



ROSMINI COLLEGE RELIEVER HANDBOOK 2026

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CATHOLIC CHARACTER

- Teachers are expected to uphold the Catholic Character of the School. Teachers who are Catholic are encouraged to take an active role in School Masses and Liturgies.
- Assistance can be given as a Minister of the Eucharist, a reader or helping with organisation of Masses.
- Teachers are expected to at least read a daily prayer to their first period class and to participate in the weekly staff prayer roster.
- Teachers must ensure their teaching reflects a Catholic Christian perspective and should seek advice from the Director of Religious Studies if unsure.

Antonio Rosmini

Antonio Rosmini is the founding father of the Rosminians and Rosmini schools worldwide. Rosmini was born into a Catholic family in Italy on 24 March 1797 and baptised a day later.

When he was 16 years old, in 1813, he wrote in his diary, “The year is for me a year of grace. God has opened my eyes to many things, and I have learned that there is no other wisdom but in God.” This experience caused Antonio Rosmini to realise that God was calling him to a life of service and the priesthood.

Antonio Rosmini was ordained a priest in 1821. He became very devoted to his work and the way he celebrated Mass impressed many people. His writings became very popular, and he became well-known and greatly admired in the Catholic Church. In 1828 Rosmini founded the Institute of Charity and in 1837 the constitutions of the institute were approved by Pope Gregory XVI.

Throughout the 1830s Antonio Rosmini wrote his two most famous works; ‘Five Wounds of the Church’ and ‘The Maxims of Christian Perfection’. These six maxims are represented by the 6 stars on our school crest;

- To desire to please God that is to be just.
- To delight with Jesus Christ and His Church.
- To give wholly to God’s providence.
- To regard myself in little account.
- To be guided in all things in a Spirit of wisdom.
- To be faithful in everything we have to do and do it to our best.

From his reading and learning, Rosmini formulated his ‘Principle of Passivity’ where he would be ready to undertake any work of charity, but only so long as it was God's Providence that presented it. In the meantime, he would immerse himself in the commitment to continual conversion and apply himself to putting things right in his life. From this, Rosmini



developed his personal spirituality which also became the rule of his religious Institutes. The starting point for this rule was 'to seek the salvation and perfection of my own soul is the one thing necessary' or, 'It is my bounden duty in life to try to become a better person.' Rosmini sometimes wrote that we should 'think big!' (pensare in grande). What he meant was not that we should have grandiose ideas, but that we should never lose sight of our main aim - to serve God by becoming a better person.

In 1994 the Congregation for the Causes of the Saints gave their approval to the beginning of the process for the Cause of Beatification of the Servant of God, Antonio Rosmini. Finally, in November 2007 he was beatified by Pope Benedict XVI in Novara, Italy. This is why we finish our school prayer with Blessed Antonio Rosmini and we hope one day we can call him St Antonio Rosmini.

School Prayer

Lord,

Help us to be a school of dignity, integrity and fairness as we try to live out the maxims of Antonio Rosmini;

to desire only, without limits,

to please God and to be just,

to direct our thoughts and actions to the glory of God's Church

to accept calmly what God wills for us

Through Christ our Lord,

Amen

Traditional Prayers

Sign of the Cross - English:

In the name of the Father,

and of the Son,

and of the Holy Spirit.

Amen.

The Lord's Prayer:

Our Father who art in heaven,
hallowed be thy name.

Thy kingdom come,

Thy will be done

on earth, as it is in heaven.

Give us this day our daily bread,

and forgive us our trespasses,

as we forgive those who trespass against us,

and lead us not into temptation,
but deliver us from evil.
Amen.

Hail Mary:

Hail, Mary, full of grace,
the Lord is with thee.
Blessed art thou amongst women
and blessed is the fruit of thy womb, Jesus.
Holy Mary, Mother of God,
pray for us sinners,
now and at the hour of our death.
Amen.

Sign of the Cross - Maori:

Ki te Ingoa o te Matua,
o te Tamaiti,
o te Wairua Tapu.
Amene.

Ke te Patere:

E to mātou Matua i te rangi kia whakatapua tōu ingoa,
kia tae mai tōu rangatiratanga,
kia whakarite tōu hiahia i te whenua kia pēra anō i tō te rangi.
Homai ki a mātou āiane he taro mā mātou mō tēnei rā.
Whakakāhoretia ō mātou hara, me mātou e whakakore nei i ngā hara o te hunga e hara ana
ki a mātou.
Kaua mātou e tukua kia whakawaia, engari whakaoranga mātou i te kino.
Āmene.

Ko te awa e Maria:

Awe Maria e ki ana koe,
e te keretia,
kia koe e te Ariki,
kia whakapaingia koe.
I roto i nga wahine ae whakapaingia hoki.
A Hehu te hua o tou kopu.
Hata Maria te Matua wahine o te Atua
inoi koe mo matou mo te hunga
e hara ana aiane a te hoara o toku matenga rawa.
Amene.



School Anthem

Mighty Overseer, may we live within Your bounds
Lead us to victory,
Teach us how to love

Chorus

We are called to walk in the light
We are strengthened through Christ
We will stand for what is right
We are men
We are one
We are true Rosminians

Father, glory given,
Teach us to be true
Our talents and our strengths,
May we use to honour You

Chorus

God of pow'r and might,
May we go forth from this place
Filled with the Spirit,
As we build a world of faith

Chorus

We are men
We are one
We are true Rosminians



College Chapel And Masses

A voluntary lunchtime Mass is said every Wednesday in the chapel at lunchtime. A bell will ring three times to indicate mass is starting.

The chapel is kept open for staff who may wish to use it for a period of quiet reflection.

School Masses take place at the beginning of the year and on Church feast days. Times and organisation of these are announced during the year. All teachers are required to attend school Masses.

School Houses

Every student will be assigned a School House to represent in House Competitions and Events throughout their time at Rosmini.

Curran House (Blue)

Curran House is named after Father Bill Curran, a foundation teacher at Rosmini College.

Emery House (Green)

Emery House is named after Father Cuthbert Emery, the English Provincial of the Rosminian Order at the time of the school's foundation.

Kelly House (Yellow)

Kelly House is named after Monsignor Kelly, the Parish Priest of Takapuna when the school was founded.

Liston House (Red)

Liston House is named after Archbishop Liston who was the Bishop of Auckland when the school was founded.



SENIOR LEADERSHIP ROLES 2026

Headmaster, Nixon Cooper (NCC)

- Catholic Character - realisation of our vision
- Education Outside the Classroom
- Health and Safety
- Leave Permission
- Media & Communication
- Old Boy's network
- Property and Security
- Sports Oversight
- Staff Wellbeing

Deputy Headmaster, Jon Dale (JJD)

- Student Experience - priority groups to ensure personal success
- Student Engagement - wellbeing
- Daily Organisation
- Assemblies & Prize Givings
- House System Development
- Pasifika Academic and Pastoral Support
- Student Leadership
- Staff Duties

Deputy Headmaster, David Pearce (DCP)

- Student Engagement Years 7-10
- SL support for Deans / HODs Years 7-10
- Classroom Allocation
- IT Infrastructure
- Subject Selection & Course Checking
- The Resilience Project
- Timetabling

Deputy Headmaster, Rachel Peak (RSP)

- Student Engagement Years 11-13
- SL support for Deans / HODs Years 11-13
- Student Enhancement - Teaching and Learning
- Research Roles, ASTTP/TTI Liaison

- Principal's Nominee
- Professional Learning and Growth cycle
- Technology in the classroom / remote learning

Deputy Headmaster, Kane Wilson (KAW)

- Student Engagement - Pastoral & Behavioural - SL Lead
- Student Enhancement - Te Ao Māori, Culturally Responsive Teaching & Learning - SL Lead
- HOD Te Ao Māori Dept
- Maori Academic and Pastoral Support
- SL support for Professional MM Learning
- SL support for Sport Administration

Assistant Headmaster, Eric Elgoyhen (ECE)

- Student Engagement Support
- Student Enhancement Support
- Auditorium Technology
- HOD French
- Parent Interviews
- SL support for IT and InboxDesign (SchoolPoint & SchoolBridge)
- Staff Relief

Intermediate Operations & Events, Paul Hodgkinson (PFH)

- Intermediate Prize Giving
- Peer support liaison
- SL support for Year 6 transition
- Year 7 Induction, Beach Day, Open Day, Orientation Day
- Year 8 Camp

Director of Religious Studies, Lynne Van Wyk (LVW)

- Fostering the Faith and Rosmini Charism for students and staff
- Catholic Character events
- School Masses
- Catholic Character Group
- Staff Prayer Roster



GENERAL DUTIES OF TEACHERS

- To uphold the Catholic Character of the school at all times.
- To act in a professional manner towards colleagues and pupils.
- To carry out all duties assigned to you.
- To attend Parent Interview evenings.
- To complete reports for all pupils taught by you.
- To monitor student uniforms.
- To attend staff meetings each morning and department meetings as required.
- To notify Eric Elgoyhen by 7.00 am if you are to be absent **(027 278 0008)**.
- To keep up to date with subject content and educational developments in your subject.
- To provide a positive role model for pupils.
- To participate in extracurricular activities wherever possible.
- To complete the annual Professional Discussion as part of the Professional Growth Cycle.
- To attend and participate with internal staff Professional Learning.
- To perform designated duties of supervision throughout the school day.

DUTY REQUIREMENTS

Rationale for duty

Staff are asked to encourage students to always demonstrate the school values of dignity, integrity, fairness and justice during morning tea, lunchtime and afterschool when waiting for and when getting on a bus.

In accordance with the Education and Training Amendment Act 2025, the Board's paramount objective is to ensure that every student at the College is able to attain their highest possible standard in educational achievement. Providing a safe physical and emotional environment is recognized as the foundational requirement to meet this objective.

All staff, whilst on duty, are required to wear their yellow duty vest.

Please ensure you get to your duty area as soon as possible.

Whilst duty is a requirement, this is also a fantastic opportunity to connect with students and build relationships by talking to students during duty.

Tuck Shop

Top Field

Bottom Field

E Block

Main Gate

Tennis Courts

Library

Bus Duty - Main Gate

Bus Duty - Taharoto Road KFC

Bus Duty - Taharoto Road St Joseph's

Tuck shop

- Stay close to the tuck shop so students can clearly see a duty member when they are in the queue.
- Ensure students line up in an orderly fashion, with no pushing or queue jumping.
- The left hand-lane is assigned for Year 7, 8 & 9 students.
- The middle lane should be left empty.
- The right-hand lane is assigned for Year 10, 11, 12 & 13 students.



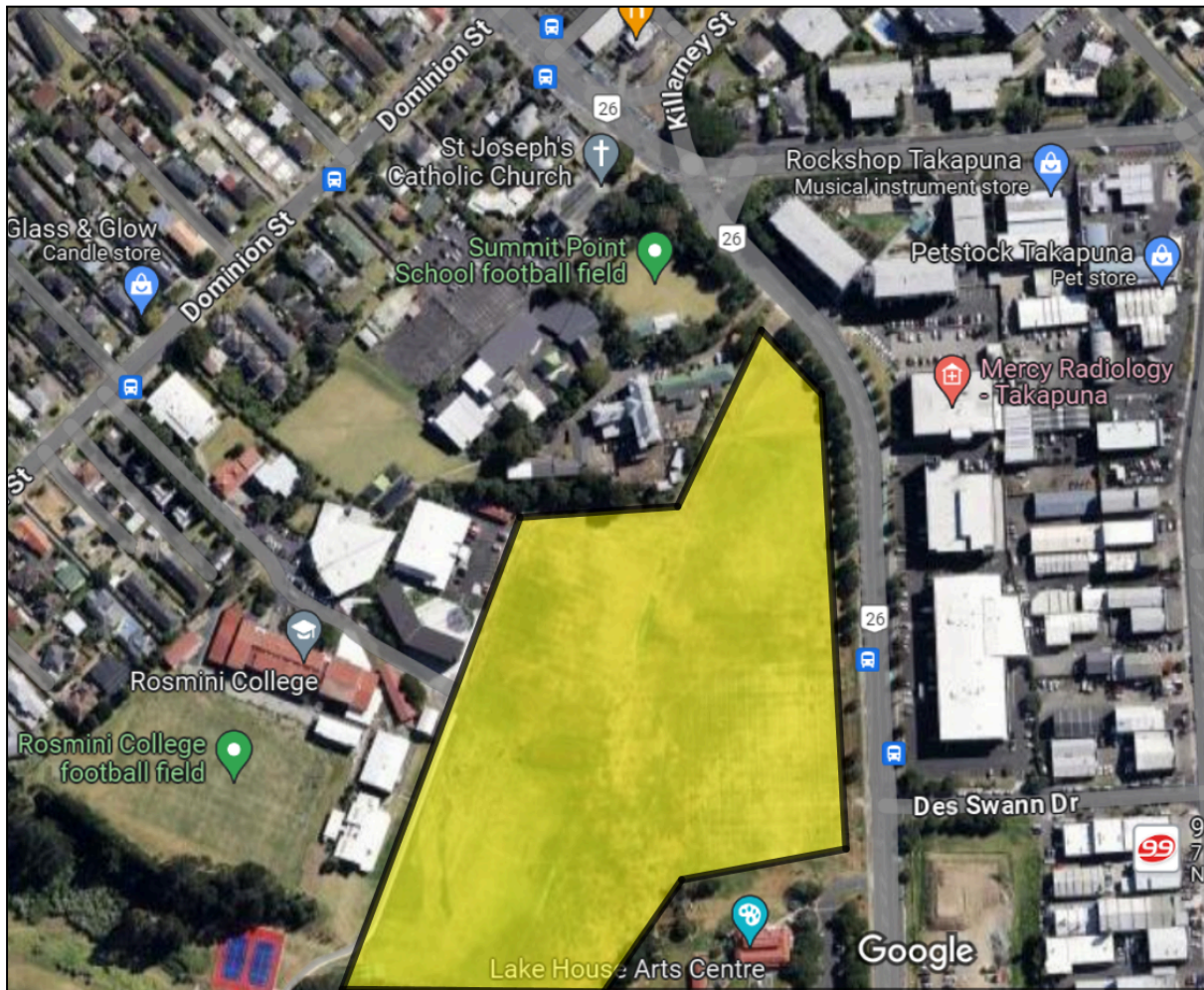
Top field

- Be a visible presence, continue to walk around the designated area, do not stay in one place for too long.
- Students are not allowed to play games that involve tackle or any physical grabbing. Walking past games is often enough to deter them, but you may need to remind students of these expectations if you spot this happening.
- Walk up and down the levels of Science Block. No student is allowed to be in the Science block at morning tea or lunchtime unless a teacher is with them.
- Ensure students do not wander out of bounds.



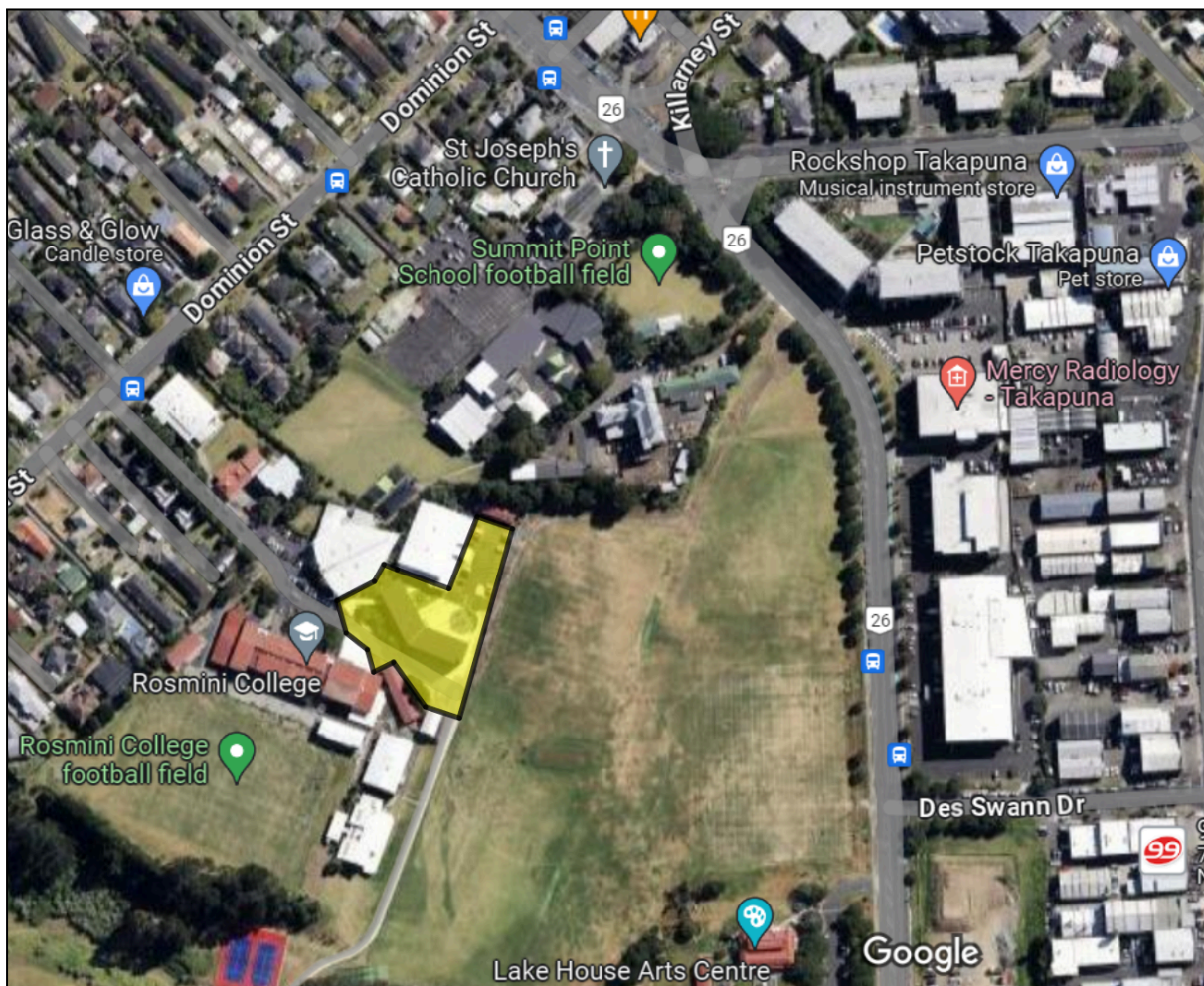
Bottom field

- Be a visible presence, continue to walk around the designated area, do not stay in one place for too long.
- Students are not allowed to play games that involve tackle or any physical grabbing. Walking past games is often enough to deter them, but you may need to remind students of these expectations if you spot this happening.
- Ensure students do not wander out of bounds.



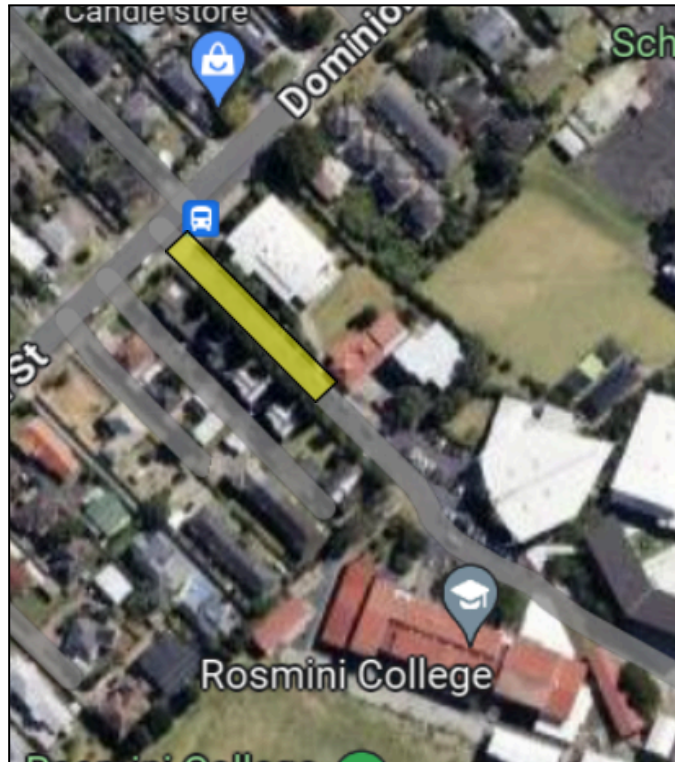
E Block

- Be a visible presence, continue to walk around the designated area, do not stay in one place for too long.
- There are a lot of students playing basketball and handball in this area.
- There are also a lot of students sitting out the front, on the lower floor of E Block
- Encourage students to pick up their rubbish.
- Wander up all the levels of E Block and check in on all the classrooms.
- Check in by the toilets on all floors
- Ensure students stay away from the caretaker's building and the rubbish bins behind the New Gym.



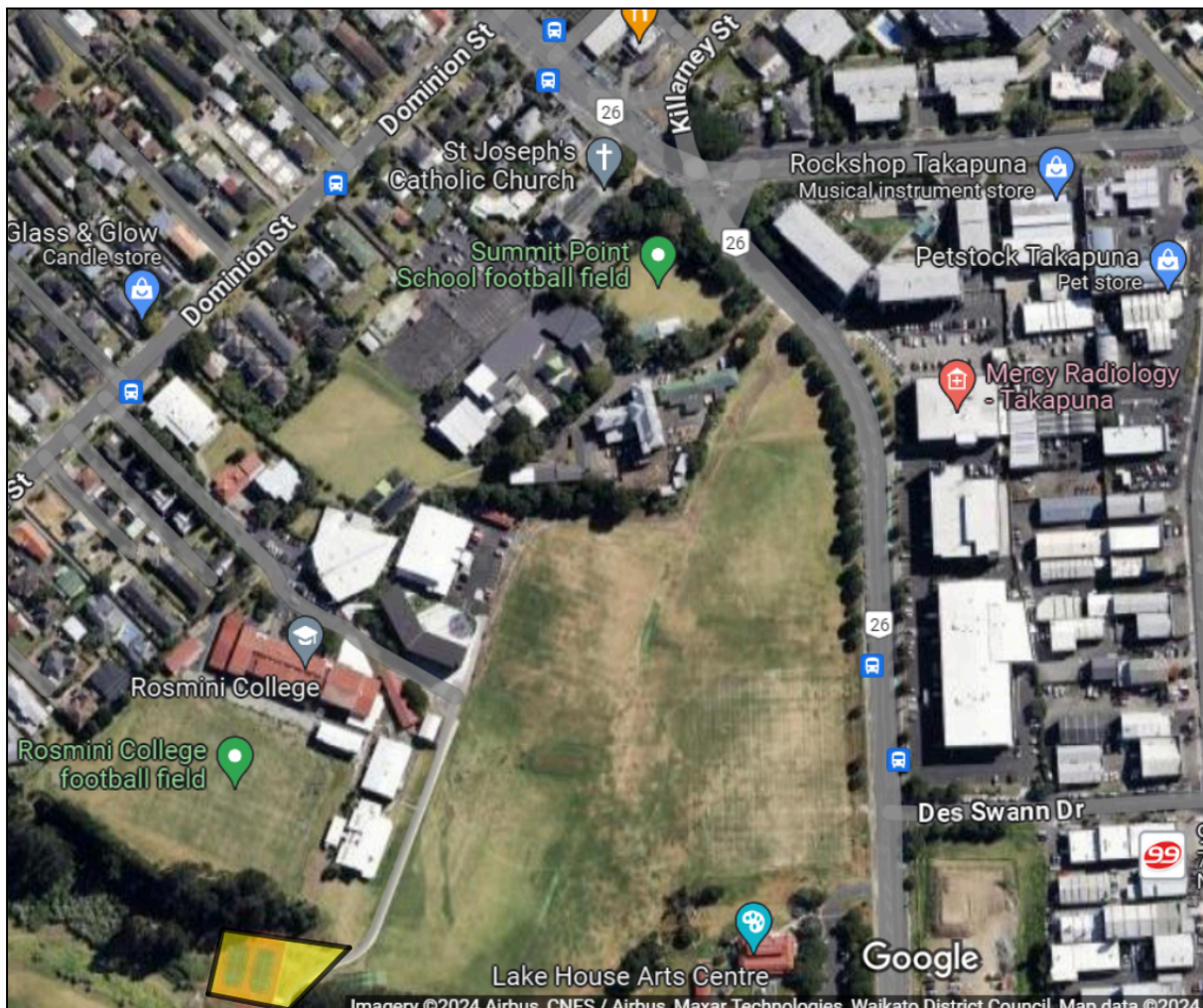
Main Gate

- Be a visible presence, continue to walk around the designated area, do not stay in one place for too long.
- Check that students have a permission slip to move their car and their keys before they leave the school grounds. If they do not, then tell them to head back.



Tennis courts

- Be a visible presence, continue to walk around the designated area, do not stay in one place for too long.
- Ensure students are treating these facilities with respect and fairness.
- Students are not allowed to play games that involve tackle or any physical grabbing. Walking past games is often enough to deter them, but you may need to remind students of these expectations if you spot this happening.
- Encourage students to pick up their rubbish.
- Ensure students do not wander out of bounds.



Library

- Be a visible presence in the library, roaming constantly.
- Ensure students are not on phones or devices and encourage students to read.
- However, a few students sometimes want to use a device to complete homework and this is ok if they are not gaming or watching videos etc.
- Ensure students are not eating in the library.
- Make sure students leave their bags outside.
- Students are not to stand around / loiter in the outside area and under the stairs.
- Remind students to push their chairs in, put books away and leave their area tidy.
- Keep the volume to an appropriate level to allow other students to read, especially students that are playing board games etc.



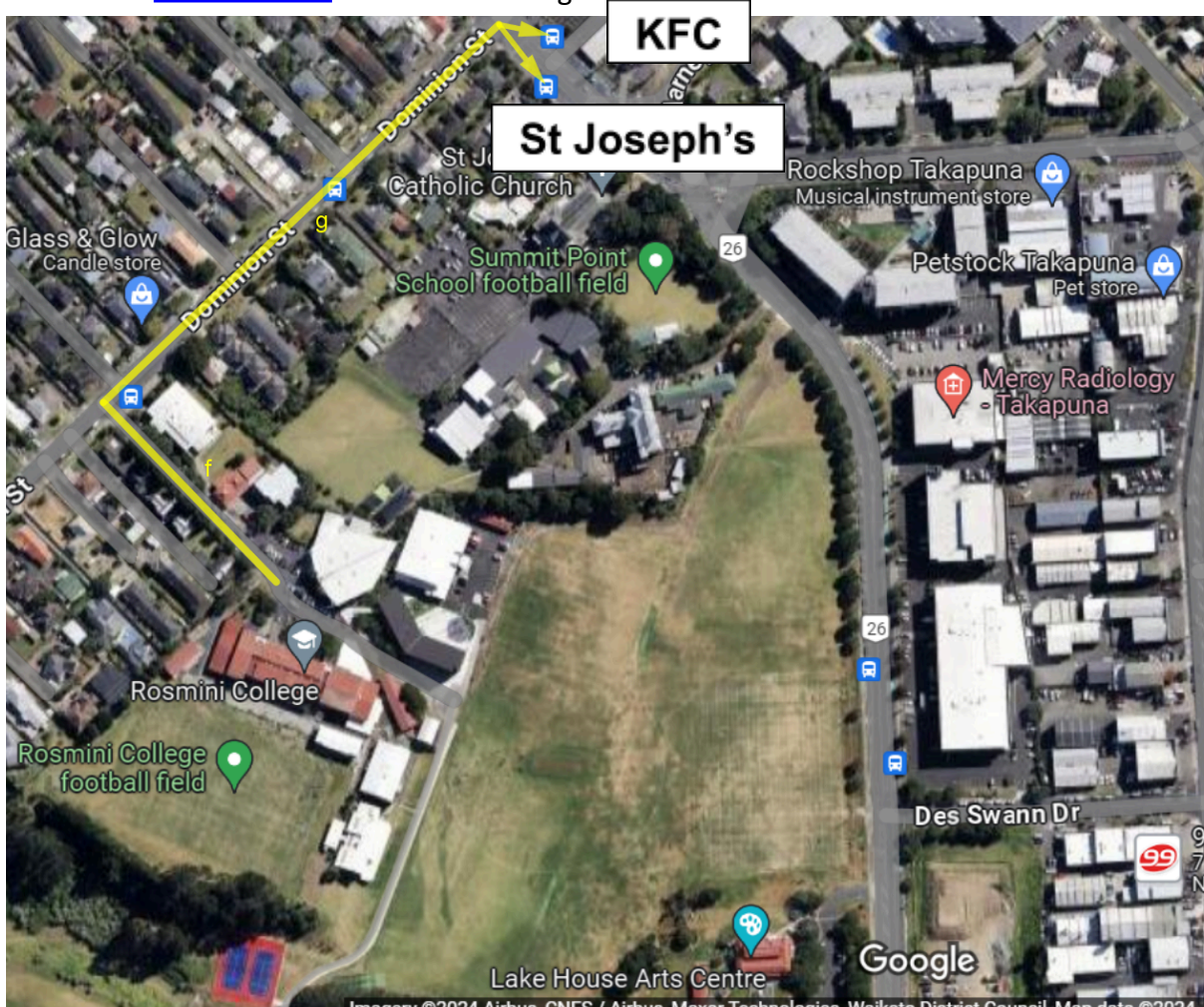
Bus duty - Main gate

- Ensure students wait sensibly for their respective buses.
- Students have been told where to wait for respective buses.
- Ensure students do not block the footpath for any public to walk past.
- Ensure students line up sensibly when their bus arrives, allowing Year 7 & 8 students to board the bus first, followed by Year 13, Year 12, Year 11, Year 10 & Year 9.
- The [bus timetable](#) for Rosmini College.



Bus duty - Taharoto road - KFC & ST Joseph's

- Ensure students wait sensibly for their respective buses.
- Ensure students do not block the footpath for the public to walk past.
- Ensure students line up sensibly when their bus arrives, allowing any Year 7 & 8 students to board the bus first, followed by Year 13, Year 12, Year 11, Year 10 & Year 9.
- The [bus timetable](#) for Rosmini College.





TIMETABLE

We operate a 10 Day Timetable.

Week A and Week B.

	Monday - Thursday	Friday
Staff Briefing (M/W/F)	8.30am – 8.50 am	8.00 - 8.45am (PLD) 8.45 am - staff briefing
Form Period	8.55 am – 9.10 am	9.10 - 9.25am
Period 1	9.10 – 10.00 am	9.25am -10.00am ASSEMBLY
Period 2	10.00 – 10.50 am	10.00 – 10.50 am
Break	Break (10.50-11.10am)	Break (10.50-11.10am)
Period 3	11.10 – 12.00 pm	11.10 – 12.00 pm
Period 4	12.00 – 12.50 pm	12.00 – 12.50 pm
Lunch	Lunch 12.50 – 1.30 pm	Lunch 12.50 – 1.30 pm
Period 5	1.30 – 2.20 pm	1.30 – 2.20 pm
Period 6	2.20 – 3.10 pm	2.20 – 3.10 pm

NB: Staff briefings are on Monday, Wednesday at 8.30am and Fridays after PLD time at 8.45am.



HOMEWORK

Homework is to be set every night by subject teachers.

Years 7 & 8

- Should expect to have a total of about 1 hour of Homework (10 minutes from each teacher during the day).

Years 9 to 13

- Increases to 3 hours a night (30 minutes from each teacher).

All teachers should check that homework has been satisfactorily completed and take appropriate measures if it has not.

CARD SYSTEM

Weekly Cards

Weekly Cards are issued to Year 7-10 students and provide feedback as to how well they have worked/behaved/engaged in your learning in each subject over the past week.

Cards must be completed by morning tea on Thursday each week by the subject teacher.

Teachers will indicate your level of work/behaviour/engagement in class with either a tick, a dot or a cross.

- To receive a tick, they will have worked/behaved/engaged in your learning above the usual level of effort.
- A dot means that you have worked/behaved/engaged in your learning at your usual level of effort.
- A cross indicates that there has been an issue with the level of work/behaviour/engagement.

Teacher indications are collated and summarised on a weekly card. These will be given out by the form teacher on Friday morning. The card will also be emailed home.

Weekly Cards come in three colours.

- Blue Card - Mostly ticks. Allowed up to two dots and no crosses.
- White Card - More than two dots and he may have up to one cross.
- Red Card - Two or more crosses. The red card will need to be signed by the parent/caregiver and returned to the form teacher on Monday.

A Blue Card is difficult to get and should be celebrated. A Red Card is no reason to be too upset, in fact, getting feedback on a weakness can be seen as a positive. Should there be continued red cards, the dean, class teachers and parents will most likely be working together to support the student.



In the classroom, around the college, at school events, on the sports field and in the community we are a school of:

Dignity

We respect ourselves, our Rosmini brothers, our staff, our school and our community.

Integrity

We are honest and truthful in our interactions with our Rosmini brothers, our Rosmini staff, our family and our community.

We do the right thing, even when no one is watching.

Fairness

We show respect and tolerance for all people, their cultures and world views. We support each other's unique identity without discrimination.

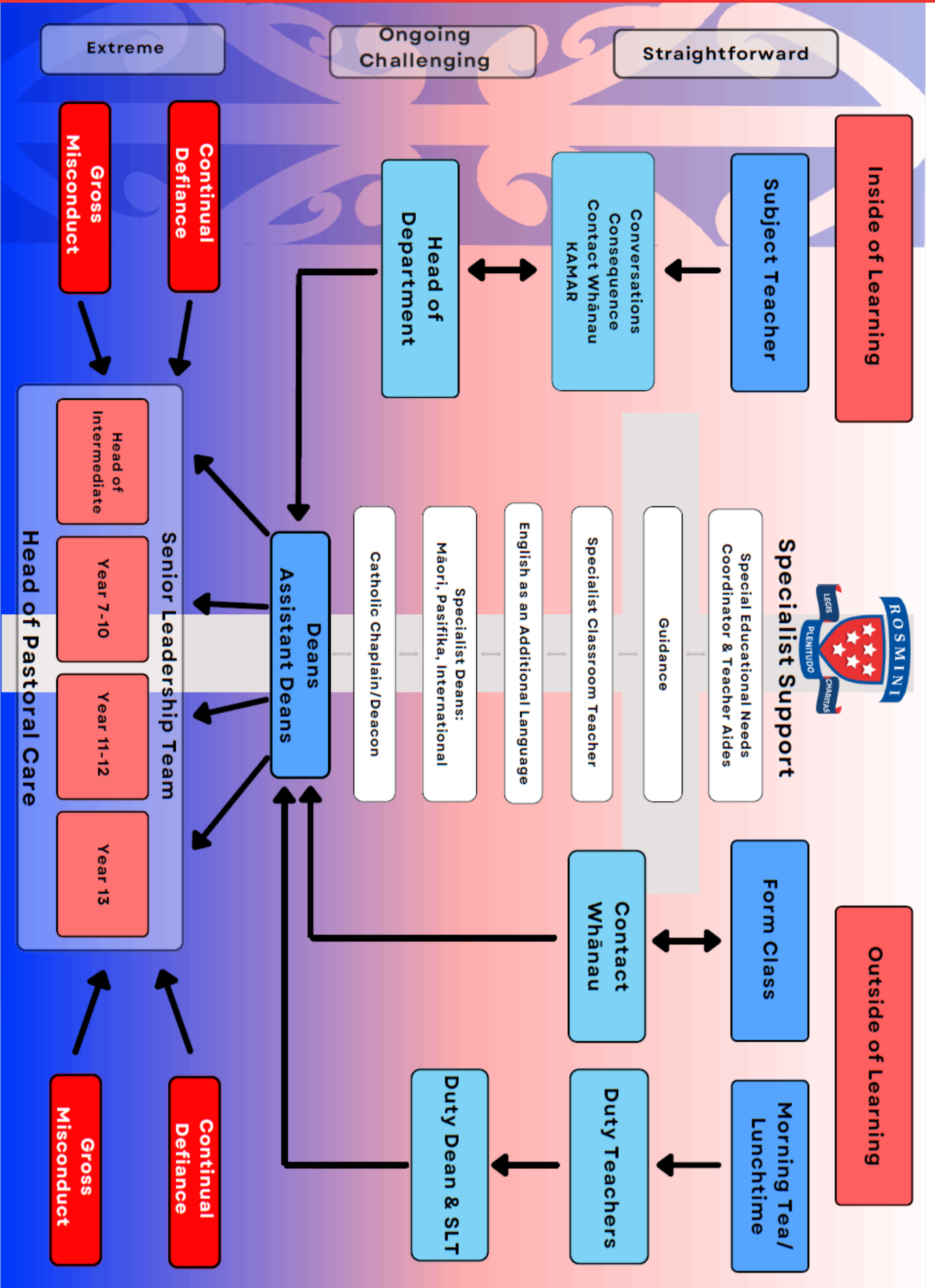
Justice

We act according to what is ethically and morally right and just.

We stand for those who can't stand for themselves.

Charity Fulfils the Law

We are charitable in everything we do. The ultimate act of charity is friendship.



ROSMINI COLLEGE BEHAVIOURAL GUIDELINES



LEVEL	DISCIPLINE ISSUES	CONSEQUENCES
1. Positive Reinforcement	<ul style="list-style-type: none"> Silly behaviour not warranting more Mucking around in class 	<p>Intervention/Praise:</p> <ul style="list-style-type: none"> Verbal/written/video apology <p>Classroom/Duty Teacher Sanction:</p> <ul style="list-style-type: none"> 2 minute conversation 20 minute Lunchtime detention <p>Assistant Dean Detention:</p> <ul style="list-style-type: none"> 20 minute Lunchtime detention
2. Low Level Disruption & Rule Breaking	<ul style="list-style-type: none"> Not completing work to standard Distracting others/off task Failure to follow instructions Foul language Late to class Not bringing learning material Attendance Outside of Learning incident 	<ul style="list-style-type: none"> Verbal warning Move student - change seating Email or phone home Behaviour note on KAMAR 2 min reset chat 20 minute detention Restorative chat Self Reflection sheet Written apology Email or phone home Behaviour note on KAMAR
3. Rules Sanction	<ul style="list-style-type: none"> Incorrect uniform (including jewellery, shaving, and haircuts) Late to school/class Foul Language/Littering Repeated confiscations/surrendering of device Defiant behaviour 	<p>HOD:</p> <p>30 minute lunchtime detention (then escalate to)</p> <p>Deans:</p> <p>30 minute After School Detention</p> <ul style="list-style-type: none"> After school sanction - Dean Lunchtime detention(s) Email or phone home Behaviour note on KAMAR: Teacher/student evidence
4. Medium Level Disruption	<ul style="list-style-type: none"> No show to classroom or Deans/HOD detention - sanction elevated Repeated Truancy Repeated defiance Refusal to follow teacher instruction 	<ul style="list-style-type: none"> After school detention Short term class replacement Daily Dean's report Reflective essay Restorative meeting Email or phone home Behaviour note on KAMAR <p>Deans 30 minute or 60 minute Wednesday after school detention</p>
5. Serious/Repeated Incidents	<ul style="list-style-type: none"> No show Deans sanction Bullying - continual abuse - physical/verbal Extreme defiance to staff Serious misbehaviour Repeated misbehaviour Fighting/Physical/Verbal - misconduct 	<ul style="list-style-type: none"> Class replacement Weekly DP's report Meeting with parents Truancy Agency Whānau group conference Email or phone home Behaviour note on KAMAR <p>Deputy Principal's 90 minute Friday After School detention</p>
6. Harmful/Dangerous Incidents Continual Disobedience	<ul style="list-style-type: none"> No show DP detention Very serious misbehaviour Repeated misbehaviour Fighting/Physical/Verbal - Gross misconduct Continual disobedience Illegal activity 	<ul style="list-style-type: none"> Restorative conference Whānau group conference External agency support Board involvement Police Crisis Team intervention Email or phone home Behaviour note on KAMAR <p>Issued by Headmaster:</p> <ul style="list-style-type: none"> Stand Down Suspension

Straightforward:

TEACHER
ASSISTANT DEAN
LEARNING SUPPORT

↓

On Going / Challenging:

↓ TIC
↓ HOD
↓ DEAN
↓ SLT

Extreme

SLT
↓
BOT

Glossary

Proximity Control - Go and stand next to the student who is having difficulty.

Signal/ Non Verbal Cues - Teachers have a variety of signals that communicate to the student what is expected, eg eye contact, hand gestures, clearing your throat.

Ignore/Attend Praise - Teachers praise an appropriately behaving student in proximity to the inappropriately behaved student.

Planned Ignoring - Teacher consciously ignores attention-seeking behaviour and then praises when student is exhibiting the correct behaviour.

Not two days in a row - Speak to the student after class and remind them not to repeat the undesired behaviour two days in a row.

Redirect - This strategy employs a brief, clear and privately stated verbal reminder of the expected behaviour. A redirect includes a specific restatement of expectations. eg “John, please begin your writing” LATER “Good work John, you have begun your writing”.

Re-Teach - This builds on the redirect and reteaches the specific behaviour or routine. Done privately, it capitalises on the teachable moment to review the expectations more thoroughly yet briefly. Just as instruction, you label the skill, teach and show, and give the student the immediate opportunity to practice by demonstrating the behaviour. Once the student uses the appropriate behaviour, praise should follow. eg. Ezra, you need to stay on-task. That means your desk needs to be clear of everything but your book, you continue to work until you’ve finished and if you need help raise your hand”. LATER..... “Excellent Ezra, it looks like you are ready to learn. Let me know if you need help”.

Provide Choice - Providing choice can be used with redirects or reteaching has not worked. This is a statement of two alternatives - the preferred/desired behaviour OR a less preferred choice. If they choose wisely, praise them. eg “Jack, you can get on with the task and begin work OR you can finish this later at morning tea”. or When/Then “When you have finished this task then you can talk with your friends.

Student Conference - This is a lengthier reteaching or problem-solving opportunity when behaviour is more frequent or intense. The behaviour of concern is discussed, the desired behaviour is taught, reasons for the desired behaviour are explored, and a plan is made to ensure the desired behaviour is used in the future. This may include practice. eg. Liam, several times today I have had to remind you about being on task. When you are given a task you need to.... The sooner you get things done the quicker you can move on to things you enjoy. Tell me what you will do next time...Let’s practice...How can I help you to do that? Or can I get a commitment from you to do that”.

Restorative Conversation:

- What happened? - Tell the story
- Who do you think has been affected? - Exploring the harm
- What do you need to do to put things right? - Repair the harm
- How do we make sure this doesn’t happen again? - Move forward

Additional resources: www.pbisworld.com

CLASSROOM BEHAVIOUR MANAGEMENT

Relievers do not have access to Kamar to enter classroom incidents, but should inform the teacher concerned, either through Eric Elgoyhen (Relief Manager), through the Dean (if they know who they are) or through an email to the teacher's school account (if they know it).

Here is the current process:

Classroom behaviour issues are managed by the classroom teacher.

- Identify the issue with the student.
 - Connect to our values.
 - Explain the effect of the behaviour on you and others.
- Consider a consequence.
 - Short and Sharp.
 - Detention supervised by the issuing teacher
 - Litter Detention supervised by the issuing teacher
 - Desk/Whiteboard/Classroom Cleaning
- Ongoing Concerns?
 - Contact home.
- Record all incidences and your follow-up on KAMAR as a Pastoral Entry.
 - Deans and relevant SLT members get automatically notified when a pastoral entry is made.
 - Recording on KAMAR supports consistency, sharing of information, and accountability and allows for the identification of support for staff, students and/or their families.
- If there are ongoing classroom behaviour issues?
 - See your HOD for behaviour management support and further strategies.
 - The first question your HOD will ask is 'What strategies have you used already?' Then they will ask 'Have you contacted home?'
- If there are ongoing behaviour issues after HOD intervention or serious classroom behaviour issues?
 - See the relevant Dean, then SLT for support and escalation.
 - The first question the Dean will ask is 'Have you discussed this student and strategies with your HOD?' Then they will ask 'Have you contacted home?'

Managing Challenging Behaviour and Physical Restraint

Physical restraint is a last resort and is only permitted to prevent "serious and imminent risk" of harm to the student or others.

- **Authorized Staff:** All registered teachers and those with Limited Authority to Teach (LAT) are automatically authorized. Only the Board can authorize non-teaching staff (e.g., Teacher Aides) in writing to use restraint after mandatory training.
- **Strictly Prohibited Actions/Techniques:** In accordance with the 2023 Rules, the following are banned: prone (face-down) restraint, supine (face-up) restraint, and any hold that restricts breathing or communication (including sign language).

Reporting: All incidents must be reported to the Principal and parents immediately. A formal online report must be submitted to the Ministry of Education, and a debriefing offered to parents within three working days.

STUDENTS REGISTERS/ROLLS

CRITICAL (New 2026 Law): Under the *Education (School Attendance) Amendment Regulations 2025*, you must mark the electronic register within the **first 10 minutes** of every lesson.* This is a mandatory legal requirement to support the new **STAR (Stepped Attendance Response)** intervention framework.*

If you do not have digital access, mark the paper roll immediately and send a student to Student Services with it during the first 10 minutes. * If a student is late to your class, mark them with 'L' for late.

Relievers should mark the roll themselves at the start of every class. If you have requested access to Kamar, you can use it on your own device to mark the attendance. The relief manager will provide you with the credentials to do so on request.

When marking rolls, use very clear crosses (absent) or ticks (present), not blanks or dots.

At the bottom of the roll, write the number of students present out of total - eg 16/19 present

Rolls to be given to Student Services at the end of each lesson - send a student to drop off if you can not leave the classroom. If you require a backup list of students, do not hesitate to ask for one at reception.

On the odd occasion - no printed reliever roll provided please send a student to get a printed roll - DO NOT get students to write their names on a piece of paper.

Add anything else you may think relevant.

See the example below:

Signing in

If a student is late to school they must sign in at student reception. A form will be printed for them and all students need to show this slip to their teacher timetabled class.

Signing out

We encourage students to organise appointments outside of school time. However, if this is not possible the Dean must sight evidence of the appointment, give permission for the student to leave and the student must sign out at student reception.

F	P1	P2	I	P3	P4	L	P5	P6	AS
08:55 am	09:10 am	10:00 am	10:50 am	11:10 am	12:00 pm	12:50 pm	01:30 pm	02:20 pm	03:10 pm
	10DCR 10FED	3-13APD-1		4-10FRE-1	5-0MES-2		7-11-7RED	3-13APD-1	
		R7		E4	AS		M3	R4	

Thu, 1 Feb 2024

18009	Anzold, James	13CB	18118	Ribson, Cullen	13CB
18010	Bury, Ryan	13CB	18113	Smith, Jacob	13CB
17104	Campbell, Lewis	13CB	22229	Solomon, Jack	13KHC
18024	Cullum, Daniel	13KHC	18146	Vaingola, Jozsef	13KHC
18050	Heath, Ryder	13KHC	24194	Vaki, Kneaz	13KHC
18074	Leathem, Matthew	13KHC	22232	Vincely, Clifford	13KHC
18095	Mart, Regan	13KHC	18158	Webb, Ethan	13KHC
18092	Mason, Harrison	13KHC	4164	Wyllie, Chris	13KHC
18100	Misajewicz, Matthew	13KHC			
19129	Paltridge, Luke	13KHC			
20131	Pybus, Blake	13KHC			

Students: 19

16/19 present

KAM/12
1 Feb 2024 7:43 am (ECT)



Behaviour concerns

A form to record issues and concerns during relief is available to pick up in the Relief Manager’s office. At the end of the day, you can return it to Reception or the Relief Manager’s office to make sure the incident(s) gets entered into Kamar.

This is what the form looks like:

Rosmini College



Day Reliever’s Behavioral Incident Report

Instructions: Please fill out this form to report any behavioral issues encountered during your period. This information will help maintain a consistent and supportive learning environment.

Reliever’s Information:

Name: _____

Date: _____

Incident Details:

Period	Class Name	Student Name(s)	Type of Incident	Description/Notes

Follow-Up Actions Taken:

Additional Comments:

Please submit this form to the Relief Supervisor’s office or Reception at the end of the day.

CORE CLASSROOM EXPECTATIONS

- **When students enter the classroom**
 - Line up. Greet the teacher. Come and get ready for the lesson.
- **Or**
 - Don't line up. Come in, get ready for the lesson and begin the starter activity.
- **To start the lesson**
 - Clear learning intention on the board.
 - Starter activity to settle.
- **To end the lesson**
 - Recap question. Summary. Homework reminder.
 - Chairs in. Standing behind desks. Classroom tidy.
 - Dismissed by the teacher, not the bell.
- **Homework**
 - On Google Classroom.
 - School Diary used to record homework.
- **School Diary use**
 - All boys Y7 to Y10 have one.
 - Take them out at the start of the lesson. Keep them on the desk.
 - Teacher to check each lesson.
 - Form Teacher or Peer Support Leaders (Y7) to check each week.
- **Classroom**
 - No phones.
 - Card criteria followed.
 - Stand up for the teacher/staff when they enter the room.
 - No eating in class.
 - No water bottle filling during class time. (Use your judgement)
 - No toilet breaks during class time. (Use your judgement)

THE ROLE OF A FORM TEACHER

Form teachers play a crucial role in the culture of Rosmini College. They are the first point of contact for all students and have the opportunity to develop a unique relationship with their students.

Form Teachers

- Are on time to form time.
- Have a routine for form time - say a prayer, take the role, read the notices.
 - Some students aren't good listeners so important notices could be written on the whiteboard.
 - Some form room teachers create a leadership list where boys take turns putting down the chairs, opening the windows, organising/saying prayers and reading the notices.
- Add activities to make form time engaging, enjoyable and interactive.
 - Small competitions
 - Sharing wisdom and role models
 - Share current events
 - Visual/word games and problem-solving
- Keep in touch with their students.
 - Engage, interact, ask questions, show an interest and share.
 - Set a survey a couple of times a term to allow those students who don't feel comfortable engaging verbally to tell you how life is going for them.
- Communicate with parents
 - Send an email introducing yourself and outlining what happens during form time.
 - Parents will contact you about health and school absences.
 - Parents will also trust you to help with other school issues and questions.
- Communicate with the Dean
 - Help track absences. Let us know if there is something that you have noticed regarding absences.
 - Help with guidance issues. Share any changes in behaviour, observations you have made or concerns you have for a student.
- Are consistent
 - Enforce uniform, footwear and grooming expectations
 - Insist that form room expectations in regards to behaviour are followed and met

Enjoy being your student's bright and positive role model. You are the first teacher that the boys will see at the start of every day. You have the potential to make a huge difference to their day and their year at Rosmini College.

FORM TEACHERS 2026

Dean of Year 7 – Clare Letting

7	Mrs Colette Joubert	7CKJ
7	Mrs Ewa Kus	7EKS
7	Mrs Eleanor Snowsill	7EMS
7	Mr John Fowler	7JOF
7	Mrs Meillia Kee	7MEK
7	Mrs Mary Taloy	7MYT
7	Mr Paul Hodgkinson	7PFH

Dean of Year 8 – Emmalene Umar

8	Mrs Angela Winslade	8AWI
8	Mr Chris Ward	8CCW
8	Ms Charlotte Kan	8CHK
8	Mr Darren Sexton	8DJS
8	Mr Geoffrey Maggs	8GRM
8	Mr Geoff Wood	8GSW
8	Mrs Sunah Kim	8SNK

Dean of Year 9 – Peter Keeling

9	Mrs Hannah Williams	9HMW
9	Miss Kaitlin Johnny	9KEJ
9	Mr Michelangelo Bisquera	9MAB
9	Mr Mark McLeish	9MJM
9	Mr Nicholas Daniels	9NRD
9	Ms Rochelle Dias	9RFD
9	Mrs Sarah Scholz	99SAS

Dean of Year 10 – Lennard John

10	Mr Brian Davy	10BJD
10	Mr Flynn Jones	10FLJ
10	Mr Han Hou	10HAH
10	Miss Lisa Rudden	10LCR
10	Mrs Melita Tu'isila	10MRT
10	Mrs Renee Mackay	10RMK
10	Mr Shane Blakebrough	10SPB

Dean of Year 11 – Joe Hughes

11	Mr Bojan Stanojevic	11BSJ
11	Mr David Crawley	11DCR
11	Ms Jane Sweeting	11JES
11	Mr Michael Kim	11MKI
11	Mrs Paula Pierce	11PDP
11	Mrs Rebecca McMurray	11RSM
11	Mr Vincent Lee	11VCL

Dean of Year 12 – Emilio Torres

12	Mrs Joanne Berry	12JCB
12	Mr John Smith	12JMS
12	Mr Nick Kozuls	12NJK
12	Mr Nathaniel Payne	12NPP
12	Mrs Nicola Riley	12NPR
12	Dr Renato Costa	12RAC

Dean of Year 13 – Justin Manuel

13	Ms Jennifer Callagher	13JCL
13	Mrs Kuniko Crosby	13KHC
13	Mr Navin Kumar	13NNK
13	Mr Pranav Mistry	13PRM
13	Mr Shah Anwar	13SRA

Pastoral Care Leader - Kane Wilson

Senior Leader in charge of Year 7-10 - Dave Pearce

Senior Leader in charge of Year 11-12 - Rachel Peak

Senior Leader in charge of Year 13 - Jon Dale

Senior Leader in charge of Māori Pastoral care - Kane Wilson

Role Of Deans

Deans at Rosmini College support staff, students and families. Deans are not simply disciplinarians, they have a vital role in developing a positive culture at our College. The ability and willingness of colleagues and families to communicate information in a timely and accurate manner is crucial for the success of our Pastoral Care team.

Role Of Assistant Deans

Assistant Deans at Rosmini College support Deans, staff, students and families with attendance tracking.

Dean's Structure

Year level	Dean	Assistant Dean	SLT member
Year 7	Clare Letting	Emma Walling	Dave Pearce
Year 8	Emmalene Umar		
Year 9	Peter Keeling	Arrana Rakena	Dave Pearce
Year 10	Lennard John		
Year 11	Joe Hughes	Elisabeth Jeong	Rachel Peak
Year 12	Emilio Torres		
Year 13	Justin Manuel	Joelle Tait	Jon Dale
Head of Pastoral Care - Year 7 - 13 Māori Pastoral Care Dean - Kane Wilson			

Dean's and Assistant Dean's have an academic and pastoral focus

- Responsible for reinforcing school values
- Responsible for reinforcing standards of behaviour
- Communication with classroom teachers
- Concerns with Student engagement/progress
- Communication with form teachers (cards, attendance etc)
- Responsible for chasing weekly attendance
- Responsible for referring disengaged students to Counsellor and SLT
- Intervene with:
 - Values Focussed Daily Reports, pathways & RCL and MDB referrals
 - Academic Mentoring
 - Study skills
 - Outside agency referrals
 - Individual Behaviour Plans (IBP)
 - Elevation to SLT



PROPERTY, GROUNDS AND OUT-OF-BOUNDS

School Property: Students must take reasonable care of all school property. Any damage to school property should be reported to a staff member. If damage to school property is deemed willful, restitution will be requested.

Personal Property: All items of personal property should be clearly named. The school takes no responsibility for the safety of personal property. Lockers are available if students wish to securely store personal property.

Inside School: Students are not permitted inside before school, during morning break or at lunchtime without a teacher's permission. No food should be consumed in the corridors at any time. No student should use the main entrance or be in the school foyer unless seeing the Headmaster or attending a meeting.

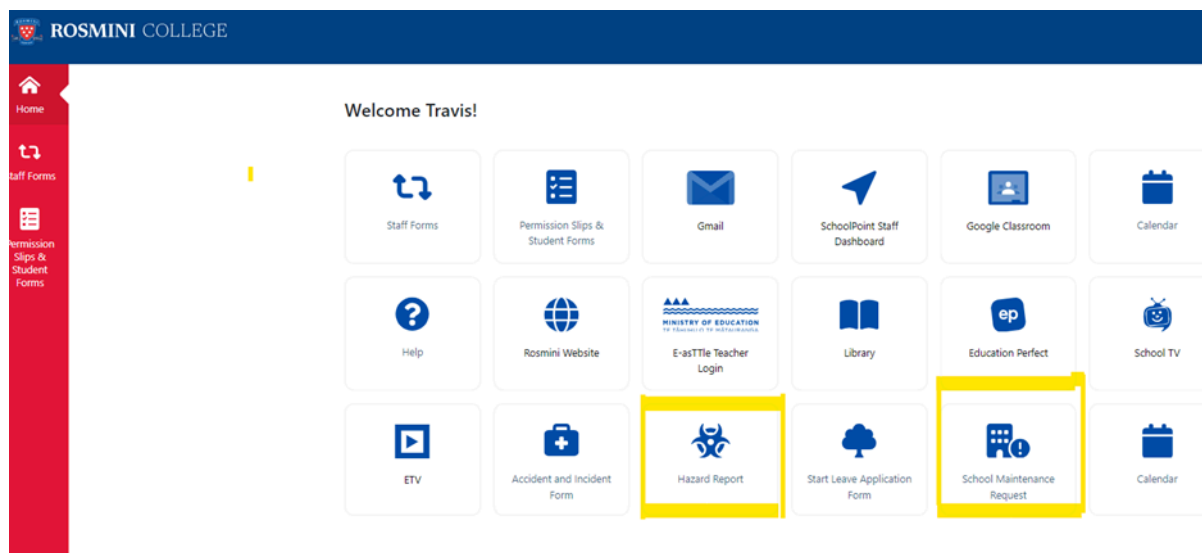
Morning break and lunchtime areas and behaviour: At the beginning of the year, areas will be allocated to various year groups to use during morning break and lunchtimes. No tackling, fighting or wrestling is permitted.

School Boundary: The boundaries of the College are defined by; the fence line along the top field, the fence line separating the college from the houses on Dominion Street, the fence line separating the college from St Joseph's School, the tree line running from the bottom field cricket nets and the embankment separating the college from the Lake House Cafe. Beyond these boundaries is considered out of bounds and no student is allowed there without permission.

Rosmini College is a Smoke-Free and Vape-Free environment.

STAFF PROPERTY REQUESTS

1. If you need to report a damaged or broken item in a class or something that you have noticed around the school, please log this in SchoolBridge using the “School Maintenance Request”, or if you believe it’s a hazard use “Hazard Report” in Staff Forms.



Please state what the issue is and where it is. We will come and investigate to see how it can be rectified.

2. If you are wanting to upgrade or get extra items, these are to be requested via your Head of Department who, if happy, will pass it on to the SLT and Property Manager.

When we receive a request, we will:

- I. Decide if it is something we can investigate fulfilling or not, or find an alternative.
- II. If it is, we will get it priced up.
- III. Decide if the cost is reasonable and can fit into the budget.
- IV. If we believe it is something we could go ahead with, it might still need approval from the Board, depending on the size of the costs and the Diocese, as they own the facilities.

FACILITY USAGE, EQUIPMENT, AND IT SUPPORT INFORMATION

NB: Students are not permitted in the Auditorium or the Pavilion unless accompanied by a teacher.

Bookings

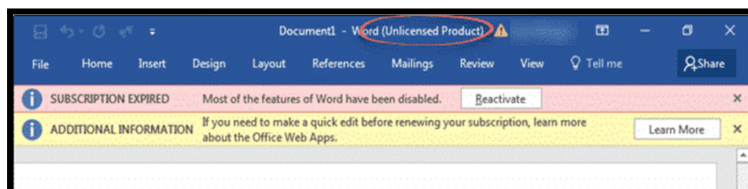
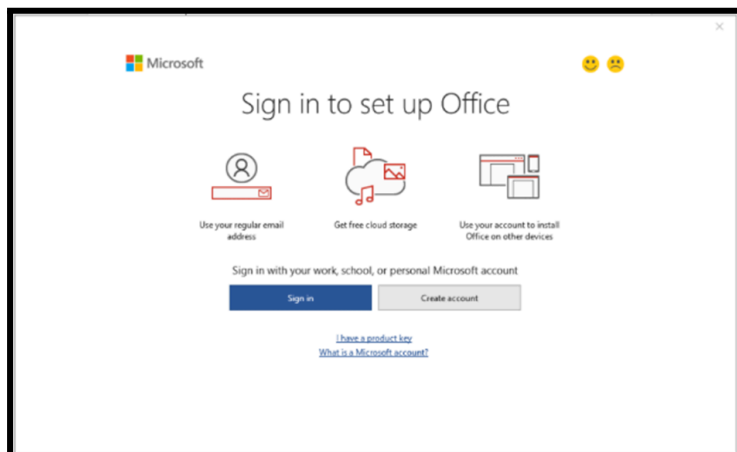
1. Auditorium/Pavilion – Form in the Staff Room. Completed Forms to Mrs. Wendy Riley in the office. Approved by Mr. Nixon Cooper and recorded in Calendar on KAMAR.
2. Gymnasium/Fields – See Director of Sport, Mr. Rhys Edwards..
3. Computer Rooms – Book using KAMAR. See the KAMAR Manual on how to make bookings.
4. Library – See Mrs. Paula Pierce. Teachers who would like to have books for a particular topic should advise either Mrs. Pierce or Mrs. McMonagle in advance and they will obtain a collection from the National Library.
5. Vans – Bookings for the school van must be entered in the book kept in the main reception. See Mrs. Wendy Riley. Keys are kept in reception. These must be returned immediately after use. No more than 11 pupils are to be transported at any one time. The van must be left clean and tidy after use. Distances travelled should be entered in the logbook in the van. Any problems should be reported to Mr. Travis Lester (Property Manager).

Audio Visual Equipment

If you require support using the AV Equipment in the Auditorium or Pavilion please **arrange with Michael Kim (MKI)** at least 24 hours prior to the event. The earlier the better and the less likely for issues on the day.

IT Frequent Issues FAQ

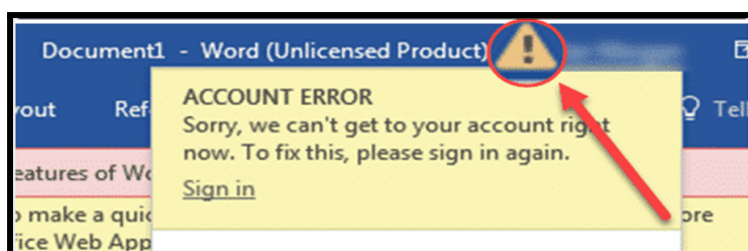
Microsoft unlicensed (Word, Excel, Power Point...)



You open any of the Microsoft products and you're greeted with various warnings like this.

Subscription Expired may or may not be true. This message seems to appear when Office software can't verify your subscription status.

Additional Information is a reminder that the browser-based versions of Office, aka Office Online are a workaround until you get Office for Windows working again.



Ignore all those messages if there's a little yellow ! icon next to your account name on the top title bar. The 'account error' can be a changed password, a long time since last login or an Internet connection issue.

Open Microsoft Excel, make sure the computer has a stable Internet connection, then sign-in to your Microsoft account by clicking on "Sign in" in the account error message shown in the above image.

After logging in, restart the Office program. Office only checks for licensing status when one of the programs starts.

Printer maintenance and consumables

Maintenance

Paper jam: Follow instructions displayed on the Touch Screen to remove the jammed paper.

Warning! The machine parts are very hot to touch and remove. Never touch a labelled area indicating 'High Temperature' and 'Caution' to avoid burns.

Consumables

Important! Only replace a consumable when the printer is showing “Replace now”.

Replacing Toner Container

Caution: Place a few sheets of paper on the floor before removing the cartridge.

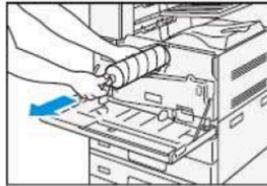
This will allow any excess Toner to fall on the paper.

Replace Toner Cartridges while the machine powered ON.

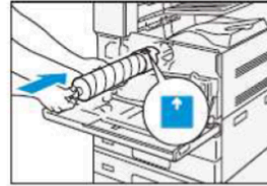
Powering the machine OFF will erase all information stored in the machine's memory.



1. Ensure the machine is not operating, before opening the Front Cover.



2. Place your hand under the toner cartridge and slowly pull out the toner cartridge. Gently shake the cartridge



3. Orient the toner cartridge with the arrow facing up and insert the cartridge until it stops. Close the front cover

Replacing Waste Toner Container

Caution: Do not use warm water or cleaning solvents to remove Toner (Dry Ink) from your skin or clothing.

This will set the Toner and make it difficult to remove.

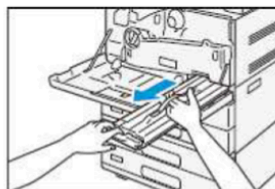
If any Toner gets on your skin or clothing, use a brush to remove the Toner, blow it off, or wash it off with cold water and mild soap.

Do not attempt to use a standard shop vacuum or home vacuum to clean Toner spills in or near the machine.

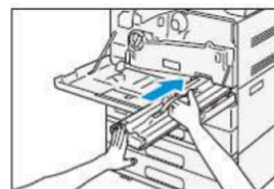
Shop and home vacuums are not equipped with correct filtration and will contaminate your environment.



1. Ensure that the machine is not operating, and open the front cover



2. Hold the handle of the waste tone container, and take out the waste toner container.



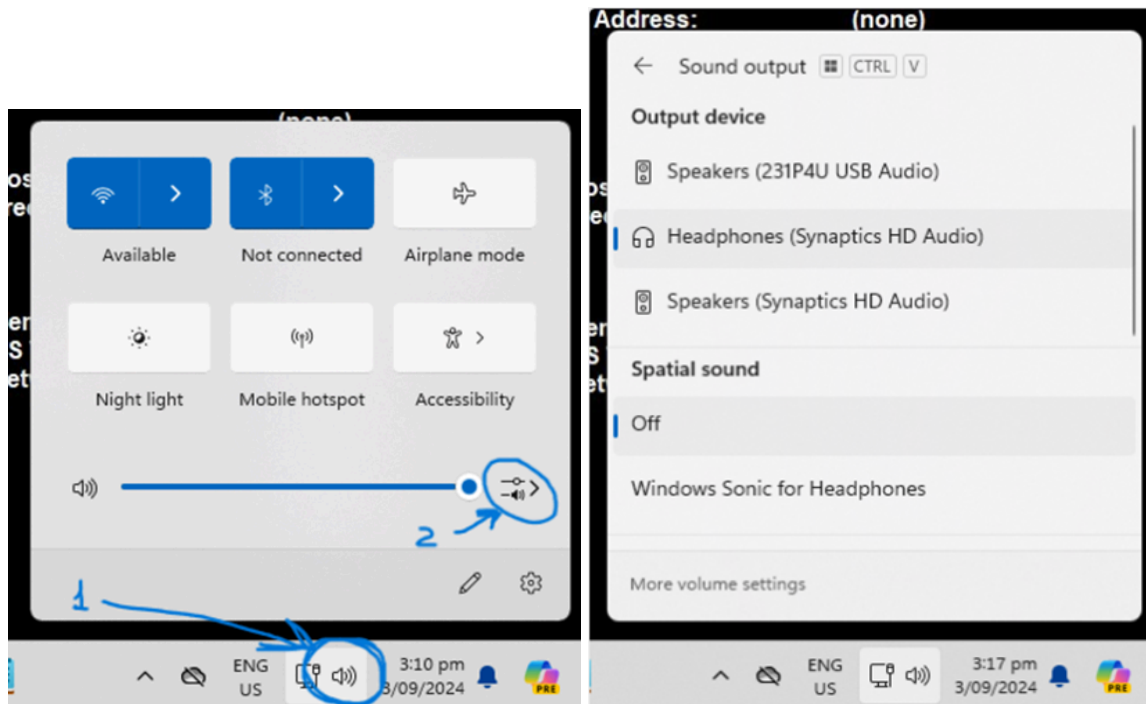
3. Hold the handle of the new waste toner container and slowly push in the waste toner until you hear a 'click' sound. Close the front cover.

For staple cartridge and drum cartridge replacement ask your technician to do it. Note: Dispose any ink cartridge, toner cartridge, and waste toner cartridge by dropping them in the box that is in the staff workroom.

No audio

Check that the correct output device is selected.

1. Click on the speaker icon in the task bar.
2. Open the settings.
3. Select the correct output device.



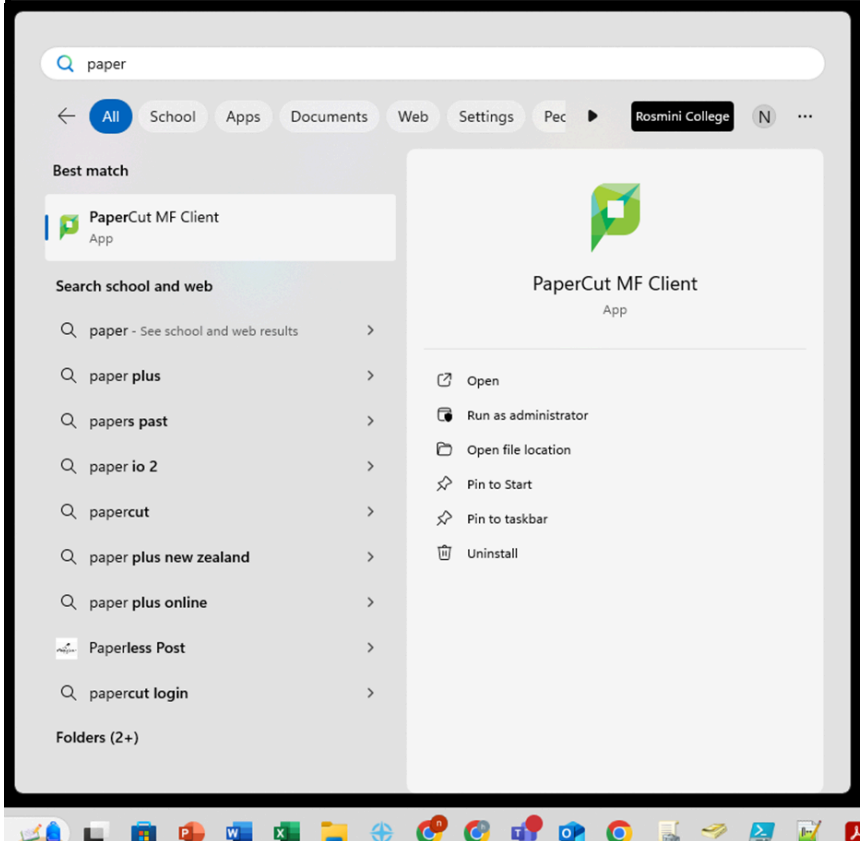
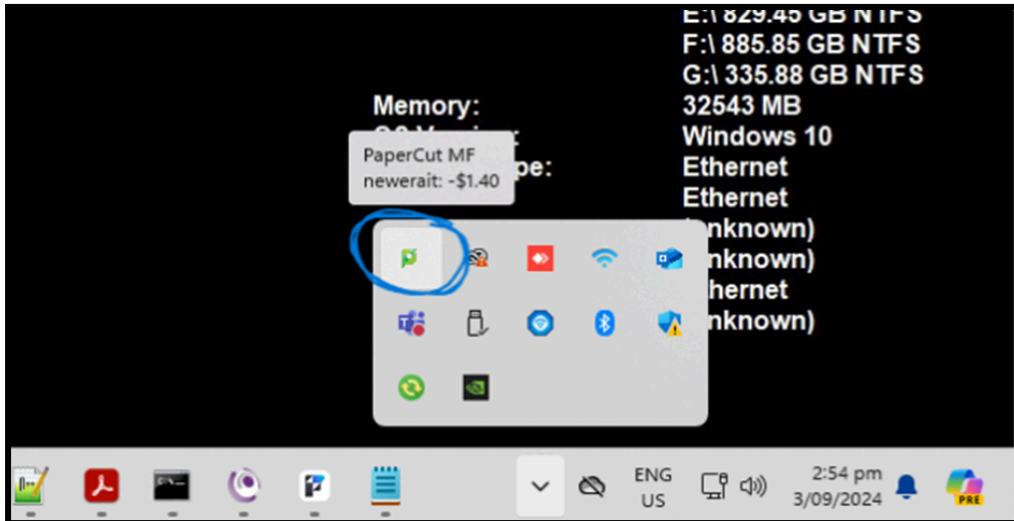
The correct output device is selected but still there is no audio coming out. Try the following:

- Check that the cable is properly plugged in.
- Close Google Chrome and open it again.
- Restart the computer.

If the issue persists, contact your on-site technician.

Not printing

Make sure PaperCut is running on your computer by checking the system tray icons. If the icon is not showing it means that PaperCut is not running.



Running PaperCut

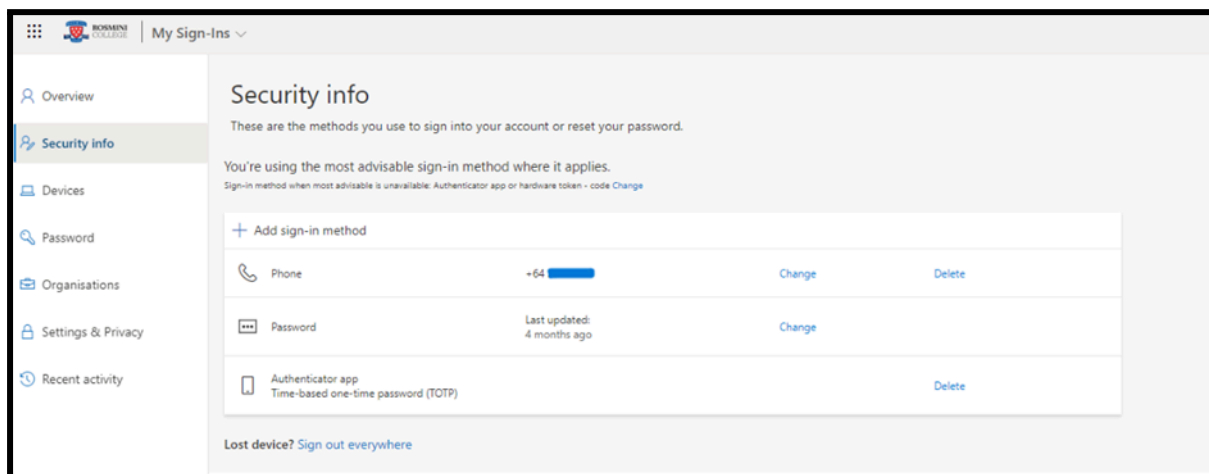
1. Open the start menu and start typing "PaperCut".
2. Click on the app or click open.

If the issue persists, contact your on-site technician.

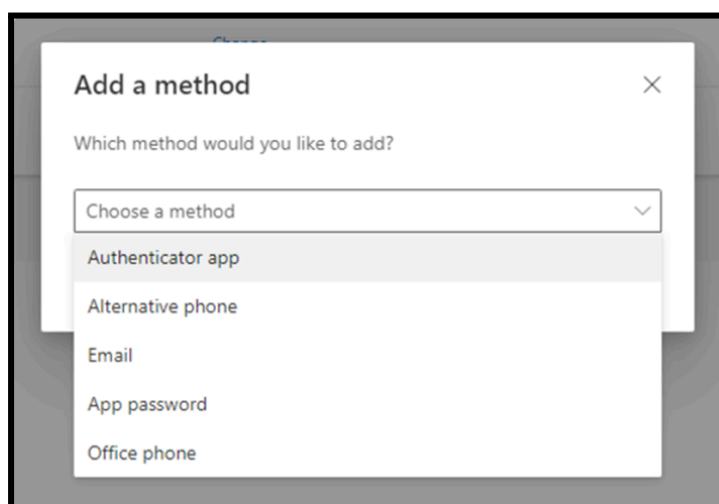
New phone (Authenticator app)

You have a new phone and need to set up the authenticator app in it

1. On a computer go to mysignins.microsoft.com
2. Sign in to your school account (it might not be necessary if you are already signed in somewhere else)



3. Go to security info.
4. Find the authenticator app on the list and click on delete. This will remove the app on your old phone from being used to authenticate.



5. Click on Add sign-in method.
6. Select the authenticator app from the drop-down menu.
7. Click on Add
8. Follow the instructions on screen to set up the authenticator app on your new phone.



IT Support

For any other issues, please create a ticket by sending an email to helpdesk@rosmini.school.nz

This process assists with the management of time and the queue and in some cases, priorities can be set by management.

Create a short, concise, description in the subject line (e.g. can't print from word to printer xyz, or please add program xyz to my computer)

Additionally include as much supporting information as possible in your email body, e.g.:

- What do you need help with?
- Where do you need help?
- Any error messages or symptoms of failure present (please include screenshots where possible)
- What is the impact on you or others on school operation?

You'll receive an automated email reply, a ticket will be automatically created, and your request will be placed into a queue for review by the New Era technician.

If your issue is urgent or impacting your teaching right now, please do feel free to knock on our door and ask for help in person.

Your technician is based at the College:

Monday to Thursday - 8:30am to 4:30pm

Friday - 8:30am to 12:30pm

PHOTOCOPYING

All staff members have access to a photocopier in the Staff Workroom and/or various locations around the school. Use your school computer login and password to access. Each department teacher will be issued with a login and photocopy 'button', and copying will be charged against the department budget.

Where large copying runs are required e.g. examination papers, they may be left with Mrs. Wendy Riley to do on the Administration Copier. Staff should avoid using this photocopier between 8.40am and 3.10pm.

Teachers should give at least 24 hours notice of any copying that they ask Mrs. Wendy Riley to do for them.

Please do not send a pupil to the office with a request for immediate photocopying.

PURCHASING

Staff Stationery

Whiteboard markers, Teacher's Planner and other classroom requirements are available from Mrs. Dena Pryde in Student Reception. Mrs. Wendy Riley has extra supplies in her office if Dena is unavailable.

Reimbursement

At times, a staff member may need to purchase goods/equipment for their department/school trip etc. Staff must retain a receipt (All receipts must be a full shop receipt which **includes GST number and GST value of purchase together with an itemised list of what was purchased**. An eftpos chit alone is not an acceptable receipt for reimbursement), have their HOD 'sign off' the purchase, identify the department code the reimbursement is to come from and hand the receipts and information to Gemma Lalor in accounts. There is also a tray in the office marked "Accounts" where you can leave your receipts rather than deliver in person.

A reimbursement Form should always be used but especially (a) if no receipt was available at time of purchase (b) if receipt has been lost (c) for refunds totalling over \$100.00 (whether one receipt or multiple receipts). The form is available on Google Sheets.

SICK BAY

Pupils who complain of being unwell may be sent to the sick bay with a note from the class teacher.

Pupils returning to class should bring with them a note from Mrs. Dena Pryde stating the time they left the sick bay.

A log detailing treatment and medication is kept by Mrs. Wendy Riley.

Mrs. Dena Pryde/Mrs. Wendy Riley will advise Deans of the names of any boys who spent an inordinate amount of time in the Sick bay.

Injuries in the school grounds must be reported to the Duty Dean at once.

Serious accidents must be reported to Mr. Nixon Cooper and a form completed on Schoolbridge.

Any teacher or Ancillary staff member who has an accident while on school premises must, as soon as possible, report this or have it reported to Mr. Nixon Cooper.

Any teacher with First Aid experience should register with Mr. Nixon Cooper so a list of such teachers can be maintained.

EMERGENCY DRILLS

Staff are notified of procedures and any special responsibilities at the beginning of each year.

- **Evacuation (Continuous Alarm):** Evacuate immediately to the **Top Field**. If you have a form class that day, take the roll.
- **Lock Down (Intermittent Alarm):** Go inside, lock doors and windows, turn off lights, and keep students on the floor away from sight. Wait for the "All Clear" from SLT.

Exit signs are marked in all rooms. Students assemble on the top field of the school where class teachers take the roll and supervise their students. Teachers give rolls to the Deans, these are then given to Roger Latch. Please refer to the Health & Safety Manual for more details.

Practices, organised by Mr. Nixon Cooper, are held at least once every 6 months to promote preparedness.



GUIDANCE COUNSELOR

Where students have continuing behavioural problems or a teacher knows or suspects there are personal problems the Guidance Counselor should be notified.

The Guidance Counselor will liaise with all concerned and, if necessary, set up a series of interviews with the pupil. He will notify teachers if a boy is required to leave class and send boys back to class with a note after an appointment, if appropriate.

Pupils and parents may approach the Guidance Counselor directly and in confidence if they wish.

The Guidance Counselor is Mr Chris Caruana.

PASTORAL CARE TEAM

The Pastoral Care Team meets regularly and students causing concern and issues related to Pastoral Care are discussed and action is taken where agreed by allocated team members. Confidential minutes are kept and a copy is given to the Headmaster who is kept closely informed on the agenda and outcomes. The Pastoral Care Team consists of:

- Kane Wilson/Rachel Peak/Dave Pearce/Jon Dale (Deputy Principals)
- Chris Caruana (Guidance Counselor)
- Lynne van Wyk (Special Character)
- Deans and assistant Deans at each year level
- Roger Latch (Careers)
- Mine De Belder (Special Education Needs Coordinator/SENCO/Learning Support)
- Dena Pryde (Student Services)

There are many other parties that can be called upon to help resolve Pastoral Issues – these include:

- Form Teachers who meet their class at least once per day
- The College Chaplain who says Mass at least once a week in the School Chapel.
- Any member of the staff who has developed a “special” bond with a student through class work or extra-curricular activities. The participation in cultural, sporting and musical pursuits in the College is exceptionally high.

MEETINGS AND COMMITTEES

Staff Meetings & Briefings

These take place in the Staff Room at 8.30am Monday and Wednesday mornings. Friday 8am is designated for Professional Learning and a staff briefing is held at the end of this session. Occasionally, these sessions are used for all staff meetings.

All staff members except those on duty are expected to attend staff briefings.

Curriculum Committee

All HOD's are expected to attend. Agendas are in the Shared Drive. The committee is chaired by Mrs. Rachel Peak with meetings to take place on alternate Thursday mornings from 8.00am. This takes place in the Pavilion.

Pastoral Care Committee

This is chaired by Mr. Kane Wilson. Members are the Deans, Assistant Deans, Guidance Counselor, Learning Support and Student Services. Any staff member who is concerned about a student is welcome to approach a member of this committee and have their concerns addressed. Meetings are alternate Thursday mornings from 8.00am. This takes place in C1.

Professional Development Committee

The Committee consists of Rachel Peak, Jo Berry (SCT), HODs appointed at the beginning of each year along with Across/Within School Leaders. The group helps to facilitate the Internal Professional Learning at Rosmini that is scheduled throughout the year on Friday 8-8.45am. Any staff member wishing to take part in an external Professional Development Course should see their HOD in the first instance and fill in the external PD form, share with RSP, then upload to Schoolbridge once approved with their relief.

Beginning Teacher Induction meetings

Year 1 and 2 teachers meet on a regular basis after school on a Monday. Jo Berry (SCT) will work with and mentor the Beginning Teachers through a Rosmini Induction programme with support from Rachel Peak. Teacher mentors are assigned to the Year 1 and 2 teachers from a range of subject areas.



Department Meetings

Each department HOD is expected to hold regular meetings at times convenient to the members. All such meetings are to be minuted. These meeting minutes should be stored in the NZQA shared drive under the relevant subject folder.

As a general rule meetings take place before school at 8.00 am on Tuesday or Wednesday mornings. Meetings can be called by the chair of the relevant group at any other time before, during or after school.

Senior Leadership

This group meets each morning prior to the whole staff meeting. Members of staff may be asked to attend these meetings if required. They also meet during timetabled periods during the week.

CONFLICT OF INTEREST POLICY

The standard of behaviour expected at Rosmini College is that all staff and board members effectively manage conflicts of interest between the interests of the school on one hand, and personal, professional, and business interests on the other. This includes managing potential and actual conflicts of interest, as well as perceptions of conflicts of interest.

The purposes of this policy are to protect the integrity of the school decision-making process, to ensure confidence in the school's ability to protect the integrity and reputations of board members and meet legislative requirements. Upon or before election or appointment, each person will make a full, written disclosure of interests, relationships, and holdings that could potentially result in a conflict of interest. This written disclosure will be kept on file and will be updated as appropriate.

In the course of board meetings, board members will disclose any interests in a transaction or decision where their family, and/or partner, employer, or close associates will receive a benefit or gain. After disclosure, the person making the disclosure will be asked to leave the meeting for the discussion and will not be permitted to vote on the question.

WORKPLACE HARASSMENT POLICY

Catholic Character

It is important to understand that whatever content any policy is dealing with, the policy must ensure that it operates within the context of a faith community. Rosmini College must be a community whose aim is the transmission of values for living. Faith is caught through contact with people whose daily life bears witness to it.

Rationale & Purpose

This policy is designed to promote a positive, safe, secure work environment free from harassment. This policy is not intended to restrict the social interactions or relationships that members of the school community freely enter into but to control and eliminate unwelcome behaviour which affects the well-being of others.

Its purpose is to fulfil the requirements of the relevant legislation ^[1] as well as the school's charter and to set up procedures for the handling of complaints from staff who are being harassed.

[1] Current legislation includes the Health & Safety at Work Act 2015, Human Rights Act 1993, Employment Relations Act 2000

Definition

Harassment at Rosmini College is unwanted, unwelcome, uninvited, unreasonable, and repeated behaviour that affects the well-being, safety and work performance of others. A single incident isn't considered harassment but can escalate if ignored.

Some examples of harassment are:

- Bullying – physical, psychological, or cyber. Managing performance in line with normal practice is not bullying.
- Sexual harassment – verbal, non-verbal or physical contact of a sexual nature
- Racial harassment
- Harassment on the grounds of sexual orientation
- Harassment on the grounds of religion

Note: Unreasonable behaviour covers actions which a reasonable person wouldn't do in similar circumstances, including victimising, humiliating, intimidating, or threatening a person, consistently and intentionally excluding someone from their group activities.

Guidelines

If a person considers they are being harassed, they should immediately make it clear to the person verbally or in writing that such behaviour is offensive, unacceptable, and unwelcome.

If the person being harassed feels uncomfortable confronting the person, then they should seek contact with another person of their choice for advice and support (e.g., school mentor, colleague, HOD or SLT).

Where harassment continues after objection, the complaint should be forwarded to the headmaster.

Steps will be taken to resolve the complaint with the parties concerned. If the person being harassed feels this has not happened, then they can involve other people or organisations for support, e.g., PPTA. This in no way will prejudice their complaint.

The headmaster may decide that further investigation is required and that the matter be dealt with as a matter of staff discipline.

In serious cases or if the complaint is against the headmaster, the matter will be referred to the School Board.

CONCERNS AND COMPLAINTS POLICY

Catholic Character

It is important to understand that whatever content any policy is dealing with, the policy must ensure that it operates within the context of a faith community. Rosmini College must be a community whose aim is the transmission of values for living. Faith is caught through contact with people whose daily life bears witness to it.

Objective

All complaints, concerns and incidents are attended to promptly, respectfully, and professionally and seek to bring effective resolution to all parties concerned.

Scope

In order to maintain a safe and comfortable environment for all students, staff and visitors, an accessible procedure for handling complaints and grievances will be implemented and maintained to provide an open and fair way of resolving issues and will comply with all relevant legislation.

It is important that the school responds to complaints in a fair and consistent manner and in accordance with the relevant employment contracts, legislation, and the school's codes of conduct to:

- ensure consistency when dealing with complaints
- deal with complaints in line with set procedures
- put in place corrective or disciplinary action.

Application

In complying with the policy, the Headmaster shall not fail to:

- implement and maintain robust procedures to meet the policy requirements
- ensure that the process for complaints or grievances is clearly communicated and posted on the school website (if applicable)
- ensure that the complainant has previously followed the school's concerns and complaints procedure before escalating to board level

Should the board receive a complaint regarding the Headmaster or determine that any policy violation may have occurred, the board in the first instance will consider whether

this may be dealt with in an informal manner (as per the employment agreement provisions that apply to the Headmaster).

Where the board considers the degree and seriousness of the concern or any violation sufficient to warrant initiating a disciplinary or competency process, the board shall seek the support and advice in the first instance from an NZSTA adviser to ensure due process is followed.

The board shall advise its insurance agent of any complaint escalated to the board.

Once the dispute Resolution Scheme comes into effect, in the event that a serious dispute is not able to be resolved, the board shall advise the parent of their right to apply to the Chief Referee for the dispute to be resolved by a dispute resolution panel.

Guidelines:

1. Complaints should be made in writing or in person
2. Documentation is stored in the complaints file
3. Complaints of a serious nature should be directed to the Headmaster
4. Other parties are informed at the Headmaster's discretion and appropriate action taken at that point as required
5. In cases of complaint against the Headmaster which remains unresolved in the first instance, a formal written complaint must be made to the board chair.
6. Complainants are informed by the Headmaster or board chair of the outcome of the complaint.
7. Where appropriate outside mediation may be sought from organisations such as STA, PPTA, NZEI, etc
8. In dealing with any complaints the school will act in accordance with the relevant conditions of the current employment contract(s)
9. In all cases the board in dealing with complaints will act as a good employer.

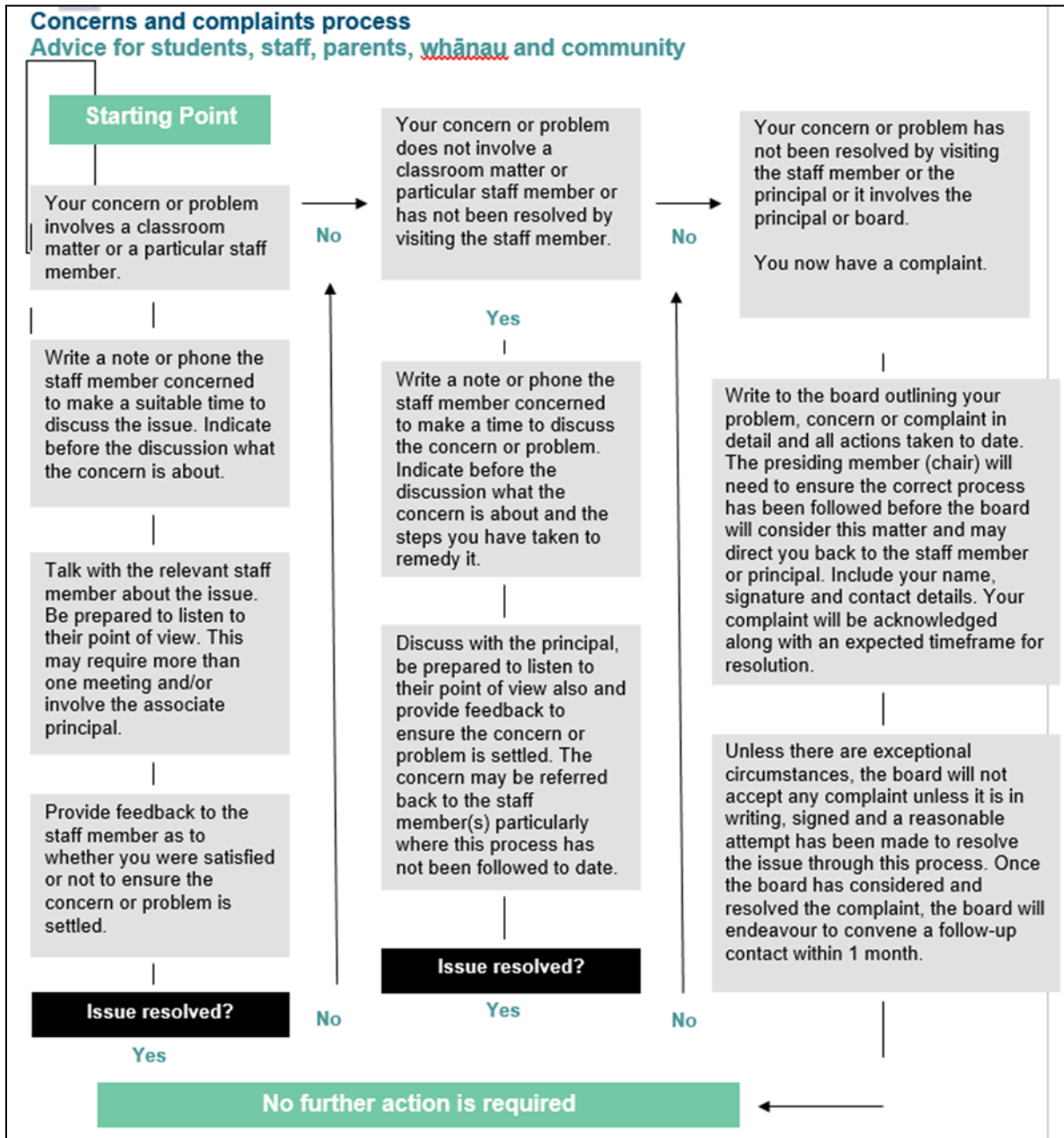
Legislative compliance

Education and Training Act 2020

Relevant employment agreements

Relevant professional standards

Associated Process



PROTECTION AND SHARING OF INTELLECTUAL PROPERTY (CREATIVE COMMONS)

Learning resources and other materials created by school staff in the course of their employment are an important asset and form a large part of the school's intellectual capital. The open and free exchange of information, knowledge and resources, and the collaborative production of copyright works that are made freely available allows our students' access to a wider range of high quality learning resources and materials than would otherwise be possible. The purpose of this policy is to ensure that the board's access to materials produced by the board's employees in the course of their employment is protected, while encouraging staff to share these works with others. The Board of Trustees of Rosmini College therefore:

1. Recognises that the board of trustees holds first ownership of copyright of works produced by the board's employees in the course of their employment under section 21(2) of the Copyright Act 1994 (NZ).
2. Delegates to the principal the responsibility to
 - a. Apply by default a Creative Commons Attribution Licence to all teaching materials and policies in which the board of trustees of the school owns copyright.
 - b. Apply a Creative Commons Attribution licence to other copyright works, aside from those described in (2)
 - c. Transfer to the original creator the copyright in created works licensed by the school under a Creative Commons Attribution or Creative Commons Share-Alike licence
 - d. Ensure that all staff are aware of the terms of this policy and how it relates to teaching resources they develop in the course of their employment at the school
3. Does not make any claim over the ownership of copyright works produced by students. The copyright to these works remains with the creator.
4. Recognises that this policy only applies to copyright works, and not to any other forms of intellectual property.
5. Recognises that the copyright in works produced by an employee other than in the course of their employment by the board of trustees of the school remains the property of that employee. Where this is unclear, the process for dispute resolution, outlined below, shall apply.



Resolution of disputed copyright ownership

Where the first ownership of copyright in a given work is disputed or unclear, the following process will apply:

1. In the first instance the dispute should be documented and presented to the school principal.
2. If the dispute is still not resolved then the documentation should be presented to the chairman of the board of trustees.
3. If the dispute is still not resolved following 1) and 2), mediation with an appropriate authority will be undertaken.

(1 & 2 above should be replaced with the school's dispute resolution process, where appropriate.)

Definitions

Creative Commons: An international non-profit that provides free open licences that copyright holders can use to share their work.

Teaching Materials: Copyright works produced by employees of the school for the purposes of teaching.

USE OF ARTIFICIAL INTELLIGENCE (AI) POLICY

1. Catholic Character

It is important to understand that whatever content any policy is dealing with, the policy must ensure that it operates within the context of a faith community. Rosmini College must be a community whose aim is the transmission of values for living. Faith is caught through contact with people whose daily life bears witness to it.

2. Background

The emergence of Artificial Intelligence (AI), and specifically the use of AI generative tools offers numerous advantages for education, including personalised learning experiences, increased efficiency, and enhanced student support and engagement.

However there is the potential for students to become overly dependent on the use of AI technology to complete assignments as opposed to learning and developing their brains.

3. Purpose

The purpose of this policy is to provide guidelines for the appropriate and responsible use of Artificial Intelligence (AI) by students and staff. The policy aims to ensure that AI technologies are used ethically and in a manner that promotes learning, innovation, and the well-being of all individuals involved.

4. Scope

This policy applies to all students and staff of Rosmini College who utilise or interact with AI technologies within the educational setting.

5. Definition of AI

Artificial Intelligence (AI) refers to the development and use of computer systems that can perform tasks efficiently and respond promptly to queries that would typically require human intelligence such as reviewing, collating and summarising information from various sources.

6. 2026 Operational Standards

Rosmini College acknowledges the transformative potential of Generative AI. To maintain the integrity of our qualifications and the safety of our community, staff and students must adhere to the following 2026 standards:

- **Verification of Authenticity:** Teachers reserve the right to conduct "oral vivas" (vocal exams) or supervised "in-class" writing assessments if the authenticity of a student's work is in question due to suspected AI over-reliance.
- **Citation Standards:** Any student use of AI for research or drafting must be explicitly declared and cited. This includes specifying the tool used and the nature of the prompts provided. Failure to do so constitutes academic misconduct.

- **Data Privacy:** To comply with the **Privacy Act 2020**, staff and students must never upload sensitive student data or personal identifiers to public AI models (e.g., ChatGPT, Claude, Gemini).

7. Responsible Use of AI by Students

Students are encouraged to use AI technologies in a responsible and ethical manner, adhering to the school's acceptable use policy and any other relevant policies within the following guidelines:

- students can use AI tools for educational purposes, such as assisting with research, enhancing their learning experience eg: assisting with additional material to study;
- students should respect intellectual property rights when using AI technologies and refrain from engaging in any form of plagiarism or copyright infringement as per the Managing National Assessment guidelines; and
- students should use AI tools to promote inclusivity and diversity, ensuring that the technology is accessible to all individuals, regardless of their abilities or backgrounds.

8. Responsible Use of AI by Staff

The College staff acknowledge the potential benefits of AI technologies to assist administrative processes and student outcomes and will support appropriate use within the following guidelines:

- staff shall ensure that AI technologies are used in compliance with applicable laws, regulations, and ethical guidelines;
- staff shall prioritise data privacy and security when utilising AI technologies, implementing appropriate measures to protect personal information and sensitive data; and
- staff shall regularly review and evaluate the effectiveness of AI technologies in achieving educational objectives, making adjustments where necessary.

9. Professional Development and Support

The school will identify and provide training and professional development opportunities for staff and students to enhance their understanding and use of AI technologies.

Support systems will be established to assist staff and students in utilizing AI technologies effectively and responsibly.

10. Monitoring and Review

The school shall regularly monitor the use of AI technologies by students and staff to ensure compliance with this policy.

The policy will be formally reviewed Triennially and periodically updated as required to reflect changes in technology, legislation, and best practices, and this should include mechanisms for feedback and adaptation based on experiences and findings from the implementation of AI tools.

11. Communication and Awareness

This policy will be communicated to all students, staff, and relevant stakeholders, ensuring awareness of the responsible use of AI technologies.

Educational resources and information will be provided to promote understanding and awareness of AI technologies and their implications.

Active engagement with all stakeholders, including students, parents, educators, and the wider community, in the discussion and decision-making processes regarding the use of AI in education is encouraged as it continues to develop and mature. This ensures diverse perspectives are considered and builds a collective understanding and acceptance of AI technologies.

12. Non-Compliance with policy

Staff and students are required to follow the Managing National Assessment in Schools guidelines in assisting to support adherence to this policy.

Failure to comply with this policy may result in disciplinary action, which could include but is not limited to, loss of access to AI technologies, counselling, or other appropriate measures.

13. Supporting documentation

There are a few sources of guidance provided by the Ministry of Education and New Zealand Qualifications Authority (NZQA) that should be referenced in conjunction with reading this policy, which also include further informational links:

[Managing National Assessment in Schools](#) – assessment information and resources for teachers and schools

[Generative AI](#) – view of definition, limitations and risks, age restrictions, thinking about privacy, digital technology, data and information security, and checking assessments

14. Relevant legislation/guidance for consideration

Although there is no specific AI legislation in force domestically in NZ consideration needs to be given to the use of AI as it relates to other pieces of legislation such as:

[Education & Training Act 2020](#)

[Privacy Act 2020](#)

Review schedule: Triennially



COMPUTER, DEVICE AND INTERNET USE

BYOD: Students in Years 9-13 must bring a computing device to school to be used for educational purposes. The device chosen is up to parents to decide, however, it should be purchased with the students education in mind.

Our vision is to develop young men to prepare for a dynamic world by building confidence in their ability to use digital technologies in order to build curiosity and be active, connected, collaborative learners so that they are better prepared for the future.

The main purposes of this programme are as follows:

- To provide students with the best educational tools and information available.
- To prepare students for working in a collaborative and connected world.
- To do the above while following best practice, and in a safe and healthy manner.

Although technology is a great educational tool, it is by no means the silver bullet of learning. As such we don't foresee students using technology all day, everyday but rather only as and when it truly supports and enhances learning.

E Policy: All students and their parents/caregivers must sign the Rosmini College Computer Use - Terms and Conditions document that details the colleges expectations around acceptable use of devices and the internet, login Id's, netiquette, E-mail, school IT hardware, use of personal hardware and student photos and work.



Cell Phones/Handheld Device Expectations

- When a student enters your classroom (including your form class) their cellphone/handheld device must be in their bag and on silent.
 - You may need to remind the students at the beginning of the period.
- If a student must leave your classroom during the lesson, their cellphone/handheld device stays in their bag.
 - You may ask the student to turn out their pockets before exiting the classroom to ensure they don't have their cellphone/handheld device.
- If a student has their cellphone/handheld device out in class or it disrupts your lesson in any way, ask the student to surrender their cellphone/handheld device to you. Then, take the surrendered cellphone/handheld device to Reception at your earliest convenience.
 - Do not ask another student to take the surrendered cellphone/handheld device to Reception.
 - **Labeling:** Please put a separate sticky note on each phone with: Student name, Name of teacher, and Period/break time.
 - **Drop-off:** Place the phone in the **white box** in Reception rather than on the desk.
 - Mrs. Wendy Riley will enter the cellphone/handheld device incident on KAMAR. You do not have to.
- If a student refuses to surrender their cellphone/handheld device to you;
 - Inform the student that refusal will lead to the Dean and/or SLT becoming involved.
 - If they still refuse, confirm with the student that they are refusing and remain calm.
 - Email the Dean and the SLT member responsible for that student's year level and continue with your lesson.
 - The Dean and SLT will intervene and escalate the incident.
- Students will collect their surrendered cellphone/handheld device from Reception at the end of the day, after 3:10 pm.
 - If a student has surrendered their cellphone/handheld device to you in Period 5 or 6 and you are unable to take it to Reception, hold the cellphone/handheld device and instruct the student to collect it from your classroom after 3:10 pm.
 - Email Wendy at Reception for the incident to be entered on KAMAR.
 - Do not allow a student out of class early to collect a surrendered cellphone/handheld device.



Cellphone/Handheld Device Consequences Per Term

1. 1st Time

- Cellphone/handheld device held at Reception by WJR/Mrs. Wendy Riley.
- The incident is documented on KAMAR by WJR.
- Cellphone/handheld device returned at the end of the day by WJR.

2. 2nd Time

- Cellphone/handheld device held at Reception by WJR.
- The incident is documented on KAMAR by WJR.
- Cellphone/handheld device returned at the end of the day by WJR
- WJR informs the Dean.
- **Lunchtime Litter Detention (Dean).**
- Home contacted (Dean).

3. 3rd Time

- Cellphone/handheld device held at Reception by WJR.
- The incident is documented on KAMAR by WJR.
- Cellphone/handheld device returned at the end of the day by WJR.
- WJR informs the Dean.
- **Deans After School Detention (Dean).**
- Home contacted (Dean).

4. 4th Time

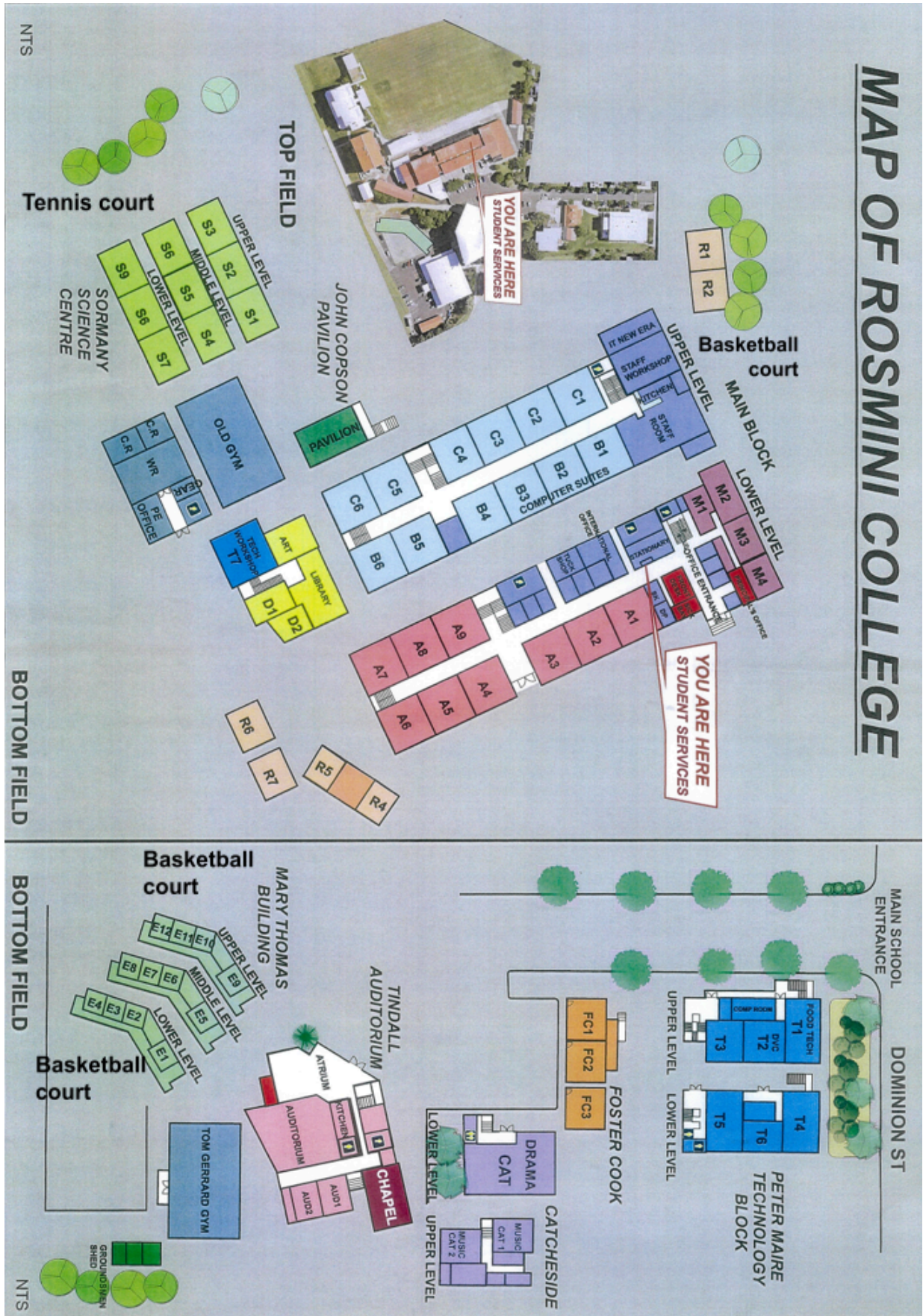
- Cellphone/handheld device held at Reception by WJR.
- The incident is documented on KAMAR by WJR.
- Cellphone/handheld device returned at the end of the day by WJR.
- WJR informs the Dean.
- Home contacted by Dean. Parent/Caregiver meeting arranged (Dean/SLT).
- **Phone handed in each morning at Reception for a week.**
- **Deputy Principals Friday Afterschool Detention (SLT).**

Consequences will be reset each term.

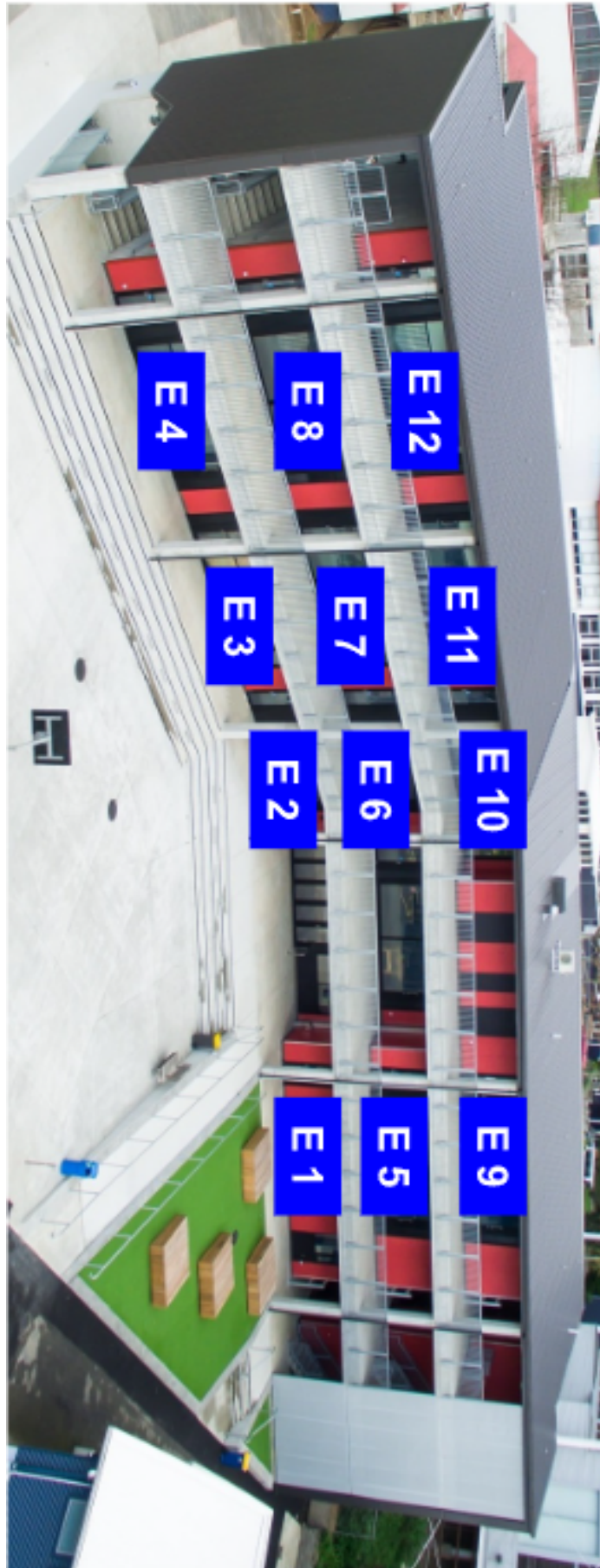
Cellphone/Handheld Device Use Outside of Classroom Time

- At this stage, we will not be restricting cellphone/handheld device use before school, between classes and during morning break and lunchtime.
- We will continue to educate our students on the appropriate use of a cellphone/handheld device, especially adhering to the Privacy Act and the Harmful Digital Communications Act.

ROSMINI COLLEGE MAP



ROSMINI E-BLOCK LAYOUT





Summary of Changes: 2025 vs. 2026 Reliever Handbook

Section	2025 Handbook (Previous)	2026 Handbook (New)
Deans & Pastoral Leaders	<p>Year 7 Dean: Dee Knight</p> <p>Year 10 Dean: Justin Manuel</p> <p>Year 13 Dean: Jon Dale</p> <p>Senior Leader (Yr 11-13): Rachel Peak</p>	<p>Year 7 Dean: Clare Letting</p> <p>Year 10 Dean: Lennard John</p> <p>Year 13 Dean: Justin Manuel</p> <p>Senior Leader (Yr 11-12): Rachel Peak</p> <p>Senior Leader (Yr 13): Jon Dale</p>
Roll Marking (Critical Legal Update)	<p>Relievers asked to mark rolls at the start of class and send paper rolls to Student Services at the end of the lesson.</p>	<p>Mandatory Requirement: Under 2026 Law (STAR framework), rolls must be marked within the first 10 minutes. If using paper, it must be sent to Student Services <i>immediately</i> within that 10-minute window.</p>
Physical Restraint Policy	<p>No specific detailed section on physical restraint legislation.</p>	<p>New Section Added: "Managing Challenging Behaviour and Physical Restraint." Explicitly bans prone/supine holds and outlines mandatory reporting to Principal, Parents (immediately), and Ministry (3 days).</p>
Form Teachers	<p>Lists 2025 Form Teachers.</p>	<p>Updated list of Form Teachers for 2026 across all year levels.</p>
Deans Structure	<p>Lists 2025 Deans and Assistant Deans.</p>	<p>Updated table reflecting 2026 Deans and Assistant Deans (e.g., Arana Rakena added as Asst. Dean Yr 9, Joelle Tait for Yr 13).</p>



THEME FOR THE YEAR 2026

"Do unto others as you would have them do unto you." (Luke 6:31)

