for all students. At City Impact Church School our open door policy is warmly extended to parents. Parent Information evenings are held twice a year and these are designed to give all families the opportunity to be informed and involved in what is taking place during the terms. These evenings are also a great opportunity to socialise together. Parents are encouraged to attend these evenings.

The school has a number of opportunities for parents to communicate with staff through the following;

E-mail

Facebook – Private Parents Group, Public General Page

Casual or formal appointments after 3:30 pm

Parent Information Evening – held in Term 3

Parent /Teacher Interviews – held in Term 3

Written Reports – Term 2 (Years 0 – 13) Term 3 (Years 11-13) and Term 4 (Years 0 - 10)

Website – [www.cityimpactchurch.school.nz](http://www.cityimpactchurch.school.nz)

Homeroom teachers, Administration Staff and the Principal send out regular e-mail updates to keep families involved in all that is happening at the school.

If needing to deal with a difficult or delicate situation parents are encouraged to adopt the biblical process laid down in Matthew 18. The principle for resolving concerns being, in the first instance, to go to the person involved. Parents are encouraged to first discuss their concerns with the teacher. If, following the discussion, the parent feels the situation has not been satisfactorily resolved they may see the Principal.

## Parent/Teacher Interviews

Parent-Teacher Interviews are held during Terms One and Three.

These are 10 minute appointments and give parents the opportunity to discuss academic progress with subject teachers and to review overall progress to date. Parents can book a meeting with both Homeroom Teachers and individual subject teachers.

Interview bookings are managed by an on-line booking service [www.schoolinterviews.co.nz](http://www.schoolinterviews.co.nz). Parents are notified by email when this service is available.

## Written Reports

Formal written reports describing a student's achievements to date and areas to improve upon are issued as stated above. Teachers continue to make themselves available to parents at the conclusion of the year to discuss the end of year report.

At all times, the school endeavours to overcome language and cultural barriers in our communication and maintain our policies to be inclusive and equitable as well as culturally appropriate for the community we serve.

## Conduct

*“Train a child in the way he should go, and when he is old he will not turn from it.”  
(Proverbs 22:6)*

Principles of respect and dignity are central to the teaching practice of City Impact Church School, and guide our actions with regard to the management of a student's behaviour. Discipline is training, or a process by which people learn what is acceptable, desirable and pleasant for all. It is not simply punishment for breaking the rules. Discipline is encouraging an individual to be a positive influence in our society and is not done to a student, but rather for a student.

Discipline is not just being concerned with behaviour but also with character. Students are encouraged to make their own decisions based upon the Word of God. They learn to act responsibly and be accountable for their actions. The central goal of discipleship is being willing to be guided and directed inwardly by the Holy Spirit.

The ultimate aim or goal in discipline is to produce a self-governing, Christ-like student. Discipline is not therefore, a negative experience but should be seen as a positive influence in students' lives as they become more like Jesus.

There are six areas of respect and honour that students will be trained in. These include Respect for;

Authority      (*“Obey those who rule over you”* Hebrews 13:17a)

Parents      (*“Honour your mother and father, then you will live long in the land.”* Exodus 20:12)

Aged/Elder      (*“Wisdom is with aged men, and with length of days understanding.”* Job 12:12)

Peers/Siblings (“Do not seek revenge or bear a grudge against one of your people, but love your neighbour as yourself. I am the Lord.” Leviticus 19:18)

Property (“You shall not steal” Exodus 20:15)

Nature (“God blessed them and said, “Have many children and grow in number. Fill the earth and be its master. Rule over the fish in the sea and over the birds in the sky. Rule over every living thing that moves on the earth.” Genesis 1: 28)

The school intentionally manages behaviour with a positive proactive approach, which includes firm boundaries. Expectations of standards of behaviour are clearly stated. This is one of our core beliefs; that having clearly and consistently expressed guidelines provides students with a sense of security and minimises the occurrence of concerning behaviours.

Routines will be established and practised so that a calm classroom atmosphere is apparent. We treat each student with respect, tailoring discipline to meet the need of the student in a caring and loving way.

When behaviours of concern do arise, the staff will provide age appropriate feedback about why the behaviour is unacceptable, and provide guidance for appropriate actions or resolution. If the student’s behaviour continues to be of concern, despite the staff’s efforts then the teacher will advise the student’s parents and where appropriate, a joint behaviour plan will be discussed between the school and parents.

Types of behaviour that are not acceptable include;

- Defiance
- Disruptive, threatening or violent behaviour
- Use of inappropriate language
- Stealing or intentionally damaging property, including graffiti and littering
- Possessing or using tobacco, alcohol, harmful drugs or other substances
- Bringing or chewing gum

## Homework

In the Primary years, New-Entrants to Year Six, homework is an optional tool for parents to use in consultation with the teacher. Teachers are very willing to support families with this request as homework can be an effective vehicle for further connecting home and school, involving parents meaningfully and giving students mileage and reinforcement in key concepts and skills. Homework set throughout the various levels is to enable reinforcement of key concepts and skills from material taught. It will also allow for sound preparation for the teaching and learning that will take place in subsequent classroom sessions; particularly in the more senior years.

At the junior levels, or as necessary, readers are sent home with the children so that they are able to share their reading progress with their parents and have the opportunity to reinforce what they are learning in the classroom.

At Years Four, Five and Six students are also given the opportunity to complete basic facts sheets in Mathematics. If students choose to complete these sheets then they are followed up by the classroom teacher who provides feedback and further guidance when necessary.

As a school we are committed to small class sizes, quality teaching and purposeful programmes of work. This ensures that homework is not an enforced requirement throughout the younger years.

From Year Seven students receive more formalised homework. At Year Seven and Eight it will be mainly English, Mathematics, and Kingdom Building based, as appropriate, and will relate to key concepts and subject matter covered within the class programme. It is important that these year levels start to firmly establish study skill habits and be good stewards of their time in preparation for the more senior years of their schooling.

From Year Nine a wider coverage of subjects will be introduced as part of the homework expectations and from Year 11 students will receive homework in all subjects selected for study. Students are also encouraged to use their Student Diaries to record homework requirements before leaving classes.

Some assignments will be allocated more time depending on the requirements of the task. This will also be done to enable those students who are passionate about a particular area of learning to spend extra time producing work at a more in-depth and creative level. This regime should enable the student to balance commitments outside of school, including church life.

Homework set is also designed in such a manner so that essentially students can carry it out independently, although the school does encourage parents to take an active interest. All homework set needs to be completed before or by the due date specified.

Teachers also work with families throughout all year levels; if extra work is asked for by parents or reinforcement of particular skills and concepts is needed. This is done on a case by case basis.

## **Junior Readers**

Our readers are a precious resource and the students are taught and encouraged to be good personal stewards of these. Readers should always be taken home in a book bag that has a firm piece of card in it. This will help protect the longevity of the book.

Students need to return the borrowed reader before they are issued with a new reader. If the borrowed reader has not returned after the time specified, teachers will e-mail the parent concerned asking them if they could follow this up on their behalf. Alternatively the teacher may see the parent in the car park.

Misplaced readers need to be reported to the school office in order to maintain the current number of that title in the series. No readers will be sent home during the last three days of each term. Teachers will ensure that all book bags and readers are handed in before the end of each term.

## **Library**

Our Library guiding statements:

*To develop in our students a love of books, a passion to read and a thirst for knowledge*

*To support our school's reading programme and student's literacy by promoting the links between the classroom, the library and wider community*

*To provide access to a rich range of information, resources and services to our students*

## **Library Procedures**

The library is open to students in the break times to borrow and return books. To assist in the selection process, the New Entrant/ Year 1 class students will be issued books in their class time. Students can also access the Library during their allocated class period. The Library will also be open to classes and their teachers at other requested times as specified.

Students are asked not to bring food or drink into the Library and this includes during study breaks for our Year 12 & 13 students.

Students, from Year Five may borrow up to two books at one time and need to return the books within a fortnight. Other year levels may borrow one book to be returned in one week. An extended period may be issued in consultation with the Librarian. Books may also be reserved.

Students will be sent reminders via their class teacher / parents regarding overdue books. Students are asked to keep the book in their book bag (Years 0-6) and/or locker and avoid swapping books with other students. If your son/daughter has brought home a book and you are unhappy with the content, we have a procedure which you can follow. Please bring the book to the Librarian or the school office and our 'Challenged Resources' procedure will be followed to ensure your concerns are considered.

Students from Year Seven have the opportunity to become Student Librarians. This opportunity creates a chance to gain work experience, to learn new skills and take a sense of responsibility within school.

If a book is damaged beyond repair or lost then the replacement cost will be required to be covered by the parents. Parents are asked to assist their son/daughter to care for the books at home and locate overdue library books. We ask that the above guidelines are to also be followed for damaged or lost textbooks.

## **Medication**

If your son/daughter needs to be administered medicine during the school day please come into the School Reception and complete the Medicine Register upon arrival to school. A staff member will be very happy to help you with this. Staff can only administer the medicine if this process has been completed and signed off.

This process needs to indicate the number of days that medicine is required to be taken at school.

The school also requests that parents consider carefully the implications before sending an unwell child to attend school for the day. Students cannot attend if suffering from a contagious or infectious disease or if displaying the following symptoms; vomiting, diarrhoea, severe colds, coughs, conjunctivitis, high temperature or unidentified rashes.

## **Personal Technologies**

Such devices as Cell phones, smart watches, I-Phones, I-Pods, I-Pads, MP3/4 players, PSP's, etc are not to be used, or played with, by students in Years 0 – 11 during the school day. If students choose to have them in class or use them at break times the teacher will remove the device and it will be returned to the student at the end of the school day. If this behaviour is repeated then the device will be handed into the Principal and will need to be collected by the student's parent.

Essentially the above approach is to ensure that the school does not become the vehicle for the distribution of games, images, music or electronic gossip that parents may find unacceptable. It is our way of protecting all our students and leaving the decision for what is appropriate and acceptable with individual families.

At each family's discretion your son or daughter may bring any of the above devices to school, if you wish your child to have access to any of these to or from school. During the school day messages from home may be e-mailed or phoned in to the school administration team or Principal and they will ensure that messages are passed onto the students.

### **Replacement of Damaged School Books**

While the school budget allows for scheduled replacement of books due to fair usage, damaged books through accident or loss unfortunately need to be replaced outside of our available resources. The student family responsible will be asked to pay for them so that we can sort out replacement books for the next class.

Recognising normal usage of any textbook, we may ask for only half the replacement cost and we will cover the other half from our budget. The exception would be if this book was recently issued brand new. Families will be invoiced from the Finance Department.

### **Uniform**

The school uniform is compulsory and is designed to be attractive, functional and practical whilst reflecting the developmental ages and stages of the students. There are changes in style as students' progress through the various year levels. It also serves as a reminder that our students are part of an awesome and unique place.

All students are encouraged to wear their uniform with pride and a sense of identity with City Impact Church School. All items of school uniform may be worn in summer or winter as appropriate to the weather conditions.

Please be aware that no uniform item may be substituted with mufti items (e.g. a hoodie or jacket instead of the school denim jacket or blazer) and all students require the full uniform complement in appropriate sizing and condition.

Parents need to source and purchase shoes and socks/ stockings along with denim jeans and shorts for boys Years 4 - 10. Footwear needs to be polished and kept in a clean and tidy condition (please discard when they become worn out).

Jewellery is permitted as long as it is kept simple; a chain or necklace, one bracelet or bangle and a plain ring on each hand. Girls only may also wear up to two earrings in each lobe. Tattoos, facial and body piercing are not acceptable. From Year 7, girls may also wear clear nail polish and natural looking make-up including, foundation, mascara and lip gloss. False eye-lashes and nails are not part of the school uniform protocol. For all students from Year 7, hair dyeing must be kept within the normal hair colour range.

A standard of excellence is expected to be maintained at all times.



## **PRIMARY**

### **GIRLS YEARS 0 - 4**

- \*Short sleeve blouse
- \*Long sleeve blouse
- \*Pink cardigan
- \*Denim jacket
- \*Denim pinafore
- \*Pink sports t-shirt
- \*Pink sports skort

#### **Footwear:**

- \*Black or soft pink sandals (with back strap)
- \*Black or soft pink leather or leather-like boots with black, navy or pink tights; no white socks
- \*Closed-in black or soft pink leather or leather-like shoes with tights
- \*Long white knee-high socks may be worn with closed-in shoes

### **GIRLS YEARS 5 - 6**

- \*Short sleeve blouse
- \*Long sleeve blouse
- \*Pink cardigan
- \*Denim jacket
- \*Denim skirt (black or navy blue bike shorts to be worn underneath)
- \*Pink sports t-shirt
- \*Pink sports skort

#### **Footwear:**

- \*Black sandals (with back strap)
- \*Black leather or leather-like boots with black, navy or pink tights; no white socks
- \*Closed-in black or soft pink leather or leather-like shoes with tights
- \*SHORT white socks may be worn with closed-in shoes

### **BOYS YEARS 0 – 6**

- \*Short sleeve shirt
- \*Long sleeve shirt
- \*Denim shorts
- \*Denim jeans
- \*Sports T-shirt
- \*Sports short
- \*Vest

#### **Footwear:**

- \*Black sandals with back strap to be worn with shorts (no socks)
- \*White/black/blue plain ankle sports socks with closed in black shoes when wearing shorts
- \*Long black or blue socks with closed in black shoes when wearing jeans
- \*Shoes, sandals or boots need to be leather or leather-like. This means NO canvas.

- \*Avoid plastic footwear such as crocs and jellies
- \*Avoid branding on socks
- \*Avoid white or colour bands around the edge of the sole of the shoe

Note: Boys in Years 4 - 6 are to choose their own denim jeans or shorts from a local retailer. These may be a plain to slim skinny fit to a mid to dark blue denim colour with no rips, fade marks or excessive patterned stitching. The jeans should not have a draw string or be gathered at the bottom of the leg.

## **JUNIOR HIGH**

### **GIRLS YEARS 7 - 10**

- \*Short sleeve blouse
- \*Long sleeve blouse
- \*Denim skirt (black or navy bike shorts to be worn underneath)
- \*Denim jeans
- \*Red cardigan
- \*Red sports t-shirt
- \*Red sports skort
- \*Blazer

#### **Footwear:**

- \*Black sandals (with back strap) or plain black ballet flats
- \*Black closed-in shoes with short white socks or black/navy tights;
- \*Black boots with black/ navy tights; no biker-type boots or Doc Martens

Note: Girls may choose their own plain, mid to dark jeans from a local retailer. These may be a plain slim to skinny fit in a mid-blue denim colour with no rips, fade marks or excessive patterned stitching (to be the standard colour or blue stitches). Blazers are also to be worn to assemblies and trips.

### **BOYS YEARS 7 - 10**

- \*Short sleeve shirt
- \*Long sleeve shirt
- \*Denim shorts
- \*Denim jeans
- \*Sports T-shirt
- \*Sports short
- \*Vest
- \*Blazer

#### **Footwear:**

- \*Shoes, sandals or boots need to be leather or leather-like. This means NO canvas.
- \*Avoid plastic footwear such as crocs and jellies
- \*Avoid branding on socks
- \*Avoid white or colour bands around the edge of the sole of the shoe

Note: Boys are to choose their own denim jeans or shorts from a local retailer. These may be a plain slim to skinny fit in a mid to dark denim colour with no rips, fade marks or excessive patterned

stitching (to be the standard colour or blue stitches). The jeans should not have a draw string nor be gathered at the bottom of the leg.

Blazer is only to be worn with jeans and not with shorts.

## **SENIOR HIGH**

### **YOUNG ADULT WOMEN YEARS 11 - 13**

- \*White long sleeve blouse
- \*Black pencil skirt
- \*Waistcoat
- \*Tie
- \*Blazer

#### **Footwear:**

- \*Formal black leather or leather-like pump shoes, ballet flats or ankle boots (no knee-high, shin or  $\frac{3}{4}$  height, or biker type boots)
- \*Black tights are to be worn with boots

### **YOUNG ADULT MEN YEARS 11 – 13**

- \*White long sleeve shirt
- \*Black trouser
- \*Waistcoat
- \*Tie
- \*Blazer

#### **Footwear:**

- \*Formal black leather or leather-like dress shoe with black long socks only

Note: For our young adults, the waistcoat is to be worn to and from school. Blazers are to be worn at school assemblies, formal events and trips.

## **Scooters, Skateboards and Rollerblades**

Students are welcome to bring these to school to use at break times on the Level 1 (Years 0 – 4) and Level 2 (Years 5 up) car park areas. These areas are chained off during the school week. It is important that students also bring their helmets. They are welcome to store their gear at school during the week although it does need to be taken home over the weekends.

## **Sport**

For all of the offsite sport sessions students need to wear closed in sports shoes, unless otherwise stated. This is a requirement of most venues we use. It is also important that students remember their P.E. gear for these sessions. For specific sports lessons students may also wear white sports socks instead of the school navy or black.

## Stationery and Lockers

At present, all stationery items and text books are included as part of the school fees for Years 0 - 6. These will be distributed to the students as needed for classroom use. Parents are not required to cover or Duraseal their children's exercise books.

As part of recognising what is age and stage appropriate, Years 7 - 13 students are to have their own pencil cases and stationery. Years 9 - 13 will also require 3 x A4 durable, Lever-Arch ring binders for home and school use.

### Stationery requirements 2023 (Years 7 – 13)

Students in Years 7 - 13 are required to have the following essential items including;

- 3 x A4 Lever-Arch ring binders with dividers, and a set of copysafe pockets (A4, clear) (Yrs 9 – 13);
- 4 x Refill (Years 9 – 13)
- 1 x Reflection Journal, A4 or A5 (Years 7 – 13)
- 1 x FX82 Calculator (Years 7 – 11)
- 1 x Full Circle (small) Protractor (Years 7 – 11)
- 1 x Compass (Years 7-11)
- 4 x blue pen
- 2 x red pen
- 2 x black pen
- 1 x HB pencil
- 1 x eraser
- 1 x sharpener
- 1 x small packet of coloured pencils
- 4 x glue sticks
- 1 x 30cm ruler
- 1 x scissors

This all needs to be able to fit into a pencil case and be brought to school on a daily basis as equipment and stationery items are not provided by the school at these levels. Students of this age are expected to be self-governing in this area and replenish their supplies when necessary. Parental support in this area to ensure that equipment stays up-to-date is most appreciated. Any other stationery items are optional.

Students are allocated lockers to store their school bags, shoes and belongings each day. Just a reminder that parents need to purchase their child's own school bag, lunchbox and drink bottle. While there are no stipulations regarding the style and colour of these items, parents are encouraged to be discerning about the motif designs available and whether they are appropriate or not.

### Stationery requirements for Specialist Subjects

#### AS & A2 Mathematics

Year 12 and 13 students taking AS and A2 Mathematics will be *required to purchase a specific calculator through the school* at a cost of \$70.

## IGCSE, AS & A2 Art & Design

Year 11 – 13 Art & Design students will be required to purchase an 'Art Start-up Kit' for the beginning of their first year of study. This kit should be maintained during the year.

As well as this, Art students are required to pay a fee of \$250 per year. This fee covers art materials supplied by the school, as well as partially covering the return of Cambridge level art. The significant balance of this fee is covered by the school.

The Art & Design teacher will instruct further items as required by individual students as the year progresses. The minimum start-up kit is listed below and can be purchased from Gordon Harris Art Supplies (10% discount on the presentation of a student ID).

- 1 x A1 Cardboard Folio
- 1 x A4 Visual Diary
- 1 x Box of Charcoal
- 2 x set of student grade Pebeo Acrylic Paints (Red, Yellow, Blue, Black, White)
- 1 x set of hog-hair and soft hair paint brushes
- 1 x set of Drawing pens
- 1 x set of various grade graphite pencils
- 1 x purple masking tape
- 1 x small can spray adhesive

### **Missing or damaged books**

Replacements for missing or damaged Library Books are located and purchased by families as directed by the Librarian.

### **Sun Protection**

During Term 1 and 4 in particular, students (Years 0-8) are expected to be wearing hats at break times and outdoor sports events or school activities. It is desirable that the older students honour this, not only for their own protection, but also as role models for the younger ones. Students are also encouraged to apply sunscreen and may wear sunglasses. With younger students it is a good idea to apply the sunscreen before they get to school, especially for the outdoor sports sessions.

## 2024 SCHOOL TERM DATES

<b>PRIMARY / JUNIOR HIGH</b> (Years 0 – 10)	<b>SENIOR HIGH</b> (Years 11 – 13)
<b>TERM 1:</b> 01 February – 12 April; Years 1 – 6  01 February – 12 April; Years 7 – 10	<b>TERM 1</b> 30 January – 12 April
<b>BREAK 1</b> 13 April – 28 April (Easter is not included as part of this break)	
<b>TERM 2</b> 29 April – 05 July	<b>TERM 2</b> 29 April – 05 July
<b>BREAK 2</b> 06 July – 28 July	
<b>TERM 3</b> 29 July – 27 September	<b>TERM 3</b> 29 July – 27 September
<b>BREAK 3</b> 28 September – 13 October	
<b>TERM 4</b> 14 October – 06 December	<b>TERM 4</b> 14 October – 29 November

### Timetable structure for Years 0 – 6 Primary

Periods	Monday	Tuesday - Thursday	Friday
<b>School Open</b>	<b>FROM 8:00</b>	<b>FROM 8:00</b>	<b>FROM 8:00</b>
		08:45 – 09:00 (Praise & Worship)	08:45 – 09:20 (Assemblies)
<b>1</b>	09:00 – 09:55	09:00 – 09:55	09:20 – 10:10
<b>2</b>	09:55 – 10:50	09:55 – 10:50	10:10 – 11:00
<b>1<sup>st</sup> BREAK</b>	<b>10:50 – 11:30</b>	<b>10:50 – 11:30</b>	<b>11:00 – 11:30</b>
<b>3</b>	11:30 – 12:30	11:30 – 12:30	11:30 – 12:30
<b>4</b>	12:30 – 01:20	12:30 – 01:20	12:30 – 01:20
<b>2<sup>nd</sup> BREAK</b>	<b>01:20 – 02:00</b>	<b>01:20 – 02:00</b>	<b>01:20 – 02:00</b>
<b>5</b>	02:00 – 03:00	02:00 – 03:00	02:00 – 03:00
Homeroom & Duties as applicable	03:00 – 03:30	03:00 – 03:30	03:00 – 03:30
<b>Pick up</b>	<b>BY 3:45</b>	<b>BY 3:45</b>	<b>BY 3:45</b>

### Timetable structure for Years 7 – 10 Junior High

Periods	Monday	Tuesday - Thursday	Friday
<b>School Open</b>	<b>FROM 8:00</b>	<b>FROM 8:00</b>	<b>FROM 8:00</b>
		08:45 – 09:00 (Praise & Worship)	08:45 – 09:20 (Assemblies)
<b>1</b>	09:00 – 09:55	09:00 – 09:55	09:20 – 10:10
<b>2</b>	09:55 – 10:50	09:55 – 10:50	10:10 – 11:00
<b>1<sup>st</sup> BREAK</b>	<b>10:50 – 11:30</b>	<b>10:50 – 11:30</b>	<b>11:00 – 11:30</b>
<b>3</b>	11:30 – 12:30	11:30 – 12:30	11:30 – 12:30
<b>4</b>	12:30 – 01:20	12:30 – 01:20	12:30 – 01:20
<b>2<sup>nd</sup> BREAK</b>	<b>01:20 – 02:00</b>	<b>01:20 – 02:00</b>	<b>01:20 – 02:00</b>
<b>5</b>	02:00 – 03:00	02:00 – 03:00	02:00 – 03:00
Homeroom & Duties as applicable	03:00 – 03:30	03:00 – 03:30	03:00 – 03:30
<b>Pick up</b>	<b>BY 3:45</b>	<b>BY 3:45</b>	<b>BY 3:45</b>

### Timetable structure for Years 11 – 13 Senior High

Periods	Monday	Tuesday - Thursday	Friday
<b>School Open</b>	<b>FROM 8:00</b>	<b>FROM 8:00</b>	<b>FROM 8:00</b>
		08:45 – 09:00 (Praise & Worship)	08:45 – 09:20 (Assemblies)
<b>1</b>	09:00 – 09:55	09:00 – 09:55	09:20 – 10:10
<b>2</b>	09:55 – 10:50	09:55 – 10:50	10:10 – 11:00
<b>1<sup>st</sup> BREAK</b>	<b>10:50 – 11:30</b>	<b>10:50 – 11:30</b>	<b>11:00 – 11:30</b>
<b>3</b>	11:30 – 12:30	11:30 – 12:30	11:30 – 12:30
<b>4</b>	12:30 – 01:20	12:30 – 01:20	12:30 – 01:20
<b>2<sup>nd</sup> BREAK</b>	<b>01:20 – 01:50</b>	<b>01:20 – 01:50</b>	<b>01:20 – 01:50</b>
<b>5</b>	01:50 – 02:45	01:50 – 02:45	01:50 – 02:45
<b>6</b>	02:45 – 03:40	02:45 – 03:40	02:45 – 03:40
<b>School Finish</b>	<b>3:40</b>	<b>3:40</b>	<b>3:40</b>

### Transport – Bus from Mt Wellington

City Impact Church School operates a transit van from our Mt Wellington (385 Mt Wellington Highway) at 7.45 am Monday to Friday during school terms. It will leave our North Shore Campus by 4:00 pm to return students to Mt Wellington. All students must be collected by 4.30 pm.



Parents must contact the driver by 7.30 am if a student does not require a lift on any given day. Absence procedure should still be followed to notify the school.

## **Transport - Student Driving**

Students on a restricted or full drivers licence are required to present this to the school administrator for copying and filing in the appropriate student file.

Parents need to provide written permission that approves their son or daughter driving to and from school. This can be done as an email to the school administrator who will keep this on record.

Students who drive motor vehicles or motorcycles to school or to school fixtures of any sort (including sports practices and games) must obey the relevant traffic regulations relating to the vehicle being driven and the terms and conditions of their drivers licence.

Students are not to travel in other students' vehicles (to/from school, school events and fixtures) unless they have their parent's permission and the driver of the vehicle is fully licenced and has the permission of their parents to take passengers.

All Students are to park their vehicles on the Level 3 car park, opposite the main school block.

## **Tuition Fees**

Being a non-integrated private Christian school, we are significantly funded through student fees. Fees include the payment of stationery, sport tuition and excursions. It does not include uniform, camp fees or external examination costs.

For a full fees schedule, email : [school@cityimpactchurch.school.nz](mailto:school@cityimpactchurch.school.nz)

Cambridge Examinations are invoiced to families during Term 2 for payment prior to the commencement of the student's first examination. Costs vary due to exchange rate at approximately \$120.00 per subject, noting that IGCSE Co-ordinated Science is a double award so is charged out as 2 separated subjects. Art & Design students are also required to partially cover the cost of transporting their portfolios to England for marking at an approximate cost of \$100.00 (included in the Art fee). Parents may wish to consider planning for these costs during the year and should contact the Finance department to make arrangements.

For families with more than one child attending the school the following discounts apply; 10% for the second child, 20% for the third and 40% for subsequent children.

Parents should inform the school one term in advance of any change in their child's enrolment (withdrawal from the school). Failure to do so may require parents to pay a term's fees for each child in lieu.

## **Tuition Fees - Payment Procedure**

Fees are to be paid either in a lump sum at the start of the new year **or** through a weekly automatic payment process as outlined in the yearly fees schedule. This regular AP must ensure all fees are paid by the 31<sup>st</sup> of December so setting it up to cover a full 52 weeks will result in the smallest weekly

payment amount. An automatic payment form is provided by the school to assist families with this process.

An invoice/statement will be sent out by email at the end of each term.

### **Tuition Fees - Non-Payment Process**

If a school fee account is overdue by less than \$500 it will be assumed that this will be rectified by the following month. If a school fee account remains overdue it will be brought to the attention of the Financial Controller and followed up with the family. It would be most appreciated if parents would proactively contact the Finance Department, either Ps Graham Burger or Kay Kanaris to discuss any concerns.

### **Website**

Feel free to visit our website for more information on our school :

[www.cityimpactchurch.school.nz](http://www.cityimpactchurch.school.nz)