



AUCKLAND  
GRAMMAR SCHOOL

# PARENTS HANDBOOK

2024



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## INTRODUCTION

Welcome to the Auckland Grammar School community. Our School has a proud past – some 154 years of history. We understand the responsibilities associated with being the guardians of our School.

We do take our responsibilities seriously and work to blend the very best of our past with the best of the new. This handbook aims to provide each young man and his family with the opportunity to learn a little of our School's culture and mode of operation before he starts.

Our School has a clear vision and an agreed set of values by which we operate on a daily basis. These, together with our mission, are integral to our School's special character and overall culture, and one that each young man is expected to contribute to.

**Vision:** Pre-eminence in boys' Secondary education

**Values:** Integrity, Excellence, Respect, Courage, Pride, Commitment, Humility

**Mission:** Auckland Grammar School will provide young men with a rigorous academic education. Each young man is expected to pursue excellence in acquiring knowledge and skills while embracing and upholding the School's values.

The School will promote all-round excellence in academic, sporting and cultural pursuits, encouraging each young man to recognise and develop his individual potential and gain pride and satisfaction by setting demanding personal goals and striving to attain them.

The School will encourage the development of the whole person in order that it may produce young men ready, willing and able to make a positive contribution to society and be responsible citizens.

These key words and statements encapsulate what our School stands for. They are aptly supported by the 'Grammar Way' and our School motto 'Per Angusta Ad Augusta' – 'Through difficulties to greatness'.

Each young man is now challenged to familiarise himself with the contents of this handbook so that he can embrace Grammar life from the day he starts. He can then truly call himself a 'Grammar boy'.

Tim O'Connor  
Headmaster



# AUCKLAND GRAMMAR SCHOOL

Auckland Grammar School is a State Secondary School providing an education for boys only from Form 3 to Form 7.

The School is a large, central city school situated on the northern slopes of Mt Eden. It was endowed in 1850 by Sir George Grey for the education of all New Zealanders and opened in 1869. The School caters for students with a range of learning needs from diverse backgrounds, socio-economic groups and ethnicities.

Auckland Grammar School offers an academic programme with emphasis on national and international syllabi. All students are placed in classes targeted to their level of achievement. The School caters for the needs of students with extremely high attainment rates by offering accelerated classes and courses. The needs of students whose attainment rates are lower are catered for by smaller class sizes, the careful selection of teachers and the provision of learning assistance programmes. Special provision is made for disabled students in accordance with their needs.

The large staff is hard-working and fully involved in all aspects of School life. The School is well served by a number of staff members and volunteers who assist with all aspects of a Grammar education including: academia, learning support, pastoral care, health and well-being, performing arts, culture and sport.

The traditions of the School are maintained by extensive patronage from the Grammar Community - students, parents (past and present), Old Boys, Board members, Trust members, Council members, Old Boys' Association members, and local residents.

The School site has a number of buildings of varied style, carefully designed to complement the grounds. The main building, of Spanish Mission style architecture, is classified 'A' under the Historic Places Act. It contains an imposing Hall, administration areas, staff room and classrooms. Its War Memorial is symbolic of the School's service and sacrifice to the community and country. There are separate English, Specialist, Science and Technology buildings, a classroom block extending from the historic main building, a Sports Centre and a Gymnasium, a modern Library and Study Centre - Te Ara, Theatre and Conference Room complex, a Music Suite, three Pavilions, a Development Office, an International Student Office, and School Boarding establishment - Tibbs House.

The grounds, totalling 15.2 hectares in area, consist of sealed areas around the buildings and three separate playing fields. There are four tennis courts and three all-weather sports fields, two equipped with flood lighting, and a purpose-fit 30m x 25m outdoor heated swimming pool.

Due to its central city location, the School is constrained by the size of its grounds, its enrolment policy and the number of classrooms available.

Tibbs House, situated on an adjoining property in Clive Road, is the School's boarding establishment catering for approximately 120 students forming an indispensable element in the School's constitution.

An Outdoor Education Centre, Venturelodge, consisting of fully equipped buildings and grounds, is situated at Ohakune and is essential to the School's outdoor education programme.



# ADMINISTRATIVE STRUCTURE OF AUCKLAND GRAMMAR SCHOOL 2024

## **School Board Members**

G.M. Sandelin (Chairman)  
M.R. Malpass (Deputy Chairman)  
G.R. Graham  
S. Holdaway  
J. King  
K. Russell-Smith  
G.A. Trethewey  
N.N. Wang  
D.W. Wong  
T.M O'Connor (Headmaster)  
F.L. Hay-Mackenzie (Staff Representative)  
TBA (Student Representative)

## **Leadership Team**

Headmaster	T.M O'Connor
Associate Headmaster (Operations)	S.A McNaughton
Associate Headmaster (Academic)	J.S Ety
Deputy Headmaster (Academic)	D. Oram
Deputy Headmaster (Pastoral - Junior School)	D.M.R Askew
Deputy Headmaster (Pastoral - Senior School)	N.L Lobb
Deputy Headmaster - Human Resources	J.M Blyth

## **Senior Management Team**

The following Directors and the Heads of Faculty constitute the Senior Management Team:

Director of Advancement	D.I Reddish
Director of Boarding	F. Haszard
Director of Information Services	C.A Watt
Director of International	R.A Fenton
Director of Sports Development	D.J Mackay



# ADMINISTRATIVE STRUCTURE OF AUCKLAND GRAMMAR SCHOOL 2024

## **Heads Of Faculty**

Arts and Technology	S. Bluett
Commerce	J.H.H Wilson
English	C. Laing
Languages	W.T Buckingham
Mathematics	G.P Leeuw
Physical Education and Outdoor Education	J.L Hantz
Sciences	B.A McGowan
Social Sciences	B. John
Student Services	C.A.F Porteous
Vocational and Assisted Learning	G.J Edwards

## **Deans**

Form 3 Dean	M.D Cuming
Form 4 Dean	T. Overbury
Form 5 Dean	T. Kensington
Form 6 Dean	J.S-J Yeh
Form 7 Dean	J. Gunson
Form 3 Associate Dean	K. Wait
Form 4 Associate Dean	M. Gaspar
Form 5 Associate Dean	J. Gibbons
Form 6 Associate Dean	C.R.D Lowe
Form 7 Associate Dean	J. Sima
Academic Dean - Junior School	C.C Lee
Academic Dean - Senior School	L. Sweeney
Dean of International Students	P. Easingwood

# Staff Responsibilities - Academic 2024

LEADERSHIP TEAM	
HEADMASTER	T.M O'Connor
ASSOCIATE HEADMASTER (OPERATIONS)	S.A McNaughton
ASSOCIATE HEADMASTER (ACADEMIC)	J.S Eddy
DEPUTY HM (ACADEMIC)	D. Oram
DEPUTY HM (PASTORAL - JUNIOR SCHOOL)	D.M.R Askew
DEPUTY HM (PASTORAL - SENIOR SCHOOL)	N.L Lobb
DEPUTY HM (HUMAN RESOURCES)	J.M Blyth
CHIEF FINANCIAL OFFICER	J.D Guilford

STUDENT SERVICES TEAM	
FORM SEVEN DEAN	J. Gunson
FORM SIX DEAN	J.S-J Yeh
FORM FIVE DEAN	T. Kensington
FORM FOUR DEAN	T. Overbury
FORM THREE DEAN	M.D Cuming
FORM SEVEN ASSOCIATE DEAN	J. Sima
FORM SIX ASSOCIATE DEAN	C.R.D Lowe
FORM FIVE ASSOCIATE DEAN	J. Gibbons
FORM FOUR ASSOCIATE DEAN	M. Gaspar
FORM THREE ASSOCIATE DEAN	K. Wait
ACADEMIC DEAN - JUNIOR SCHOOL	C.C Lee
ACADEMIC DEAN - SENIOR SCHOOL	L. Sweeney
DEAN OF INTERNATIONAL	P. Easingwood

STUDENT SERVICES TEAM	
HEAD OF STUDENT SERVICES	C.A.F Porteous
STUDENT SERVICES MANAGER	S.L van Deventer
COUNSELLORS	J.J.C Doolan
	G.R Martin
	E. Peacock
HEAD OF STUDENT PATHWAYS	G.J Edwards
TRANSITION	K. Osborne
HEAD OF HEALTH CENTRE	S.M Tan
NURSE	D.A Hulme

FACULTIES	HEAD		DEPARTMENTS / RESPONSIBILITIES			
ARTS & TECHNOLOGY	S. Bluett		TECHNOLOGY M. Crook			
COMMERCE	J.H.H Wilson		ECONOMICS J.H.H Wilson			
ENGLISH	C. Laing		Form 5 NCEA A. Malani	Form 5 Pre-Q & F6 CAIE L. Potacky-Pacay F6 NCEA: R. Wright	Form 7 NCEA & LITERACY A. Malani	Form 7 CAIE C. Forster
LANGUAGES	W.T Buckingham		JAPANESE T.E Cain	Form 4 C. Forster	Form 5 NCEA A. Malani	Form 7 CAIE C. Forster
MATHEMATICS	G.P Leeuw		FRENCH M. Gaspar	Form 3 C. Wood	Form 5 NCEA A. Malani	Form 7 CAIE C. Forster
PHYSICAL & OUTDOOR EDUCATION	J.L Hantz		PE J.L Hantz	Form 3 & 4 J.J.S Rehu	Form 5 NCEA A. Malani	Form 7 CAIE C. Forster
SCIENCE	B.A McGowan		BIOLOGY C. Paterson	Form 3 & 4 J.J.S Rehu	Form 5 NCEA A. Malani	Form 7 CAIE C. Forster
SOCIAL SCIENCES	B. John		GEOGRAPHY P. Easingwood	Form 3 & 4 J.J.S Rehu	Form 5 NCEA A. Malani	Form 7 CAIE C. Forster
VOCATIONAL AND ASSISTED LEARNING	G.J Edwards		ESOL N. Savery	Form 3 & 4 J.J.S Rehu	Form 5 NCEA A. Malani	Form 7 CAIE C. Forster



## EXPECTATIONS OF STUDENTS

The following are expected of every young man attending Auckland Grammar School:

He is to:

1. Arrive on time, well groomed
2. Wear the correct uniform well and with pride
3. Be fully prepared for each class
4. Only enter the classroom under the direction of the Master
5. Obey the instructions of the Master
6. Act in a way which does not interfere with the rights of others to learn
7. Refrain from offensive behaviour and from using offensive language
8. Leave the room clean and tidy and not exit until directed by the Master
9. Give of his best always
10. Co-operate with the staff and accept the authority, and rules and regulations of the School

## DISCIPLINE

In any community, standards must be established by which its members can work together harmoniously. Whether the rules take the form of state laws, local by-laws or School Rules and Regulations, they will encompass the same principles of public safety, social responsibility and goodwill.

The rules of Auckland Grammar School are set by the Board of Trustees and are designed to ensure an atmosphere of hard work, courtesy and concern for others is maintained. Acceptance of the School Rules and discipline are a condition of enrolment. These are published on the School website, distributed electronically to parents and a copy of the rules is printed in the School Diary.

Responsibility for the overall discipline and tone of the School lies with the Headmaster assisted by the Leadership Team, Deans and senior staff. Early contact will be made with parents should difficulties arise and the School welcomes and appreciates enquiries from parents who may be worried about their son's education.

The School believes in discipline that is firm, yet just, and which is administered with understanding and with the welfare of the whole School community in mind.

Our rules are based on the following ideas:

- To do your best
- To respect others
- To be courteous
- To respect yourself





**Below are the stated Auckland Grammar School Rules as of October 2023. The most current version is available at [www.ags.school.nz/about/school-rules](http://www.ags.school.nz/about/school-rules)**

## **RULES AND REGULATIONS OF THE SCHOOL**

The School Rules outline the School's expectations in terms of the behaviour and personal presentation of students. The School Rules must be complied with at all times and serious or repeated breaches may result in disciplinary action, up to and including exclusion/expulsion.

The School Rules apply to students at all times while they are under the authority of the School. Students are under the authority of the School while:

- (a) present at School during an official school day.
- (b) representing the School at any time whether it be in sport, cultural pursuits or any other activity.
- (c) attending any School related event, social function, or activity identifiable as a student of our School.
- (d) on a School trip whether or not a parent or guardian is also present.
- (e) on the way to and from School.
- (f) at any time they are wearing School uniform.
- (g) identifiable as a student of Auckland Grammar School (including, but not limited to, in an online environment).

### **FUNDAMENTAL RULES**

#### **General Conduct & Commitment**

- (a) Students are expected to display a high standard of behaviour, courtesy and manners.
- (b) Loud or offensive behaviour and loitering in public places is not permitted.
- (c) Students are expected to display respect towards all staff, toward each other and towards members of the public at all times.
- (d) Students must not act in a manner that brings, or potentially brings, the School into disrepute.
- (e) Students actions must not compromise their own safety or the physical and emotional safety of others.

#### **Behaviour in Class**

- (a) Students are expected to behave in a courteous manner at all times.
- (b) Students may not eat in class.
- (c) Students will stand when a teacher, staff member or guest enters the room.

#### **Addressing Staff Members**

- (a) Students will address male staff members as Sir or by their correct title and name (e.g. Mr Jones).
- (b) Students will address female staff members as Miss or by their correct title and name (e.g. Mrs Jones).

#### **Drugs, Alcohol and Tobacco**

- (a) No student shall consume, sell, purchase, supply, have in his possession or be under the influence of alcohol, tobacco, (or look alike tobacco products such as, but not limited to, e-cigarettes/



vaping), illegal drugs, synthetic drugs, R18 legal drugs or party pills, whether or not lawful under the law of New Zealand, while on the School's property or under the authority of the School.

- (b) No student is permitted to have in their possession any drug or alcohol paraphernalia while under the authority of the School.
- (c) A disciplinary committee of the Board of Trustees is authorised, in its sole discretion, to determine, in any particular case before it, whether a drug, pill or substance is prohibited by Rule (a) above.

### **Theft, Bullying, Assault and Sexual Activity**

- (a) No student shall steal.
- (b) No student shall bully, harass, assault, fight with or intimidate another student or staff member.
- (c) No student shall be in possession of, or use, knives or other weapons.
- (d) No student shall engage in any form of sexual activity while under the Authority of the School (including, but not limited to, kissing, any form of sexual touching and sexual intercourse).

### **GENERAL RULES**

Auckland Grammar School expects the following Rules and Regulations to be followed by students while under the authority of the School:

#### **1. UNIFORM**

The following is the School uniform of Auckland Grammar School:

##### **(i) Winter (Term 2 & 3) Uniform**

Navy shirt and shorts with plain navy or black leather belt (small buckle), long black socks (with garters), black hard leather lace up shoes (no slip ons), Auckland Grammar School jersey.

##### **(ii) Summer (Terms 1 & 4) Uniform**

As for Winter uniform except regulation brown leather sandals (with a backstrap) may be worn instead of shoes and socks.

##### **(iii) Formal Uniform**

The School blazer with white shirt and School tie may be worn by students on special occasions.

##### **(iv) Physical Education Uniform**

The wearing of the correct PE uniform is compulsory. This is the official Auckland Grammar School PE shirt and PE shorts. For students taking Senior PE the blue Senior PE shirt is required and any Auckland Grammar School sports shorts may be worn.

##### **(v) Jackets**

Around the School and to and from School students may wear the official School jacket, the official School rain jacket or the rep sports jacket. Jackets must be removed upon entering the Great Hall for assembly. Training or alternative jackets with or without Auckland Grammar School branding may not be worn around School or to and from School.

##### **(vi) Shoes**

Closed footwear must be worn by students, when directed by Masters to do so, in potentially hazardous areas, such as Science Laboratories and Technology workshops.

##### **(vii) School Sports Uniform**

Students are expected to wear a School sports uniform appropriate to the code. Non-regulation uniform may not be worn while representing the School.

##### **(viii) School Hats and Caps**

When required, students are expected to wear a School cap or School sports hat while representing



the School at sports fixtures. School caps may be worn while walking to and from School and while in the School grounds. Hats/caps must not be worn inside teaching areas or School buildings.

## **2. GROOMING**

- (a) All such uniform shall be kept clean, tidy and in good repair and worn correctly at all time. Socks when worn must be pulled up just below the knee and garters worn to ensure socks stay at the correct length.  
Shoes or sandals need to be kept clean and polished.
- (b) Tee-shirts, skivvies or similar singlets are not to be worn if they show above the shirt front.
- (c) All students are to be clean shaven.
- (d) A student's hair needs to be clean and short enough to ensure it does not touch his shirt collar. Hair should be no shorter than a number 2 and should not be long enough to be tied up in any form. The student's fringe should be short enough to ensure hair is kept out of his eyes when combed straight down. Natural hair colour must be maintained (no dyed hair) and extreme hairstyles including, but not restricted to a mohawk, shaved hair styles, braided/matted hair or hair that sticks out from the head more than 6cm are not permitted. Sideboards must not extend beyond the earlobe.
- (e) Jewellery such as rings and ear studs must not be worn. Bracelets and necklaces must not be visible. Body piercings and tattoos must not be visible.
- (f) Cosmetic make up including, but not limited to, nail polish, lipstick or eyeliner is not permitted to be worn.

## **3. ABSENCE**

- (a) All students are required to attend the School through all hours on all days in which the School is open.
- (b) No holiday leave during term time will be granted. All leave requests, including, but not limited to, representative commitments at regional or national competitions, family bereavements, and extraordinary circumstances, must be written and sent to the Headmaster at: [ea@ags.school.nz](mailto:ea@ags.school.nz).
- (c) No student is to leave the School grounds during school hours unless:
  - (i) He has brought a letter or an appointment card to the Deputy Headmaster on the front steps after assembly. He will then be provided with an approval slip, allowing him to formally sign out at the Student Office prior to leaving the campus; or
  - (ii) For medical reasons, when he must have permission from the Deputy Headmaster or from the School Nurse. Any student sent home for medical reasons must have the School Nurse contact his parents before leaving the School grounds.
  - (iii) In pursuance of authorised School activities and accompanied by a Master.
- (d) A parent or guardian must promptly complete the 'Absence Notification' e-form accessed within the Parent Portal to inform the Student Office of their son's absence from School.
- (e) Where a student is likely to be absent from School for longer than three days the parent or guardian shall inform the School's Attendance Officer: [attendance@ags.school.nz](mailto:attendance@ags.school.nz).

## **4. ASSEMBLY**

- (a) There shall be a daily Assembly. All students are to be seated in the Great Hall by 8:55 am and after the 9:00 am bell complete silence is to be maintained.
- (b) Students whose names are taken by the Prefects at the South door for being late for Assembly are to report immediately to the Duty Prefect in Room A1. Those students arriving at any time after Assembly are to report to the Attendance Officer's Office where they are to complete a



Lateness Form.

## **5. HOMEWORK**

All students must do homework regularly as an extension of class study. Every student must have and must use a homework notebook for the recording of all homework set.

## **6. SCHOOL PROPERTY**

- (a) Students shall at all times take reasonable care of, and respect, School property.
- (b) Text books and library books are the property of the School and are to be well cared for.
- (c) Damage, accidental or otherwise, to buildings, furniture, windows, equipment or any other School property must be reported immediately to the Deputy Headmaster.
- (d) In the event of wilful damage to School property, the person or persons responsible shall make full restitution.

## **7. PERSONAL PROPERTY**

- (a) All articles of clothing, books, pens, bags, calculators, sporting equipment and other items of personal property must be clearly marked with the owner's name and form. Every endeavour will be made to return lost property so marked. Students losing or finding property shall report immediately to the Main Reception Office.
- (b) Gear bags may be left in the D Floor gear room from 8.30 am and must not be collected until the end of afternoon school.
- (c) The following must not under any circumstances whatever be brought onto the School grounds: Substantial sums of cash, and any tobacco, e-cigarettes/vaping equipment, chemicals, knives or other weapons (including imitation weapons), matches, cigarette lighters, fireworks, alcohol, drug paraphernalia, narcotics or drugs in any form unless in the form of medication possessed by a boy pursuant to prescription by a registered medical practitioner and brought to School solely for the purpose of necessary administration of such medication during School hours.
- (d) The following are strictly forbidden on School property and when students are under the School's authority: Smoking, vaping, use of alcohol, narcotics or other drugs except only for use strictly in medication prescribed by a registered medical practitioner, gambling or any games of chance, possession or distribution of any indecent or pornographic material (including via electronic communications), the distributing of any other form of literature or written material without the prior permission of the Headmaster.
- (e) The following should not be brought to School and if brought to School, the School will accept no responsibility for them: Cameras, valuable watches, pens or any other costly equipment.
- (f) Cell phones are not permitted to be used at School between 8:00 am – 3:30 pm.
- (g) Personal electronic equipment may not be used within the School grounds or on School trips. This includes games and music equipment. Over the ear headphones are not permitted to be worn with School uniform. Inner ear headphones may be worn to and from School, but must not be worn on the School grounds. No headphones are permitted to be worn in public while wearing formal School uniform (Number 1), or School uniform on School exchanges or School activities.

*(It is the policy of the School to confiscate cell phones and personal electronic equipment should students be in breach of this rule. In the first instance, it shall be for a period of one week. On a second occasion, it will be returned after a meeting with parents.)*



## **8. SOCIAL FUNCTIONS**

Such functions include:

- (a) Any approved social functions or activities that occur in association with the School including, but not limited to, sports or cultural fixtures or tours whether at Auckland Grammar School, or beyond the School in New Zealand or overseas.
- (b) Other social occasions organised in connection with the School.
- (c) Any organised event or activity where the student is identifiable as a member of Auckland Grammar School.

At these activities all students are under the authority of the School and subject to the School Rules.

## **9. MODES OF TRANSPORT**

- (a) Bicycles are to be kept only in the racks or on the hooks provided in the bicycle sheds.
- (b) No bicycles are to be ridden inside School grounds. Inside the gate all boys must walk their bicycles to and from the bicycle sheds.
- (c) All road traffic laws are to be obeyed and all bicycles must be maintained in road worthy condition in accordance with road traffic standards.
- (d) Cyclists are to ride in single file in Mountain Road, Gillies Avenue, and other main roads and 'doubling' with a passenger is forbidden.
- (e) Any boy riding a bicycle to and from School MUST wear a helmet which meets safety regulations.
- (f) Scooters, skateboards, e-scooters and similar modes of transport are not to be used when travelling to and from school, and/or while under the authority of the School.
- (g) Form 7 students are the only boys who may be permitted to bring motor cars or motor cycles to School and park at the hockey turf car park. All such students will be issued with an official school parking permit which must be displayed in their windscreen.
- (h) Any students wishing to bring motor cars to School are to register the same with the Deputy Headmaster and with the exception of Form 7 students must park in Clive Road and/or adjacent side roads.
- (i) Any Form Seven student wishing to bring a motor cycle to School must bring a letter from his parent or guardian to the Deputy Headmaster granting parental approval and requesting the School's permission. Such permission shall be granted at the absolute discretion of the School and if granted upon such terms and conditions as the School sees fit to impose.
- (j) Passengers are not permitted unless approval is granted by the Deputy Headmaster.
- (k) Offences against traffic regulations may result in the removal of the right to bring the vehicle to School or to use it for a School activity. Matters of this nature may be referred to the Police.

## **10. INFORMATION TECHNOLOGY**

- (a) Students are not permitted to engage in any activity such as displaying images or sending messages that may offend or harass another person (for the avoidance of doubt, this prohibition includes any 'cyber bullying' of other students).
- (b) Students are not permitted to create, send, save or share material that may bring the School or a member of its community, into disrepute.
- (c) Students are not permitted to be involved with any form of 'Electronic Vandalism' such as the transfer of malicious software.
- (d) IT resources cannot be used for personal amusement by engaging in activities such as playing games, using online forums not related to the prescribed curriculum or making use of social networking platforms.



- (e) Students may not access or make attempts to access material that is objectionable or illegal such as Pornography, or engage in activities deemed illegal by New Zealand or International law such as Fraud, Electronic Crime (Hacking, Spamming, Identity Theft) or Harassment.
- (f) Students must respect every individual's right to privacy and must not make or distribute audio or video recordings, or take photographic images of an individual without his or her explicit permission.
- (g) All students must sign the Student ICT Acceptable Use Policy before accessing the School network or using School computers.

## **11. SWIMMING POOL**

- (a) All students are required to exercise extreme caution at all times in the vicinity of the pool.
- (b) The pool is out of bounds to all students except when supervised swimming or water polo is taking place.

## **12. OUT OF BOUNDS**

The following areas are out of bounds to students:

- (a) The Auditorium Complex, artificial turf, area below the library, and Sports Pavilions except when these areas are for supervised activities.
- (b) The Pool and its surrounds, except when activities are supervised by Masters.
- (c) The Gymnasium and Sports Centre except when activities are supervised by Masters.
- (d) The carpark area behind the Old Boys' Pavilion from 9.00 am until 3.15 pm. Students can use this area to move to and from the 'O' Rooms.
- (e) The Mountain Road walls and gates at lunchtime and interval, including the strip between the Mountain Road wall and the Science Block.
- (f) The carpark areas. This is the strip between the Main Block and Mountain Road, the sealed area adjacent to the Music Suite and the front of the School. Students can use these areas to move to and from class.
- (g) All bike sheds between 9:00 am and 3:15 pm.
- (h) All classrooms and corridors in all buildings during interval and lunchtime. If it is raining at interval or lunchtime, students may remain in the Hall on the ground floor only.
- (i) The area in front of the Main Building, including the cloisters, the front steps and paved and grassed areas during interval and lunchtime. Students can use these areas to move to and from school buildings but must not remain in these areas.
- (j) All areas of Tibbs House during school hours.
- (k) The All Weather Hockey turf, except when activities are supervised by Masters.
- (l) The walkway down to the No 3 Rugby Field, the field itself and its surrounds, except when activities are supervised by Masters.
- (m) Information Technology suites (and surrounds), except when supervised by Masters.

The following are out of bounds to all students at all times:

- (a) The War Memorial, its surroundings and the area behind the War Memorial.
  - (b) The area behind the back of the Music Block and the motorway.
  - (c) The undeveloped areas directly behind the English Block.
  - (d) The fenced off areas beneath the rock faces on the motorway ground and the Normanby Road ground.
  - (e) The two main cricket blocks.
  - (f) The grounds waste disposal areas.
-



- (g) Any identified areas of construction on the School campus.

### **13. TIBBS HOUSE**

- (a) Rules and Regulations from time to time in existence relating to the conduct and administration of Tibbs House shall be deemed to be part of these Rules.
- (b) Any student enrolled at Tibbs House as a Boarder and at the School as a student shall at all times during the school term be subject both to the Tibbs House Rules and to these Rules.
- (c) Any student not enrolled as a Boarder but who at any time enters upon Hostel premises shall while on such premises be subject to all Tibbs House Rules and Regulations.

### **14. GENERAL**

These Rules are a guide and are not intended to be a comprehensive statement or exhaustive list. The School reserves the right to amend/replace these Rules from time to time at its discretion and all students are expected to know the rules and comply with them at all times.

#### **Breaches**

Breaches of the School Rules will not be tolerated and will be treated seriously by the School's Leadership Team and Headmaster.

Any breach of the Fundamental Rules will be referred to the Headmaster. The Headmaster will review all the circumstances and where appropriate consider a stand- down period and/or Suspension as disciplinary options.

Serious and/or sustained breaches of any of the School Rules will be referred to the Discipline Sub-Committee of the Board of Trustees. The Board will consider the Headmaster's report on the matter and the parents/guardians of the student and any representative (if required) will be invited to a hearing. The Board's options in such cases include lifting or extending the Suspension (with or without conditions) or to exclude (if the student is under 16 years) or expel (if the student is 16 or older).

# CURRICULUM FLOW CHART

## Subject Availability (will run subject to demand and staffing)

Form 3	Form 4	Form 5 (Pre-Q/Limited NCEA Level 1)	Form 6 (Cambridge AS/ NCEA Level 2)	Form 7 (Cambridge AS and A Level/ NCEA Level 3)
English ESOL	English ESOL	English ESOL Literacy (L1)	English ESOL (L2)	English ESOL (L3) Media Studies (L3)
Mathematics	Mathematics	Mathematics	Mathematics	MAT Mathematics Statistics
Science	Science	Biology Chemistry Physics General Science Science (L1)	Biology Chemistry Physics Earth & Space Science (L2)	Biology Chemistry Physics Earth & Space Science (L3)
Social Studies: Geography/History	Geography/ History	Geography History Humanities (L1)	Geography History Earth & Space Science (L2)	Geography History Earth & Space Science (L3)
Latin (Compulsory for 3A to 3H)	Latin	Latin Classics	Latin (L2) Classics	Latin (L3) Classics
French	French	French	French	French
Japanese	Japanese	Japanese	Japanese (L2)	Japanese (L3)
Spanish	Spanish	Spanish	Spanish	Spanish
Te Reo Māori	Te Reo Māori	Te Reo Māori	Te Reo Māori (L2)	Te Reo Māori (L3)
Visual Art	Visual Art	Digital Art Fine Art Visual Art (L1)	Design (L2) Painting (L2) Photography (L2) Digital Art Design (AS) Digital Art Photography (AS) Fine Art (AS)	Design (L3) Painting (L3) Photography (L3) Design (A2) Photography (A2) Painting (A2)
Technology	Graphics	Graphics/Graphic Products	Graphics (AS) Industrial Design (L2)	Graphics (A2) Industrial Design (L3)
	Engineering Systems and Design	Trades and Construction  Engineering Systems and Design	Trades and Construction (L2) Product Design (AS)	Trades and Construction (L3) Product Design (A2)
Physical Education/ Health	Physical Education/ Health	Physical Education	Physical Education	
General Music	General Music Music	Music	Music	Music
	Accounting Bus. Studies	Accounting Business Studies Commerce (L1)	Accounting Business Studies	Accounting Business Studies
	Economics Bus. Studies	Economics Business Studies Commerce (L1)	Economics Business Studies	Economics Business Studies
		Career Studies (L1)	Career Studies (L2)	Career Studies (L3)





# CURRICULUM

The curriculum offered to our students will be:

- Academic
- Balanced
- Challenging
- General
- International

While the world scene is changing quickly, and with it educational considerations, it is the philosophy of our School that there are still broad and basic educational requirements that have not changed.

We need to cultivate versatility, enhance the literacy and numeracy of our students and increase their scientific and technological awareness.

No less vital are the skills of communication, written and oral, in foreign languages as well as English and Te Reo Maori.

For most young people, education and training needs to be more closely integrated, and we will need to educate for the increasing amount of leisure time that automation and information technology will give. Academic curricula, therefore, must be enriched by sport and the arts. There is also a need to teach literature and history, subjects that communicate the wider human perspective.

In each of these areas the content should be demanding, detailed and rigorously taught. Our aim must be to teach our students more not less. Too often some educationalists' solutions to all our problems are to make subjects less rigorous so that students feel comfortable with it. In our opinion this just teaches students less of the knowledge needed to succeed in life today.

An educational theory of this nature is not accepted at Auckland Grammar School; the primary purpose of a School like ours is teaching and learning, not social adjustment. Certainly the curriculum and teaching must be flexible enough to meet individual capacities. Many students will not become university specialists, but they still deserve to be literate and numerate. Our aim is to educate young men to play full roles in the life of New Zealand.

- In Form 3 2024 there will be two courses available:

3A-3H English, Social Studies, Science, Mathematics, Latin, Te Reo Maori, and French or Japanese or Spanish

3I-3R English, Social Studies, Science, Mathematics, Te Reo Maori, and French or Japanese or Latin or Spanish.

Note: All Form 3 students also study Art, Technology, Music, Physical Education and Health.

- Students in Form 4 study the core subjects of English, Geography/History, Mathematics and Science, along with Physical Education and Health as minor core subjects.
  - Students in 4A-4H will also select two option subjects and
  - Students in 4I-4R will select one option subject.



- Students in 5A-5O will study six subjects from the School's Pre-Q curriculum and assessment programme. Pre-Q is a pre-qualification programme which aims to thoroughly prepare students for study at either Cambridge Advanced Subsidiary (AS) Level or NCEA Level 2 in Form 6. A bespoke programme is provided to students in 5P - 5R.
- Form 6 students will study five subjects in one of the School's Dual Pathway programmes, namely AS (Cambridge) or NCEA Level 2.
- Form 7 students will continue to study either four subjects (plus Study Periods) at Cambridge AS and A Level or five subjects at NCEA Level 3.

Refer to the School's website for more detail regarding curriculum, pathways and subject options.

## ACADEMIC ATTAINMENT

Auckland Grammar School is committed to the philosophy that each student should experience success and hence build a foundation for excellence.

Each student has different talents. Each is encouraged to develop his potential to the full, with programmes designed to suit particular needs, abilities and aspirations.

To facilitate this, classes at all Form levels at Auckland Grammar School are allocated on students academic attainment, which is regularly reviewed using assessment data from the termly examination series. All Form 3 students are reclassified at the end of Term 1 on the basis of their academic results.

The School, by its academic attainment classification, provides the optimum system to enable all students to reach their potential.

Auckland Grammar School offers an academic programme with emphasis on national and international syllabi.

## INTERNAL EXAMINATIONS

Examinations are an integral aspect of life at Grammar. Every student sits examinations in all core subjects three times a year. Examinations are used to classify students in a class appropriate to their ability and effort.

School internal examinations also provide valuable practice for external examinations in both the Cambridge and NCEA classes, and for any tertiary study undertaken once a student leaves Grammar.

It is imperative that each student is given the opportunity in internal examinations to demonstrate their understanding and practise examination technique. Therefore any attempt to remove students early from School during examinations is highly likely to not be approved as it will impact on future class placements and may potentially limit the opportunity for entry to university.



A student's year-end aggregate, and subsequent form class placement for the following year, is derived by the following weighting:

Term 1 Examinations	15%
Term 2 Examinations	35%
Term 3 Examinations (F6-7)	50%
Term 4 Examinations (F3-5)	

## PARENT TUTOR PROGRAMME

The Parent Tutor Programme is designed to provide assistance for Grammar students who have some difficulties with literacy and numeracy skills.

The staff provide:

- briefing sessions for parent tutors before the lesson begins, including coffee and friendship
- copies of work from the subject Master to allow the parent tutors to assist students with their learning
- help and support for the parent tutors during each session
- opportunities for the parent tutors to discuss the boys' work, their progress and attitude

Being a Parent Tutor simply requires the volunteer to have a desire to help the students for one and a half hours each week.

The programme runs in the friendly, relaxed atmosphere of the School's Learning Support Department.

The 2024 programme commences in April 2024. Interested volunteers should contact the Head of Learning Support, Ms Simone Bayley: [s.bayley@ags.school.nz](mailto:s.bayley@ags.school.nz).

## PASTORAL CARE

While we unashamedly stress the need for academic endeavour and involvement in extracurricular activities, we also realise the need to ensure that our students (and staff) enjoy coming to Grammar every day.

Grammar is for our students and it is essential that their time at school is a happy experience. Our aim is to enhance the currently very good atmosphere at the School by stressing the positive and encouraging our students to achieve in whatever field of endeavour they show interest.

Form Masters, Heads of Faculty and Departments, Deans and the Leadership Team of the School are all available for advice, with regard to both personal and school problems. The School has a team of Counsellors and staff trained in Transition to help students with careers information and guidance.

The School has a Head of Student Services, Mr Porteous, who leads a team of three additional full-time Counsellors.



- Mr Porteous' role is:
- to lead the Student Services Team
  - to ensure professional guidance/pastoral care systems operate
  - to ensure quality academic and career advice is provided
  - to act as a resource person for staff

He is also able to arrange external counselling, should that be deemed necessary.

## SCHOOL TV

The digital platform Grammar School TV is another valuable resource, made available to all current parents and students. This online resource gives direct access to researched, evidenced, credible and sound information from experts, with realistic, practical ongoing support strategies.

## STUDENT INCLUSIVENESS

Auckland Grammar School emphasises the values of integrity and respect, and supports students of all ethnicities, religions and sexualities as they develop to their full potential in an environment free from harassment and discrimination.

No bullying behaviour will be tolerated by the School. It is not an acceptable part of growing up and prevents the existence of a respectful and inclusive School environment.

Students should report instances of bullying, harassment and/or discrimination immediately to a School Counsellor, a member of staff or a Prefect/senior student. When bullying, harassment and/or discrimination is reported, appropriate action will follow as soon as practicable.

### **What can a student do if he is being bullied?:**

- Tell someone; a teacher, a School Counsellor, a parent and/or a trusted adult. Once someone knows about what is occurring they can help with the situation.
- Walk away. Sometimes it makes good sense to simply ignore a bully.
- If possible, try to defuse the situation with humour; even a bully can find a joke disarming.
- Try being assertive- "Get a life. Leave me alone."
- Make friends and spend time together with these friends in the School grounds. Having a friend is an effective protective factor. Or if you like to be alone by nature, find school activities that allow you to be safe and alone, like the library or computers labs.

### **What can parents do if their son is being bullied?**

- Check with your son that what is described is in fact bullying i.e. it is deliberate, repetitive and stops your son from feeling safe.
- Tell someone within the School; a teacher, a School Counsellor, your son's Form Master or Dean if the below approaches are unsuccessful, or if the allegations of bullying are serious:
  - a) Self-confidence is a powerful defence against being bullied so help your son learn assertive behaviour.
  - b) Be aware of the nature of your son and help him build protective behaviours. Observe how he gets on with other children and help him improve his social skills.



- c) Insist on positive relationships at home especially among siblings. Children can be bullied by members of their own family and repeat that behaviour at School.
- d) Be your son's social director. If necessary, find outlets for hobbies and interests and take him along to clubs and groups. Involve him in your own hobbies.
- e) Model good relationships yourself so your son learns that conflict is not the only way to deal with problems.
- f) Instil a sense of empathy in your son so he understands the distress felt by victims.
- g) Keep your son occupied. A basketball hoop in the yard, extracurricular activities or other play materials may stop the bullying that happens when young people are bored and have nothing to do.
- h) Ensure your child understands how to appropriately engage on social media and the internet generally, and what online behaviour is and isn't acceptable.
- i) Ensure your son understands that fighting back is not the answer. Bullies usually pick on others they know they can beat. Counter-aggression will often provoke even more bullying.
- j) Young people cannot always work it out on their own. Step in if you think your son is unable to cope.
- k) Intervene when you feel behaviour is unacceptable and make your attitude clear.
- l) Try not to over-react. Talk to your son's teachers to find out what is normal for that age-group. Talk with other parents/legal guardians because often a bully will have several victims.

Be cautious about unnecessarily escalating allegations of bullying. No-one approves of bullying behaviour but a certain amount of teasing and unfriendliness occurs across all age-groups.

Adolescents need to learn how to run their own relationships and cope with ups and downs in friendships. Too much adult intervention, or over-reaction, can blow trivial incidents out of proportion and stifle the development of judgment and problem-solving skills.

## SCHOOL DIARY

All Junior School students are issued with a School Diary within their first week, via their Form Masters. This diary is formatted with spaces for homework and comments by teachers and parents. In the front is a year planner, a place to record assessments marks, notes on how to study effectively, as well as other vital information about Auckland Grammar School.

All Junior School students are required to use this diary every period. Parents are asked to look at it at least once a week, and to sign it. The School Diary is the best resource to provide a clear record of homework set and is an important means of communication between teachers and parents.

Senior students are welcome to collect a School Diary from the School Shop directly during the first week of the School year.



## UNIFORM REQUIREMENTS

All boys require the following:

- Shorts, black/navy regulation
- Belt, black leather
- Shirt, black/navy regulation with long sleeves
- Socks, long, regulation plain black (without coloured stripes), with garters
- Shoes, black hard leather lace-up, no slip on shoes. Likewise, black sports/running shoes are not permitted
- Jersey, navy blue with two gold bands and the Gold Grammar Lion
- Brown leather sandals may be worn (with a back strap) in Term 1 and Term 4
- Physical Education uniform (Forms 3 and 4)
- Stationery Pack (Form 3 only)

All clothes need to be clearly named.

This official uniform is available from the Auckland Grammar School Shop located on the 'D' Floor of the Main Block.

The School uniform (with new branding which was introduced at the beginning of 2015) is compulsory for all students. This uniform includes all the School uniform items that display the Auckland Grammar School logo (jersey, School jacket, cap, formal wear) and all sportswear.

Only the current version of the School jacket, as displayed in the School Shop, is to be worn.

**School Shop appointments are compulsory for uniform fittings for all Form 3 Students.**

Please refer to the School website for details on how to make an appointment for the uniform fittings at the School Shop.

As from Tuesday 23 January 2024, the Shop will be open daily from 8:30am to 1:30pm during term times.

Physical Education uniforms can only be purchased from the Auckland Grammar School Shop. This shop also sells stationery, sports gear and School memorabilia.

**ALL ARTICLES OF CLOTHING MUST BE CLEARLY MARKED WITH YOUR SON'S NAME.**



## STRUCTURE OF THE SCHOOL DAY

Warning Bell	8.50 am
Assembly	9.00 am (All quiet bell)
End of Period 1	10.05 am
End of Period 2	10.45 am
End of Interval	11.05 am
End of Period 3	11.45 am
End of Period 4	12.25 pm
End of Period 5	1.05 pm
End of Lunch	1.48 pm (Warning Bell)
Period 6 commences	1.55 pm
End of Period 6	2.35 pm
End of Period 7	3.15 pm (End of School day)

### TUESDAY

8.50 am
9.00 am (All quiet bell)
9.55 am
10.35 am
10.55 am
11.35 am
12.15 pm
12.55 pm
1.25 pm (Warning Bell)
1.30 pm
2.10 pm
2.50 pm (End of School day)

### Form 5 students only

2.50 pm - 3.30 pm 'Period 8'

### Wet Day

End of Lunch	1.30 pm (Warning Bell)
Period 6 commences	1.40 pm
End of Period 6	2.20 pm
End of Period 7	3.00 pm

## ASSEMBLY

Auckland Grammar School has a daily full-School assembly in the Great Hall.

The assembly sets the tone for the day and is where the School community acknowledges the outstanding academic, sporting and cultural achievements of the students.

It should be the aim of each student to cross stage at least once during their time at Grammar. Important notices are delivered to the School community at assembly; these include messages about meetings for sports and cultural teams, room changes and any other information affecting the student body. It is also when the first attendance roll of the day is taken.



## TERM DATES 2024

- Term 1      Tuesday 23 January - Friday 12 April  
Monday 29 January      School closed (Auckland Anniversary Day)  
Tuesday 6 February      School closed (Waitangi Day observed)
- Term 2      Monday 29 April - Friday 5 July  
Monday 3 June      School closed (King's Birthday)  
Friday 28 June      School closed (Matariki)
- Term 3      Monday 22 July - Friday 27 September  
Thursday 5 September and      School closed (Mid-term break)  
Friday 6 September
- Term 4      Monday 14 October - Thursday 5 December  
Monday 28 October      School closed (Labour Day)

Note: Parents will be informed of any date changes through the Headmaster's Bulletins, which are published each month.

All students are required to attend the School through all hours on all days in which the School is open.

Please note that no official leave during term time will be granted, other than for bereavements or national/international representative duties (where your son is representing New Zealand, or representing the School at a National Championships) for a variety of extracurricular activities sanctioned by the School.

All requests for leave must be written and sent to the Headmaster via his Executive Assistant: [ea@ags.school.nz](mailto:ea@ags.school.nz).





## EXAMINATION SESSIONS 2024

<b>Term 1</b>	<b>Week 10 - 11</b> Friday 4 April - Monday 8 April Examination Length: 1.5 hours (Form 3), 1 hour (Forms 4 - 7)
<b>Term 2</b>	<b>Week 9 - 10</b> Thursday 27 June - Friday 5 July Examination Length: 2 hours
<b>Term 3</b>	<b>Week 8 - 9 (Forms 6 - 7)</b> Friday 13 September - Friday 20 September Examination Length: 3 hours  <b>Week 10 (Forms 3 - 4)</b> <i>Assessment Week</i> (Normal Timetabled Classes) Monday 23 September - Thursday 26 September Assessment Length: one period
<b>Term 4</b>	<b>Week 3 - 4 (Form 5)</b> Tuesday 29 October - Friday 8 November Examination length: 3 hours  <b>Week 5 (Forms 3 - 4)</b> Monday 11 November - Thursday 14 November Examination Length: 2 hours

NOTE: During the examination period, students who do not have a timetabled examination are not expected to be at School.

## REPORTING SCHEDULE 2024

<b>Term 1</b>	Interim Report for Form 3 & 4 students only	(available on the Parent Portal approximately Week 6 - 7, Term 1)
	Term 1 Reports	(available on the Parent Portal approximately Week 2, Term 2)
<b>Term 2</b>	Mid-Year Reports	(available on the Parent Portal by the start of Week 4, Term 3)
<b>Term 3</b>	No formal Reports	
<b>Term 4</b>	End of Year Reports issued after Prizegiving (Prizegiving Thursday 5 December)	



## PARENT TEACHER INTERVIEWS

All Subject Masters are available by appointment on the scheduled Parent Teacher interview afternoons to discuss your son's academic progress, behaviour in class and career opportunities.

These interviews are held between 3 - 6 pm in the Main Block classrooms on the following dates:

Form 3	Wednesday 19 June 2024
Form 4	Tuesday 28 May 2024
Form 5	Monday 20 May 2024
Form 6/7	Thursday 16 May 2024

### 2024 Options Evening

Form 3 - 6	Tuesday 13 August 2024
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## EXTRACURRICULAR

Sporting, cultural and musical activities remain an integral part of the ethos of Auckland Grammar School.

Involvement by both students and staff in such activities helps create pride in our School and a deeper understanding of each of the School's values.

Through extracurricular activities, students learn a lot about themselves, and especially about the value of co-operation, team effort and discipline.

The sports offered are:

Archery	Distance Squad	Multisport	Table Tennis
Athletics	Fencing	Orienteering	Tennis
Badminton	Football	Rowing	Touch Rugby
Baseball	Golf	Rugby	Volleyball
Basketball	Hockey	Skiing	Water polo
Chess	Kendo	Snowboarding	Weightlifting
Cricket	Lacrosse	Softball	Yachting
Cycling	Lawn Bowls	Squash	
Disc Ultimate	Mountain Biking	Swimming	



Musical, Cultural and School activities include:

Amnesty International	Indian Cultural Group	Scholars Proceres Grammatici
Asian Cultural Groups	Interact Group	Spanish Debating
Aviation Group	InZone Tutoring	Spanish Film Club
Bridge	Kapa Haka	Sri Lankan Cultural Group
Chronicle Committee	Korean Cultural Group	Theatre Sports
Debating	Leadership Camps	Tramping Club
Drama	Media Group	Tuakana Teina
Duke of Edinburgh	Music Groups	World Vision
Electronics	Pasifika Group	Writers Group
Headmaster's Committees	Programming	

## PARENTS' GUIDE TO HOMEWORK

### How important is homework?

Homework serves as an intellectual discipline, establishes study habits, allows more time to cover work and supplements and reinforces work done in School. It fosters student initiative, independence and responsibility and helps to bring home and school closer together. Students must learn that education does not stop and start at the school gate.

Masters will always insist that your son uses his School Diary to record all homework and projects. It is requested that you sign his diary every weekend.

Teachers set homework so students can:

- practise what they have learned in school
- prepare for the next day's lessons
- use resources such as libraries and on-line resources (in particular GrammarNet)
- learn things they don't have time to learn in school
- develop good study habits
- become independent learners

### There are four ways to help your son with homework:

#### 1. Show him you think education and homework are important:

- Set a regular time for homework.
- Provide a place to study that is fairly quiet and well-lit. A desk is good but the kitchen table can work just as well.
- Turn off all devices and restrict social interactions during homework time. Encourage all the family to find quiet activities.
- Assemble all the paper, pens and equipment your son needs and keep them tidy and accessible.
- Set an example by reading or writing yourself.
- Take your son to the library to access further information needed for homework.



2. Check your son's work:

- Ask what the Master expects and how the Master wants you to be involved. Some masters only want you to make sure the work is done; others want you to go over the homework and help your son.
- Check to see assignments are started and finished on time.
- Work out a programme with your son so there is time for sports, clubs, homework and family interactions.
- Check your son fills in his School Diary.
- Ask to see the homework once it has been marked and returned.

3. Give guidance:

- Find out how your son learns best and build on this.
- Encourage good study habits by discussing how much time an assignment is likely to take, the preparation needed, resources to find.
- Ask questions about assignments to see if your son understands what is required.
- Give praise. Everyone likes to be told when they have done a good job. Keep criticism to a minimum and then offer constructive suggestions.
- Ask to see the homework once it has been marked and returned.

4. Discuss problems with the School:

- Contact the Master if your son is having constant difficulties with homework, organisation, time management or understanding.
- Homework may be too hard, not hard enough or there's too much of it. Masters will appreciate hearing from you if there's a problem as they want to set homework students can finish successfully.

**Questions to ask your son:**

1. What homework do you have today?
2. Do you understand what you have to do?
3. When do you have to hand it in?
4. Do you need special resources?
5. Do you need special equipment?
6. Have you started today's homework? Have you finished it?
7. For a major project, have you written a plan?



## HELPING YOUR SON DO WELL AT SCHOOL

Behind the young men who do their best at School, work happily at their studies and are involved in School activities, are supportive parents who understand the importance of the home-school partnership. Older students may not seem as keen as younger students to see their parents at School but they still need your support and help if they are to make the most of their abilities and do well at School.

You can help to make your son's school experience more productive if you:

1. **Participate** - read the Headmaster's Bulletins, emails sent to you and any other notices from School. Show your son you think school is an important part of family life.
2. **Attend** - Parent Teacher Interview afternoons, other meetings, and School events. Test what educational speakers have to say against the experiences you and your son have had.
3. **Realise** - that the perfect school probably does not exist. Most children can survive the occasional teacher or programme that they will struggle to connect with and this is when your support is most needed. Meet your son's Masters so that if problems do arise, you are not appearing at the School only when things go wrong.
4. **Co-operate** - with us. Complain if you need to but try to avoid blaming every difficulty on the School. Sometimes students need to mature, work harder, get along better with others, learn to think for themselves, and take responsibility for their own actions.
5. **Trust** - your own feelings about your son. If you are sure your son needs extra attention, help or stimulation, talk to the Dean. You are your son's best advocate and we will listen to your concerns and try to put matters right.
6. **Accept** - that your son may not be academically superior if all the evidence points that way but that many average ability students go on to success and happiness. Do all you can to ensure that your son is making the most of the opportunities offered by the School.
7. **Support** - the School by making sure your son attends regularly and punctually, has the right uniform and equipment, obeys the School Rules and uses the School Diary to record his homework and assessment goal and results. Criticising Masters undermines their effectiveness and prevents students from taking responsibility for their learning and behaviour.



## DEVELOPING A BETTER STUDENT

The following hints are strategies we recommend to help your adolescent son achieve his full potential. Your son should be encouraged and assisted to develop a disciplined approach to the diverse demands of life at Auckland Grammar School so he can achieve his full potential by the end of Form 7.

Judicious time management, efficient organisation and the development of self discipline are essential features of a successful student. A few students have the maturity to impose these standards on themselves but most students acquire these skills along the way. Adolescents will learn from examples set at home, at school and by their peer group. These are not innate skills and are learned from experience and especially from modelling by the important adults in his life. Management of homework, extracurricular commitments, together with the all important emerging social life, are essential elements in the formula for success. The following hints to develop a successful student are written as a guide for parents and are not meant to be a prescriptive list:

1. A regular time for homework and study should be set aside each day.
2. Homework time should be a quiet downtime in the household when the television and other distractions are turned off.
3. This time applies to each school day and some time over the weekend, whether or not your son claims to have homework. It is a quiet time to be used for reading, organising folders or simply thinking.
4. Set habits in place at the start of the year and ensure that they become a consistent part of your son's life.
5. Ask to see what your son has achieved at the end of his homework time. This is not to check up on him but rather a chance to discuss any successes or difficulties he might be encountering.
6. The use of music is a vexed issue and is an individual choice. As a rule of thumb, loud heavy metal music is inappropriate for tasks requiring concentration. Research indicates that Baroque music, Mozart and Pachelbel's Canon do enhance concentration and learning. Whilst headphones are a permanent accessory for many young people today they are not recommended by the School as an adjunct to homework and study.
7. Computer games are addictive and should be used only as a self reward when homework is completed. If your son has difficulty controlling his use of online gaming have them removed from his devices.
8. Television and device use should be a reward after homework time is complete. Research evidence shows that a small amount of television viewing is positively associated with academic achievement. Note that the 'small' amounts which correlate positively with achievement are one hour per day for 13 year olds and half an hour per day for 17 year olds. Your son needs to know these figures.
9. Mobile phones and smart devices have emerged as a distracter for this generation. They do not mix with homework schedules and should be turned off and left in a public place during



homework time so the temptation to chat with friends is avoided. Many young people have difficulty controlling their use of the computer, television, mobile phones, and smart devices, and will require adult supervision. This invariably can cause friction in the family. For this reason, it should be established early in the year that television, the computer and the smart devices are secondary to homework and other commitments.

10. Create suitable spaces for learning at home. Your son will need his own desk with appropriate lighting. This might be in his bedroom or in a quiet part of the house. Not all students prefer to work in the isolation of their own room, some preferring to work in a family space. This is appropriate so long as distractions such as the television are turned off. The family couch in front of the television is not an appropriate homework venue.
11. Sleep patterns should be established and controlled by parents. Research indicates that adolescents need 8-9 hours of sleep daily for optimal brain functioning. Sleep patterns are habitual and once disturbed need planned management to re-establish appropriate sleep cycles. If your son has inappropriately re-arranged his sleep patterns he will need assistance to re-establish an eight hour cycle, which fits with school times rather than holiday times.
12. Goal setting is critical to his success. Encourage your son to set goals for himself for the year. These could be segmented into goals for each term. We encourage him to set academic goals, personal goals and extracurricular goals. We recommend that he writes these down and puts them somewhere visible in his room so he refers back to them. We encourage you to discuss your son's goals with him.



## PARENT PORTAL

Auckland Grammar School runs a Parent Portal to provide parents with access to important information we hold about their sons. Parents are able to view their son's attendance, marks and reports along with contact details we hold for them. It is vital that parents ensure that their contact details are current. If any of the contact details are incorrect or out of date parents should contact [j.galbraith@ags.school.nz](mailto:j.galbraith@ags.school.nz) so these can be updated.

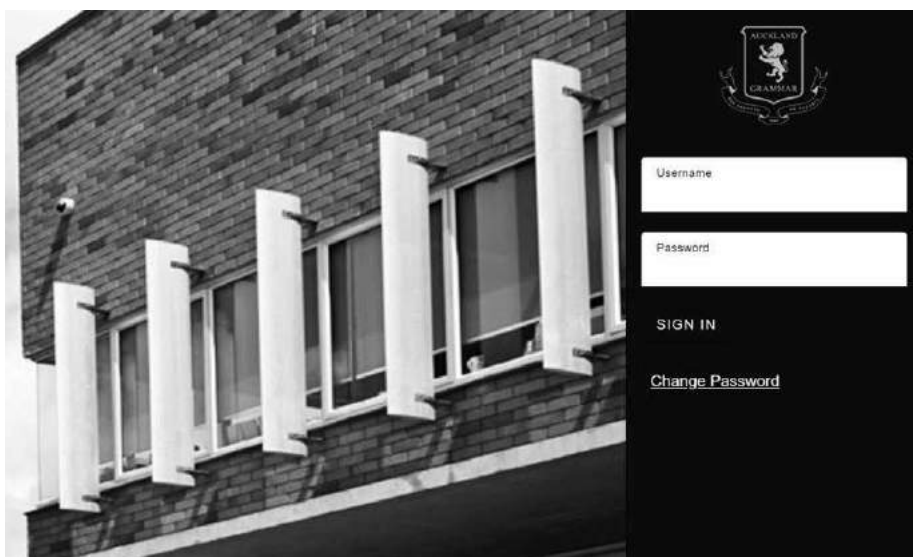
Parents can also access the Parent Portal to pay the School donation and School related fees with on-line banking or credit card. As their son gets involved with a range of School activities that have associated fees, the School will invoice parents electronically and again, parents are welcome to use the Portal to make any School related payments. Parents should feel free to contact the School's Finance Team with any questions you may have.

Importantly, the Parent Portal has a function that parents must use to notify the School of their son's absence.

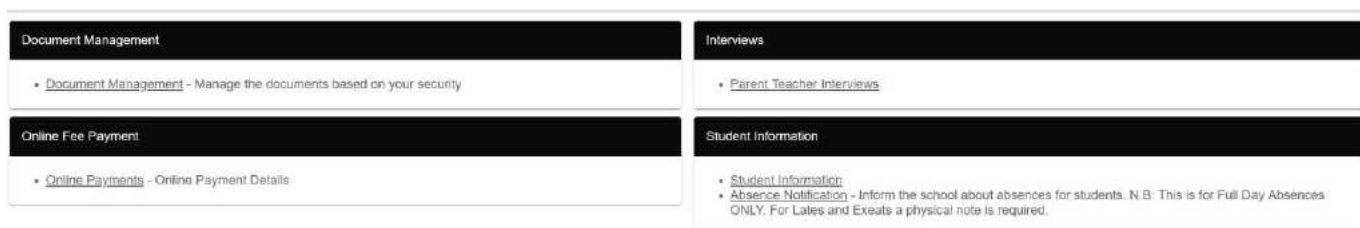
To gain access to the Parent Portal or if parents have any questions or problems using the Portal please contact [it.helpdesk@ags.school.nz](mailto:it.helpdesk@ags.school.nz).

### Instructions for Parents:

You can access the AGS Parent Portal from the Web address <https://portal.ags.school.nz>. You will see this screen:



After your son has been enrolled at the School you will receive an email with the username and password and once you have logged on you will see the following screen:







There are different areas that you will have access to, the main ones are:

### Student Information

- [Student Information](#)
- [Absence Notification](#) - Inform the school about absences for students. N.B: This is for Full Day Absences ONLY. For Lates and Exeats a physical note is required.

### Online Fee Payment

- [Online Payments](#) - Online Payment Details

### Document Management

- [Document Management](#) - Manage the documents based on your security

### Student Information

This area lets you view details about your son(s) and lets you access information such as previous School Reports and Payment Receipt's (found under Student Documents).

ABSENCES	
SUBJECTS	
TIMETABLE	
DOCUMENTS	
REPORTS	
CAREGIVER(S)	
ADDRESS(ES)	
EMERGENCY	
MEDICAL	
ETHNICITIES	

To access each area click on the title e.g. **Absences**



## Student Fee Payments

This area allows you to pay for items such as the School donation, camps, etc.

GENERAL CREDITS

\$0.00

AMOUNTS

\$1,600.00

☒ Select to pay all amounts \$1,600.00

Summary

	Current amounts	Selected to pay
Total Credits	0.00	0.00
Total Amounts	1,600.00	0.00
Net Amount	1,600.00	0.00

Amount to pay today

0.00

☐ I/We accept terms and conditions.  
[Click here to see terms and conditions](#)

Amounts

Individually select amounts OR ☒ Pay all listed amounts OR Make a partial payment of amount

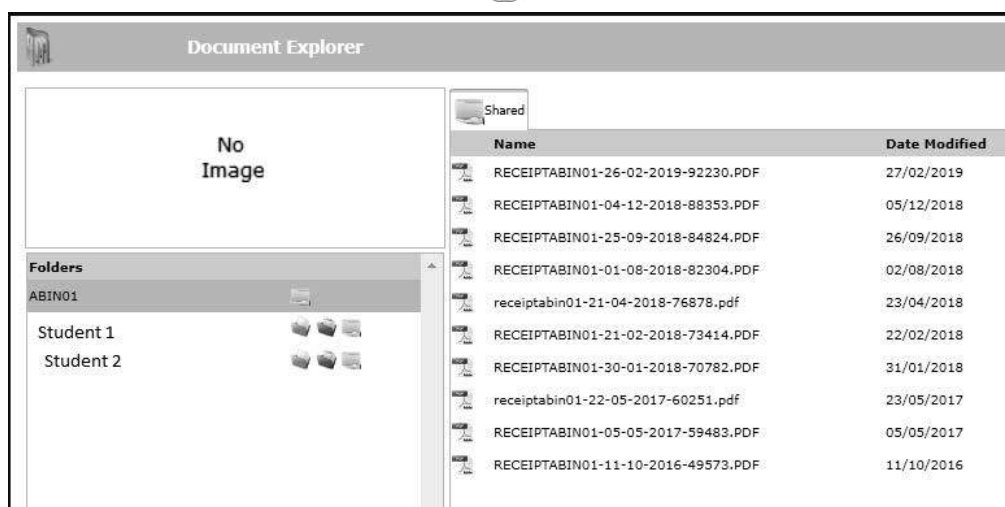
Description	Student	Year	Date	Amount	Amount to Pay
-------------	---------	------	------	--------	---------------

- 1) You simply enter the amount you wish to pay
- 2) Click on the tick box (We Accept the Terms and Conditions)
- 3) Then follow all the prompts

## Document Management

Document Management is where you can access material such as copies of the receipts for items you have paid for. Furthermore, this is where you can access your son's reports.

An example of the Document Manager is over the page:



If you click on Your Son's Name you will see documents related to that Son e.g. Reports  
 If you click on Your Family Code you will see documents related your Family e.g. Receipts

All the files in the Document Manager at PDF files and can be opened and/or saved to your local PC.

## AUCKLAND GRAMMAR'S ON-LINE SERVICES

<b>Parent Portal</b> <a href="http://portal.ags.school.nz/">http://portal.ags.school.nz/</a>	<b>GrammarNet</b> <a href="http://www.grammar.net.nz">www.grammar.net.nz</a>	<b>Website</b> <a href="http://www.ags.school.nz">www.ags.school.nz</a>
Term Reports	E-learning	School Schedule (Calendar)
Student Absence	Library Services	Staff Contacts
Student Donations/Payments	Past Examinations	Latest News and Messages
Student Information	School Schedule (Calendar)	Daily Services
Student Timetable		Sports Draws
Parent Teacher Interview Bookings		Sports Match Reports
Assessment Schedule		Department Contacts (e.g. Finance and Property)

Links to Auckland Grammar School's Online Services can be accessed at the bottom of the main School website [www.ags.school.nz](http://www.ags.school.nz)





## EXTERNAL EXAMINATIONS

Auckland Grammar School offers a Dual Pathway in the Senior School at Form 6 and 7 where students are enrolled in courses under either the Cambridge Assessment International Education (Cambridge) syllabus or the National Certificate of Educational Achievement (NCEA) syllabus.

The associated costs are reviewed annually by the School, with the approximate cost for 2024 as follows:

For Form 6 and Form 7 students studying the Cambridge syllabus the approximate costs for 2024 are as follows:

- Form 6 (AS qualification) = \$184.95 per paper (5 subjects = \$924.75)
- Form 7 (A2 qualification) = \$184.95 per paper (4 subjects = \$739.80)

NCEA assessment costs are determined each year by the New Zealand Qualifications Authority (NZQA). There are no fees for domestic students.

Financial arrangements can be made with the School's Finance Department to assist in the payment of examination fees if the need arises.

Note also that the School operates its own pre-qualification curriculum and assessment system, Pre-Q, at Form 5. Pre-Q aims to prepare students thoroughly for success in external examinations and the School encourages parents to support this in the form of a Pre-Q Donation, which helps to offset a portion of curriculum and assessment development and administration costs. The Pre-Q Donation is \$100 per Form 5 student.

## PARENTAL CONTRIBUTION

As part of the pre-enrolment process at Auckland Grammar School we encourage you to support the School donation for 2024.

As your son prepares to begin his secondary schooling it is important that you understand how much we depend on your donation in order to offer the quality of education that families have come to expect of Auckland Grammar School.

As a Decile 9 school we are one of the lowest funded schools in the country. The key fact is that Auckland Grammar School, even with our own fundraising revenue included, receives less money per student than Decile 1 schools receive from the Government. This means we are increasingly dependent on the contributions from our parent community.

The Auckland Grammar School Board will set the 2024 donation and will communicate this to all parents in due course.

Having chosen Auckland Grammar School, your son will be entering a School with unique attributes crafted over its 154 year history. The dual academic pathway of NCEA and Cambridge, and the exceptional facilities on our campus are not possible within the funding provided by the Government. Neither is our extracurricular programme in which over 400 teams/groups represent the School. Most significantly, over 85% of these teams are either coached or managed by a member of our staff. None of this can be achieved without the financial contribution of our parent community and we urge you to acknowledge your responsibilities in this area.

Thank you for supporting Auckland Grammar School.



## FREQUENTLY ASKED QUESTIONS

### 1. What should I do if my son is going to be absent from School?

A parent or guardian must promptly complete the 'Absence Notification' e-form accessed within the Parent Portal to inform the Student Office of their son's absence from School.

### 2. What should I do if I am wanting to request leave for my son to be absent during the School term time?

Please note that no official leave during term time will be granted, other than for bereavements or national/international representative duties (where your son is representing New Zealand, or representing the School at a National Championships) for a variety of extracurricular activities sanctioned by the School.

All requests for leave must be written and sent to the Headmaster via his Executive Assistant, ea@ags.school.nz.

### 3. What should I do if my son needs to leave the School grounds for an appointment during the School day?

No student is to leave the School grounds during school hours unless:

- He has brought a letter or an appointment card to the Deputy Headmaster on the front steps after assembly and his name is entered in the exeat book; or
- For medical reasons, whereby he must have permission from the Deputy Headmaster or from the School Nurse. In such cases, the School Nurse will contact his parents before he leaves the School grounds.

### 4. What should I do if I need to contact my son's Dean?

You are welcome to email your son's Dean or alternatively phone:

• Form 3 Dean	M.D Cuming	09 623 5403
• Form 4 Dean	T. Overbury	09 623 5404
• Form 5 Dean	T. Kensington	09 623 5405
• Form 6 Dean	J.S-J Yeh	09 623 5406
• Form 7 Dean	J. Gunson	09 623 5407
• International Students Dean	P. Easingwood	09 623 5400 extn 557

### 5. What should I do if I need to contact one of my son's teachers or a member of the Student Services team?

You are welcome to email your son's teacher/s or a member of the Student Services team. A list is available on the website under the following link: <https://www.ags.school.nz/contact-us/staff-directory/>

### 6. What should I do if I need to contact the School's Health Centre?

Please call our School nurses on 09 623 5400 extension 637.



## FINAL WORD

Auckland Grammar School is a school of special character; a unique school, an academic school, a strong and independent self-governed state school. This has come about because the School has held fast to its core traditions while still being aware of the challenges of a changing society and the need to reach out into new avenues of education, but without ever compromising its principles.

It is our responsibility to ensure that indiscriminate and unrestrained changes are avoided, but that orderly and wise changes in keeping with new conditions and with the spirit of the times are considered.

Change in all schools is inevitable, but at Auckland Grammar School it must not be for its own sake, but based on careful and sensible evaluation. It must also bear in mind a strong respect for the special traditions of a great school celebrating 155 years of secondary education.

We want young men to leave Auckland Grammar School at the end of their studies feeling that the School has provided for them outstanding opportunities for intellectual, social, physical and cultural development.

Our staff members are working collectively to achieve the School's vision - 'Pre-eminence in boys' Secondary education.'

Do be well-informed by visiting our School website regularly: [www.ags.school.nz](http://www.ags.school.nz). Do become an engaged member of the Grammar community, so that you can not only support the quality of education your son receives, but you can also support an educational philosophy that is best for boys, with a proven track record.

I hope you enjoy and value the opportunity to be part of the Grammar community.

Per Angusta Ad Augusta

Tim O'Connor  
Headmaster

January 2024

# LEVEL 1

**Visitors, please report to the Main Reception for a visitor permit**

## LEVEL 2

## LEVEL 3





# NOTES





# NOTES

Auckland Grammar School  
Private Bag 99930, Newmarket  
Auckland 1149, New Zealand

[ags.school.nz](http://ags.school.nz)

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