



Campion College

~ GISBORNE ~

**A CATHOLIC, INNOVATIVE,
YEAR 7-13
CO-EDUCATIONAL COLLEGE**

ENROLMENT INFORMATION PACK FOR 2021

To enrol at Campion College, please complete the 'Enrolment Contract' and the 'Student Enrolment Profile' forms (the green forms) and return these to the College office.



ENROLMENT TIMELINE 2021

Monday 3 February 2020	Enrolments open for students wanting to attend Campion College in 2021.
Sunday 30 August 2020	OPEN AFTERNOON 1.00pm-3.00pm Families meet in MacKillop 1 at 1.00pm. A welcome and address by the principal will take place. This will be followed by a tour of the College.
Thursday 10 September 2020	ENROLMENTS CLOSE – 4.00pm All enrolment forms must have been received by the College by this date.
Starting - Sunday 13th September 2020	PREFERENCE MEETINGS Families will meet with one of the Gisborne Catholic Parish representatives with responsibility for overseeing preference certificates to confirm eligibility under the College's preference criteria.
Monday 12th October 2020	ACCEPTANCE All students accepted into the College are confirmed in writing by this date.
Tuesday 27th October 2020	CONFIRMING YOUR ACCEPTANCE All accepted enrolments must have given confirmation of their acceptance to attend Campion in 2021.
Starting - Monday 9th November 2020	PARENT AND STUDENT MEETINGS The principal and learning mentors will meet with parents and students to discuss the educational needs of the student in 2021.
Term 4 – Thursday 19 November 2020	ORIENTATION DAY – St Mary's Students St Mary's students who will be entering Year 7 in 2021 attend an orientation day.
Term 4 - Tuesday 24 November 2020	ORIENTATION DAY This orientation day is for all other students who will be new to the College in 2021.

Campion College Graduates

We aim, by modelling, for our graduates to be:

2016 - 2020

Disciples of Christ who...

1. Are centred on the Gospel values of commitment, compassion and community.
2. Have a personal relationship with Jesus Christ.
3. Have a knowledge, understanding and a lived reality of the teachings of the Catholic Church.



Compassionate individuals who..

1. Respect the dignity of all human life.
2. Promote social justice for all, especially the most poor and vulnerable in society.
3. Recognise the gifts they have been given by a loving God and the giftedness of others.

Committed learners who...

1. Constantly strive for academic excellence.
2. Have the ability to set goals and work towards achieving them.
3. Are resilient and independent with a 'can-do' attitude.
4. Actively seek, use and create knowledge using faith and reason.

Community focussed individuals who...

1. Use their God given talents in promoting the good of society.
2. Are active participants in social, sporting, Christian spiritual and cultural activities
3. Continue to grow in leadership through service to others.
4. Actively promote stewardship of the earth for the good of all.

IN CHRIST WE ARE ALIVE

MISSION STATEMENT

**He kura Katorika a Kapiana
e kaha ana ki te manaaki
me te whakapakari te
tangata i roto i te matauranga
e pa ana ki nga mahi Katorika**

Campion College is a Christ-centred community committed to offering and encouraging the education and development of the total person in a Catholic environment

VISION

Excellence through innovation for the good of all.

WHAT IS UNIQUE ABOUT CAMPION COLLEGE

1. We are the only Catholic secondary school in Tairāwhiti. We offer a way of living that is based on the teachings of Jesus Christ as understood through the Catholic faith.
2. We are a Year 7 to 13 College. Most of our students remain in the College for 7 years and this one transition point offers a strong advantage in developing student learning. The curriculum is linked from Year 7 to Year 13.
3. We have strong academic achievement. We know that all students develop at different rates academically but we believe that all can achieve.
4. Every student has a learning mentor who works with the student and their whānau to help guide and support the learning.
5. Our innovative curriculum is based on the latest research about how people learn. It is an academically challenging programme that provides choice and ownership over learning for our students. Much of the learning is connected to real life experiences which help build understanding.
6. We encourage all students to become independent, resilient learners who actively seek, use and create knowledge using faith and reason.
7. Most of our learning modules are based on collaborative teaching strategies. This involves teachers planning and delivering the teaching together. When developed over the whole school this is proven to be up to 4 times more effective than single teacher classrooms.
8. We focus on the development of the whole person. We encourage all students into leadership and participation in a wide range of activities.
9. We focus on Catholic Social Justice principles with a particular emphasis on a preferential option for the poor and vulnerable in society and stewardship of the earth for the good of all.
10. We have modern and innovative learning spaces that enable all students to excel in their learning and achievement.
11. We are a B.Y.O.D. (Bring Your Own Digital Device) school. Digital devices form an important learning tool for all students.
12. We offer a safe and supportive learning environment for all students.

PRIORITY OF ENROLMENT

Campion College has an enrolment scheme for entry into the College so that the College maintains student numbers within its maximum roll of 512. Within the maximum roll, guidelines of 78 in each of Years 7, 8, 9 and 10 have been established to avoid an imbalance in the school roll and to provide for the delivery of quality education.

ENROLMENT PRIORITY LEVEL	DESCRIPTION	
Preference Students	1	Preference students who are Year 6 students at St Mary's Catholic Primary School (Gisborne).
	2	Preference students who are enrolling directly from another Catholic school.
	3	Preference students who are siblings of current students
	4	Preference students who are the children or grandchildren of Board employees and/or Board members.
	5	Preference students who are siblings of former students, conditional that the former student completed their secondary school education at Campion College.
	6	Preference students who are children of a former student of the College conditional that the former student completed their secondary school education at Campion College.
	7	Preference students who do not meet the above criteria
Non Preference Students	8	Non-preference students who are Year 6 students at St Mary's Catholic Primary School (Gisborne).
	9	Non-preference students who are enrolling directly from another Catholic School.
	10	Non-preference children who are siblings of current students
	11	Non preference students who are the children or grandchildren of Board employees and/or Board members.
	12	Non preference students who are siblings of former students, conditional that the former student completed their secondary school education at Campion College.
	13	Non preference students who are children of a former student of the College conditional that the former student completed their secondary school education at Campion College.
	14	Non preference students who do not meet the above criteria.
NB: The complete enrolment scheme is enclosed at the end of this booklet.		

CRITERIA FOR PREFERENCE OF ENROLMENT

Campion College is an Integrated Catholic school. In terms of the Integration Agreement signed between the College and the Crown a certain percentage of the college roll must consist of students with a connection to the Catholic faith. These students are given preference of enrolment.

The New Zealand Catholic Bishops' Conference has determined the criteria for preference of enrolment in Integrated Catholic schools.

Preference of enrolment may be granted when the applicant meets one of the following criteria:

1. The child has been baptised or is being prepared for baptism in the Catholic Church.
*** Please provide the baptism certificate.**
- OR
2. The child's parents/guardians have already allowed one or more of their siblings to be baptised in the Catholic faith.
*** Please provide a copy of the sibling's baptism certificate.**
- OR
3. At least one parent/guardian is a Catholic, and although their child has not yet been baptised, the child's participation in the life of the College could lead to the parents having the child baptised.
*** Please provide a copy of parent/guardians baptism certificate.**
- OR
4. With the agreement of the child's parent/guardian, a grandparent or other significant familial adult in the child's life, such as an aunt, uncle or godparent, undertakes to support the child's formation in faith and practices of the Catholic Church.
*** Please provide a letter of support from this significant adult and a copy of their baptism certificate.**
- OR
5. One or both of a child's non-Catholic parents/guardians is preparing to become a Catholic.
- OR
6. Other factors. On occasions, other factors may be taken into account in granting a Preference Certificate.

To obtain a preference of enrolment certificate please complete the enrolment contract and the student enrolment profile and return these to the College Office. The College will contact you and make arrangements for you to meet with one of the Parish representatives with responsibility for overseeing preference certificates.

If you are unsure whether you meet the preference of enrolment criteria please contact the principal to discuss further (either by email: principal@campioncollege.school.nz, or by making an appointment with Belinda, PA to the principal, on (06) 867 9309 ext. 202) or email office@campioncollege.school.nz.

STRATEGIC VISION

We are a Catholic co-educational Year 7 to 13 College that holds firmly to the Catholic purpose of education while adopting the principles of an innovative learning environment (ILE).

Our learning programme is based on the following principles:

1. Make learning and engagement central (including self-regulation)
2. Ensure learning is social & collaborative (encourage group work).
3. Be highly attuned to learner motivations & emotions.
4. Be sensitive to individual differences.
5. Be demanding for each learner but without excessive overload.
6. Use assessments consistent with learning aims, with a strong emphasis on formative feedback.
7. Promote horizontal connectedness across activities & subjects.

In making learning and engagement central we are focused on developing four areas that lead to deep learning. These are:

1. Providing a safe and orderly environment.
2. Behavioural engagement: students attending school, being present in class and participating in out-of-class activities.
3. Emotional engagement: students liking some of their teachers, classes and out-of-class activities.
4. Cognitive engagement: students thinking about what is to be learned, planning how to complete learning tasks and checking their own work. When students are cognitively engaged they personalise their learning pathway, engage in authentic, relevant, real-world experiences and work in the wider community.
Cognitive engagement is best identified by asking a student: what are you doing? Why are you doing it? How will you know when you have been successful? What are your next steps?

Within the College we aim for our students to be:

- Disciples of Christ.
- Committed, self-managing, resilient learners who strive for academic excellence
- Compassionate individuals who care for others.
- Continuing to grow in leadership through service to others
- Community focussed individuals who promote stewardship of the earth.
- Active participants within the wider community.

This is more fully outlined in our student graduate profile.

Within the College we aim for our teachers to:

- Demonstrate leadership supportive of the culture, values and vision of the College.
- Demonstrate a collaborative approach to teaching and learning.
- Be passionate about making a positive impact on the learning of all students.
- Show sensitivity to the emotions & motivations of all learners.
- Encourage agency in all learners.
- Encourage the development of metacognitive skills in all learners.
- Build learning on the prior knowledge of each learner.
- Set challenging yet achievable tasks for all learners.
- Provide constructive feedback & feed forward for all learners.

This is more fully outlined in our teaching practice profile.

Within the College we promote a curriculum that, while incorporating the best of traditional instruction, also has a strong focus on:

- Personalising learning
- Co-operative learning
- Inquiry based learning
 - Project-based learning
 - Problem-based learning
 - Design-based learning
- Academic service learning
- Digital citizenship

This is more fully outlined in our curriculum delivery profile.

Within the College we aim for our buildings and grounds to be a model of a flexible learning environment. We promote all teaching and learning within this model.

This is more fully outlined in our flexible learning environment profile.

DISCIPLES OF CHRIST

Jesus Christ is the foundation of our existence and the Catholic faith is of primary importance at Champion College. Our faith commitment is an integral part of the College and is celebrated and nourished through the liturgical and formal Religious Education programme. As a way of developing this understanding, all students take part in the Religious Education programme as they progress through the College

GOSPEL VALUES

At Champion College we place a strong focus on the Gospel values of Jesus Christ. In particular, we emphasise the values of commitment, compassion and community. These three values were exemplified by our founding Saints: Edmund Campion, Mary MacKillop and Marcellin Champagnat. They are the cornerstone for the way we aim to live our lives.

COMMITMENT: *'To always give our best'*

We are committed to the development of the total person to help them reach their full potential. We cater for each student's intellectual, spiritual, emotional, social and physical growth. We also have the same expectation of our students. We help foster self-discipline and time management skills with our students to help them manage a successful transition into the senior secondary school system and beyond.

COMPASSION: *'To treat others as we would have them treat us'*

We recognise and respect the uniqueness of every individual as being made in the image and likeness of God. We are committed to giving personalised attention to all students within a caring Christian environment. We work with students in a compassionate way and we aim to develop in our students, a compassionate approach to others.

COMMUNITY: *'To grow to know ourselves through our relationships with others.'*

We recognise that parents are the first educators of their children. We work in partnership with parents to provide the most appropriate support and encouragement to help foster each student's development. We encourage our students to recognise their place in the wider community and the international global village.

PERSONALISING LEARNING

As a practical expression of our faith commitment we focus on personalising learning for all students. Personalising learning means putting the student at the heart of the educational system. It involves developing students as active partners in effective learning.

PASTORAL CARE

Just as we want our students to be compassionate individuals who care for others so our pastoral care system also emphasises a personalised compassionate approach to supporting all students.

LEARNING MENTORS

Every student in the College is placed with a learning mentor. These are specialised staff who help students map their learning goals and career aspirations.

The learning mentor helps provide focussed support for each student as they negotiate a curriculum pathway that is personalised toward their learning needs.

Parents with children entering Year 7 will have their first meeting with their learning mentor prior to entering the College.

The learning mentor will meet with each family at least twice during the year to evaluate the student's progress and to set the future learning directions.

The learning needs of students change as they progress through the secondary school. The range of learning opportunities and pathways become more diverse and complex. The learning mentor for students in Years 11 to 13 changes to allow for this changing complexity.

The pastoral and academic guidance given through the learning mentor programme is further supported through the vertical form class for all students.

VERTICAL FORM CLASS

All students belong to a vertical form class. The form class has students from Year 7 to 13. There are two vertical form teachers who look after each class. These vertical form teachers provide a second line of pastoral care for each student. As students progress through their years at school, they remain with this same vertical form class. This helps them build relationships with students from every other year group and allows the younger students to be supported by senior students and involved more fully in the College.

ACADEMIC EXCELLENCE

Campion College is a school with a strong academic focus. Providing opportunities for young people to genuinely work towards achieving their potential, whatever their talents happen to be, is fundamental to quality Catholic education

All students in the College are encouraged and supported to strive for educational excellence. In partnership with their parents and the College learning mentors, students set challenging yet achievable academic goals. Learning steps are then put in place to enable each student to reach their goals.

One of the most significant advantages of a Year 7 to 13 College is that it is possible to have long term goals that extend over several years and a co-ordinated programme can be put in place to systematically work towards achieving these goals.

Students in Years 7, 8, 9 and 10 measure their academic progress against the NZ Curriculum learning levels using the SOLO rubric of achievement. This enables a long term strategy for academic success to be scaffolded from when the student first enters the College.

Students in Years 11, 12 and 13 study towards gaining the National Certificate of Education Achievement (NCEA). The College philosophy is to encourage and support students to achieve at the merit and excellence level.

High performing senior students are offered the opportunity to enter Scholarship examinations. Scholarship is the highest level of assessment available within the secondary school system. Scholarship courses follow the NCEA Level 3 curriculum. We provide additional support for all Scholarship students.

GIFTED & TALENTED STUDENTS (G.A.T.E)

All students are gifted differently. In instances where students show particular strengths and talents in specific areas of the curriculum they are supported to develop these abilities to their fullest potential.

Our curriculum timetable is linked for all levels. Students have the opportunity of working at multiple academic levels to meet their academic abilities.

CURRICULUM SUPPORT

Because not all students develop academically at the same rate, we offer the opportunity for students to reinforce their learning in specific areas through our modular programme. For example, a student who finds difficulty in mathematics could complete two modules each containing mathematics as one of the learning areas.

IMPACT PROJECTS

All students from Years 7 to 13 take part in an impact project during the week.

Impact projects encourage students to take control of their learning and to focus on a topic that is of importance to them. Students work for an extended time investigating a complex issue or problem.

Impact projects are important because they offer:

Student Choice

Students are able to study topics that are meaningful to them and so they become more engaged in their learning.

Authentic Problems

Students learn about real-world issues. The projects can help establish links with possible career paths.

Sustainable Inquiry

Students engage in an extended project. This enables them to take their learning to a deep level, reflect on what they have learned and use feedback to improve their process.

Community Impact

Students develop a project that has a positive influence on others within our community.

21ST Century Skills

Students focus on key skills such as goal setting, self-management, problem solving and collaboration.

In an impact project the process skills are as important as the content learned.

Research shows that students who study any topic to a deep level acquire learning skills that are transferable to any new situation. Impact projects are designed to encourage this deep level learning.

LEADERSHIP THROUGH SERVICE

Campion College is strongly focused on developing the leadership capability of all students in the school. Leadership involves positively influencing others into a course of action that promotes the goals of the College within the community and maintaining this focus over a period of time.

Leadership is most obviously shown through 'service to others.' Developing the leadership potential of all students is an extremely important step in enabling them to serve the wider world. We want our students to be confident, connected and actively involved citizens of the world who are able to critique society from a Christ-centred perspective, promote social justice and show care for the environment.

Some of the leadership opportunities that are available include:

PEER SUPPORT

The peer support programme is a specifically designed programme to support new students in Years 7 and 8. The programme, run by senior students, takes place in the first term of each school year and helps new students interact, make friends, access resources and familiarise themselves with the College and its values. The programme contributes towards building a positive social climate within the school and reflects our Special Character at work.

PEER TUTORING

Students at all year levels are encouraged to support others through the peer tutoring programme. Students assist other students with aspects of their academic learning, sports skills, arts development or social integration. This support complements the assistance provided by the teaching staff.

STUDENT COUNCIL

The Student Council has a representative from each vertical form class. The Council provides a student voice within the College community for issues of direct relevance to students.

HOUSE CAPTAINS

Each of the four College Houses has a Captain who is elected by the students. The House Captains are involved in organising House activities and liturgies.

PREFECTS

Prefects are selected from our Year 13 leaders. Prefects are considered to hold the most senior leadership positions in the College

PARTICIPATION IN SPORTS AND THE ARTS

As part of the development of the total person we encourage students to participate and develop skills in sporting and performing arts activities.

Participation in sports and performing arts helps develop:

- a strong sense of community and belonging
- an ability to work with others and form friendships
- confidence and self-belief
- self-discipline and perseverance
- goal setting abilities
- dealing with adversity
- an understanding of our own giftedness and an appreciation of the giftedness of others

Sports and performing arts also help develop skills which benefit students in their academic endeavours and in their leadership development.

SPORT

Campion College offers a wide range of sporting opportunities for students. Our modern gymnasium and large all weather astroturf area provide excellent facilities for competitive and recreational sports.

As well as catering for all students, regardless of ability, we aim to provide a pathway and support for our most talented sports players to enable them to reach the highest levels possible.

THE ARTS

The Arts include drama, music, kapa haka, dance, debating and speech making. As with sport, all students are encouraged to participate in Arts activities which are considered an integral part of our educational philosophy.

Drama and music are strong traditions within the College with students and groups regularly performing at regional and national level. Students perform in the RockQuest competitions, and there are opportunities for orchestra and chamber music. Drama includes Shakespeare in Schools and College productions.

The annual 'Chanel Shield' provides a Catholic inter-school arts exchange with other secondary schools in the Diocese. The exchange consists of drama, public speaking, Bible reading and debating and is a good opportunity to show our strengths in comparison with other schools

CAMPION COLLEGE UNIFORM GUIDELINES

The following guidelines seek to clarify issues relating to uniform and dress standards.

1. Students' appearance at all times should conform to acceptable standards. Wearing of the uniform should reflect positively upon the student and the College community. Clothing is to be kept in a good state of repair. Oversize clothing is not to be worn.
2. Non-regulation clothing is not to be worn with the College uniform. This includes travelling to and from school (with the exception of wet weather gear).
3. **JEWELLERY** at the College will not be permitted with the exception of small personal items. The only jewellery allowed is:
 - One stud or sleeper per ear. No other jewellery is to be worn on the face (i.e. no nose studs, lip studs etc).
 - One signet ring (unobtrusive).
 - One plain wrist bracelet.
 - One necklace limited to a cross/crucifix or taonga may be worn. This is to remain at the discretion of the Management at all times.
 - Make up, fancy hair-clips and nail polish (other than colourless or natural) are not permitted.
 - Headbands must be black or Campion Green in colour.
 - Coloured hair-braiding is not permitted.
4. **HAIR** must be clean, tidy and clear of the face. Unusual variations of hair styles or colours are not permitted. For clarification, this includes colours which would not be seen in a 'natural' state and haircuts such as Mohawks. Males are to be clean shaven. Side burns are not to extend below the ear. These remain at the discretion of the Management.
5. **TATTOOS** are not permitted. There may be some consideration given for culturally significant tattoos, and in such circumstances, prior approval should be gained from the Principal.
6. **SKIRTS** must be of reasonable length. Front pleated skirts are to be below knee length.
7. **SHOES** must be the regulation black leather shoes. Black lace up dress shoes for boys, black leather shoes with one strap across the foot for girls. Canvas or suede shoes are not permitted. Sports shoes, skate shoes, or sneaker type shoes (except for PE) are not permitted.
8. T-shirts, cycle pants and other garments worn under the uniform must not be visible.
9. Underwear must not be visible.
10. When wearing the College jersey, the jersey length should be below the bottom of the shirt. The shirt should not be visible below the bottom of the jersey.
11. All items of clothing must be clearly marked with the owner's name.
12. All non-uniform articles of clothing will be confiscated. Students, who, for genuine reasons, are unable to wear full regulation uniform, are required to obtain permission from the Deputy Principal. **A loan garment will be issued where possible.** If this is not possible then a permit will be given to such students as long as they provide an explanatory letter signed by their parent/guardian. The permit should be applied for by going to the office by 8.30 am on the first day the item of non-regulation clothing is worn. A permit will only allow non-regulation items to be worn for a period of time considered sufficient to overcome the immediate difficulty.

CAMPION COLLEGE GIRLS UNIFORM CODE

GIRLS UNIFORM

Please note all students are expected to wear the Champion College regulation shirt and the plain brown or black Roman sandals.

SHIRTS	White Champion short-sleeved regulation polo shirt. White Champion short-sleeved cotton regulation blouse
SKIRT	Champion green Front Pleated Junior Skirt (Years 7 – 11, short) Champion green Front pleated Senior Skirt (Years 12 & 13, Long)
TROUSERS	Regulation grey dress trousers.
FOOTWEAR	Either: Plain brown or black roman sandals, or: Regulation black <u>leather</u> shoes with one strap across the foot or black leather lace up shoes (no canvas). To be worn with black pantyhose or white ankle socks (no stripes or sport socks).
JERSEY	Champion green V-necked long-sleeved jersey with crest and gold stripe around the neck.
SPORTS UNIFORM	The following applies to all students in Years 7 to 10, and to students who take PE in Years 11-13. Black shorts and Either: the College green and gold t-shirt, or: the College green and gold singlet.

OPTIONAL ITEMS

JACKET	Champion College jacket.
CAP	Cap in Champion green.

SPORT & RECREATION

Sports shoes as directed.
College sports jackets are issued to students who represent the College in certain sporting events. ***These jackets may only be worn for the sporting code for which they are issued and not to be worn on a school day.***

FORMAL DRESS UNIFORM - *on formal occasions when representing the college*

SKIRT	Champion green front pleated senior skirt.
SHIRTS	Plain white long-sleeved business shirt.
TIE	College tie.
BLAZER	College dress blazer with the College crest.
FOOTWEAR	Plain black leather shoes with one strap across the foot. White socks or black stockings.

CAMPION COLLEGE BOYS UNIFORM CODE

BOYS UNIFORM

Please note that all students are expected to wear the Campion College regulation shirt and the plain brown or black Roman sandals.

SHIRT	White Campion short-sleeved regulation polo shirt.
SHORTS	Mid grey drill shorts.
TROUSERS	Regulation grey dress trousers.
FOOTWEAR	Either: Plain brown or black roman sandals, or: Regulation black shoes. Leather dress shoes. (No skate shoes, sneaker type shoes) To be worn with plain mid-grey long socks (short mid-grey socks are permitted with long trousers).
JERSEY	Campion green V-necked long-sleeved jersey with crest and gold stripe around the neck.
SPORTS UNIFORM	The following applies to all students in Years 7 to 10, and to students who take PE in Years 11-13. Black shorts and Either: the College green singlet or College green t-shirt

OPTIONAL ITEMS

JACKET	Campion College jacket.
CAP	Cap in Campion green.
SPORT & RECREATION	Sports shoes as directed. College sports jackets are issued to students who represent the College in certain sporting events. <i>These jackets may only be worn for the sporting code for which they are issued and not to be worn on a school day.</i>

FORMAL DRESS UNIFORM - *on formal occasions when representing the college*

TROUSERS	Regulation grey dress trousers.
SHIRT	Plain white long-sleeved business shirt.
TIE	College tie.
BLAZER	College dress blazer with the College crest.
FOOTWEAR	Plain black dress leather shoes with mid-grey socks.

INDICATIVE UNIFORM PRICE LIST FOR 2021

GIRLS STANDARD UNIFORM

CAMPION SHIRTS	Polo Full Colour Crest	\$35.00
	White Champion short-sleeved cotton regulation blouse	\$50.00

SKIRTS

YEARS 7-11 – Short Champion green front pleated skirt	\$62.00
YEARS 12 & 13 – Long Champion front pleated senior skirt	\$62.00

GREY TROUSERS	\$60.00
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COLLEGE JERSEYS	\$90.00
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PE UNIFORM

– Champion Sports T-Shirt	\$35.00
– Champion Black Shorts	\$15.00

BOYS STANDARD UNIFORM

CAMPION POLO SHIRT Embellished Full Colour Crest	\$35.00
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SHORTS	\$35.00
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GREY TROUSERS	\$60.00
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COLLEGE JERSEYS	\$90.00
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SOCKS (grey)	\$10.00
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PE UNIFORM

– Champion Sports T-Shirt	\$35.00
– Champion Black Shorts	\$15.00

OPTIONAL ITEMS

COLLEGE JACKETS	\$115.00
COLLEGE TIE	\$20.00
CAMPION CAP	\$10.00

GENERAL INFORMATION

ATTENDANCE DUES

These are set by the Hamilton Diocese. The fees are currently **\$444.00** per year for students in Years 7 & 8 and **\$888.00** for students in Years 9 to 13. Fees for 2021 are expected to increase slightly but the amount has not been confirmed at this stage.

Attendance Dues are not part of the College's expenses and are invoiced separately by the Hamilton Diocese. They form a legal requirement for attendance in a Catholic school and this fee must be paid. Financial assistance may be available for families but we do need to make application early in the year. Please see your child's Learning Mentor, the Principal or Parish Priest for further assistance.

The attendance dues are used to pay for new buildings and to service debt on existing buildings.

If you have any questions regarding your account please contact the Catholic Integrated Schools Office (Hamilton Diocese) directly - phone (07) 856 6989.

STUDENT CONDUCT

All students are expected to adhere to the College rules on behaviour and uniform from the time of leaving their homes for school until they return. They are expected to show courtesy, commonsense, respect and consideration for others in their behaviour. Their speech, language, dress and manner should reflect creditably on themselves, their family and their College.

Smoking, vaping, the use of non-prescription drugs and the drinking of alcohol are strictly forbidden to students at school or when wearing the College uniform or at any function or outing organised by the College.

ABSENCE

Parents/guardians are expected to ring the College Office if the student is going to be absent for that day. Notes of absence signed by a parent or guardian must be handed to the Form Teacher on the day of return to College. Dates of absence and the reason must be stated. Email absentees to sue.henderson@campioncollege.school.nz or phone 068679309 ext 203.

LEAVE FROM SCHOOL

Students who require leave for any reason must apply in writing to the Principal at least one week before the event.

Students may not leave the College grounds without permission. Requests to leave must be supported by a note from parents and it is expected that students move directly from and to school.

CARE OF PROPERTY

All clothing, books and items of personal property must be clearly named. Unless this is done return of property to owners cannot be assured. Clothing unclaimed at the end of each year will be retained as a supply of 'loan' garments or donated to charity.

The parents of students who wilfully or carelessly damage school property are expected to support the College policy of seeing that students make good the cost of repairs.

CAFETERIA

The Cafeteria is open at morning interval and lunchtime and sells a variety of food and drinks.

TEXTBOOKS

Students are provided with textbooks without charge or deposit. These remain the property of the College and are issued on the understanding that they will be cared for and that any loss or damage will be made good.

STATIONERY

All students will be supplied with a list of stationery requirements. Families will have the opportunity of purchasing stationery from city outlets. Write-on workbooks and Art tech packs are available to purchase through the College.

LUNCH PASSES

Lunch passes are issued at the beginning of the year. These are issued at the request of parents. A lunch pass allows the student to go home or to a nominated address only.

APPOINTMENTS

When making appointments for students we request that they be made outside normal school times. Where this is not possible, cards for dentist or doctor's appointments should be presented to the office when leaving. All students must sign out when they leave the College and sign in when they return.

UNIFORM

Campion College has a well-defined uniform code. Students are expected to wear the uniform with pride.

Detail of the uniform requirement is set out on a separate page.

College uniforms can be purchased at the office or charged to your account (with your permission).

SPORTS

Students are given the option of participating in a variety of different sports. All agreed sports registrations, subscriptions, sports uniform hire and sports trips are charged onto your College account.

CAMPION COLLEGE ERO REVIEW

Our last ERO review took place in 2017. The full report follows:

Education Review Report Campion College

The purpose of ERO's reviews is to give parents and the wider school community assurance about the quality of education that schools provide and their children receive. An ERO school report answers the question "How effectively is this school's curriculum promoting student learning - engagement, progress and achievement?" Under that overarching question ERO reports on the quality of education and learning outcomes for children and for specific groups of children including Māori students, Pacific students and students with special needs. ERO also reports on the quality of the school's systems for sustaining and continuing improvements. The report answers four key questions about the school.

Findings

1 Context

What are the important features of this school that have an impact on student learning?

Campion College caters for students in Years 7 to 15. The roll of 519, includes 29% who identify as Māori.

The college philosophy and learning programmes focus on the development of the whole person and are underpinned by Catholic gospel values of commitment, compassion and community. The shared vision and values are recognised and understood throughout the school as the guiding framework for learning and behaviour. Positive relationships support student wellbeing and promote a sense of belonging. There is a strong focus on providing an inclusive environment.

The findings in this report continue to support the school's good reporting history with ERO.

2 Learning

How well does this school use achievement information to make positive changes to learners' engagement, progress and achievement?

Overall school achievement data shows most students make expected progress, with a number accelerating their learning. Student achievement information is well used by trustees, leaders and teachers to support and promote learners' engagement, progress and achievement.

Since the November 2012 ERO report, rates of achievement have continued to improve at all levels of the National Certificate of Educational Achievement (NCEA). Recent results show that students perform well above schools of similar type and nationally. Māori learners experience similar success. High expectations, supportive practices and new initiatives promote students' engagement and holistic development and contribute to the high retention rates.

Years 9 and 10 literacy and mathematics achievement shows an upward trajectory over time. Comprehensive achievement information is collected by teachers and leaders at this level. This data is used to support students' specific needs as they transition into the senior school.

The school's achievement information for Years 7 and 8 shows that most students achieve at or above in relation to the National Standards in reading, writing and mathematics. Māori student achievement is similar or better to that of all students at the school. Trustees and leaders have identified raising the achievement of boys as a priority. Planning is occurring to support the acceleration of these learners.

The school has developed rigorous moderation practices to support teachers to make dependable judgements about students' progress and achievement.

Sound systems and processes are in place to identify students requiring additional learning support. A wide range of interventions and programmes assists them to achieve successful learning outcomes. The inclusion of students with special educational needs is well managed and receptive to individuals and their families' goals.

3 Curriculum

How effectively does this school's curriculum promote and support student learning?

The broad curriculum effectively promotes and supports student learning. It is responsive to individual interests, needs and aspirations and underpinned by the school's special Catholic character. Significant features include:

- a shared understanding of effective and responsive teaching
- authentic and meaningful contexts for learning
- students becoming more involved and taking responsibility for their learning
- a strong focus on literacy and numeracy
- an increased range of choice, pathways and customised programmes.

Recently implemented innovative approaches to curriculum provision and design are aimed at personalising learning and enhancing student engagement. Students at all levels have extensive opportunities to participate and celebrate success in a range of academic, cultural, service, sporting and leadership activities. Learners benefit from positive, affirming relationships with their teachers and peers.

Increased collaboration amongst teachers helps to coordinate support for and monitoring of, students' progress, achievement and wellbeing. Students are successfully assisted to transition through the school and on to further education, training and employment.

How effectively does the school promote educational success for Māori, as Māori?

The school continues to work effectively to promote Māori students' success as Māori. Students experience success in all aspects of the curriculum. The school has a number of initiatives to positively support Māori learners, including:

- promoting inclusion and reinforcing beliefs and values to support students' language, culture and identity
- whānau and school community groups focused on strategic decision making
- engagement and learning-focused discussions with whānau.

4 Sustainable Performance

How well placed is the school to sustain and improve its performance?

Campion College is very well placed to sustain and improve its performance. Trustees and leaders share and promote a collective vision for school development and ongoing improvement, through the innovative curriculum and teaching and learning practices. The board and principal work collaboratively in supporting the school's vision, values and strategic goals. Trustees are student and community focused. Resourcing and decision making is aligned to and supportive of, school priorities.

Leaders work collaboratively with staff and the community to develop innovative solutions to promote engagement, equity and excellence across the school. The teacher appraisal process is meaningful, and builds and celebrates good practice. Teachers are highly reflective and inquire into the effectiveness of their teaching and learning programmes.

The school highly values the importance of having strong connections and relationships with parents, families, whānau and the wider community to support students' learning. Learning mentors reinforce these partnerships and positively contribute to improving learners' engagement and wellbeing. Student and community voices are important and used to inform decisions and actions.

A well-established culture of reflection is highly evident. Leaders agree that further development of internal evaluation processes is required in order to measure the impact and effectiveness of what the school does to improve student outcomes. This should include strengthening the analysis of student achievement data and reporting to the board.

Board assurance on legal requirements

Before the review, the board of trustees and principal of the school completed the *ERO Board Assurance Statement and Self-Audit Checklists*. In these documents they attested that they had taken all reasonable steps to meet their legislative obligations related to:

- board administration
- curriculum
- management of health, safety and welfare
- personnel management

- financial management
- asset management.

During the review, ERO checked the following items because they have a potentially high impact on student achievement:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration
- processes for appointing staff
- stand-downs, suspensions, expulsions and exclusions
- attendance.

Conclusion

Campion College is very well placed to sustain and improve its performance. Students experience success within a broad curriculum focused on their interests, needs and aspirations. The school works collaboratively with its community to develop innovative solutions to promote engagement, equity and excellence at all levels. Building on internal evaluation capacity across the school should support ongoing improvement.

ERO is likely to carry out the next review in four-to-five years.

Alan Wynyard Deputy Chief Review Officer Central (Acting)

About the School

Location	Gisborne	
Ministry of Education profile number	211	
School type	Secondary (Years 7 to 13)	
School roll	519	
Gender composition	Male 51%, Female 49%	
Ethnic composition	Māori	29%
	Pākehā	62%
	Asian	5%
	Pacific	3%
	Other ethnic groups	1%
Review team on site	May 2017	
Date of this report	7 July 2017	
Most recent ERO report(s)	Education Review	November 2012
	Education Review	October 2009
	Education Review	October 2005

Campion College

Catholic Special Character Review

August 2018

Every three years the Catholic Diocese of Hamilton undertakes a Catholic Character Review of all Catholic schools in the Diocese. This is similar to an ERO review. This review was last held in August 2018. The review was very affirming of the College. Extracts of the review are:

Encounter with Christ- Te Tūtaki Ki A Te Karaiti

Spiritual Formation: Campion College provides many opportunities to provide ongoing spiritual formation to assist individuals to deepen their personal relationship with Jesus Christ. There is a close working relationship between the college, the parish priest and assistant priest which enhances the spiritual formation of individuals.

Regular vertical form class Masses enable students to have a more intimate experience of liturgy because more students can actively participate by having specific roles ranging from Ministers of the Word, Ministers of Eucharist, power-point operators, musicians and other roles as relevant.

The reviewers participated in a school Mass to celebrate the life of one of the three patron saints of the college, St Mary of the Cross MacKillop. It was apparent from the participation of the whole college community in the celebration of the Mass that regular worship was the norm rather than an occasional experience.

Each day vertical form classes begin with prayer, selected by students or staff on a roster basis. Religious Education lessons also begin with a prayer.

There is a weekly boys' breakfast at 7.30am, which begins with a time of reflection and prayer in the side chapel of the parish church followed by fellowship during breakfast in the parish centre. The Alpha programme is led by a Year 13 student. The programme is overseen by the DRS and the Parish Priest.

Retreats are provided at each year with a different theme for each group.

Evangelisation: Campion College has a very effective Sacramental Programme. The Board and Principal have been instrumental in providing staffing and resourcing for the Director of Religious Studies to run the programme during the school day as part of the regular college timetable.

Faith-Based Leadership: Both the Principal and Director of Religious Studies have a strong personal faith and demonstrate faith-based leadership. They are totally supported by the rest of the senior leadership team. This is evidenced in numerous

ways including the innovative modular approach to curriculum introduced in Years 7-10 with Religious Education as the focus permeating all modules, the senior leadership demonstrating Gospel team work by sharing an office, the consultation process and professional development which has taken place since the last review to try to ensure that all needs are met and that everyone has had a voice.

Growth in Knowledge – Te Whakatupu Mā Te Mātauranga

Leadership: A re-building programme has been taking place since the last review. Clever use of design and change of use of buildings has enabled modern learning spaces to be developed to better meet the requirements of curriculum delivery for Champion College students. It is recognised that a lot of work has been done by providing whole school teacher professional development using recognised educational specialists to work closely with staff and management. This has resulted in the newly aligned curriculum, based around Religious Education, being launched at the beginning of 2018 for Years 7-10 to provide a multilevel, modular programme to best meet the needs of the students. The programme is constantly being reviewed to ensure that the students are covering the curriculum and engaging in meaningful Religious Education programmes. Junior students commented positively on the content of the programmes and were able to clearly articulate and discuss Religious Education aspects and how they crossed into other modules. Having this curriculum centred around Religious Education is forward thinking and demonstrates committed, positive, Catholic Leadership which is at the heart of this college.

Another outcome of the professional development and consultation processes which have taken place during the last three years is the development of the Champion College Graduate Profile. This profile sets out simply and clearly the expectations for a Champion College student to work to based on being Disciples of Christ, Compassionate Individuals, Committed Learners and Community Focussed. Gospel values and social justice are the main focus areas of the profile. The review team were impressed with the in-depth knowledge of students, especially in Years 7-10, on the understanding that they had of all aspects of the Graduate Profile. From discussions it was obvious that there is a whole school commitment to it as the aim for students, staff and whanau as this profile becomes embedded throughout the college.

Religious Education: Religious Education is at the heart of the curriculum across the college. In discussions with staff, students, parents and BOT it was obvious that it is given high status and valued by all. Good practice was observed in the teaching of Religious Education.

Resourcing has been provided for staff to participate in a TCI course at the beginning of each year. This has resulted in teachers gaining accreditation. Resourcing for Religious Education and Special Character is seen as high status.

The College Board and Management should be congratulated on the way in which they ensure that Religious Education and Special Character are at the heart of all activities at Campion College, as a result of excellent management, support and resourcing.

Catholic Curriculum: The Catholic world view is fully integrated into all curriculum areas and daily practices of the college. Modular programmes in Years 7-10 are centred around the Religious Education curriculum and the other modules are developed to fit in with this. In the senior school departments ensure that the Catholic world view is incorporated in their programmes.

Every Friday impact projects take place across all year levels. Every student participates either as an individual or part of a group. The projects are focussed on the impact that the piece of work will have on the community and fit in well with Catholic teaching on social justice and care of God's creation. In discussion students from all year levels spoke enthusiastically about the impact projects that they were each undertaking and all recognised that social responsibility and care for God's creation were at the heart of their work. ***This is Catholic curriculum in action.***

Christian Witness – Te Whakaaktu Karaitiana

Catholic School Community: The Parish Priest and assistant Priest are very supportive of the work done by the college and the relationship between parish and college is excellent.

The College is able to make full use of the church and parish centre. Vertical form classes prepare for and participate in Mass in the church. There are several whole school masses held in the church during the year. The parish holds a monthly youth Mass followed by youth club activities in the college gymnasium. The Parish Centre is made available for the college to use for retreats and other activities. Campion College students are involved in the parish as Readers of the Word, Eucharistic Ministers, Music Ministry and power point operation.

Partnership and Collaboration: St Mary's Primary School and Campion College share a very good relationship. The Directors of Religious Studies of both schools work closely together introducing the sacramental programme in Year 6 and Year 7.

The annual Chanel Shield competition between the five Catholic secondary schools in the diocese provides the opportunity for competition and collaboration between the schools.

Consultation processes enable input from the wider community. Parish activities are advertised in the College newsletter and the Principal and Director of Religious Studies write an article for STAR, the monthly parish pastoral newsletter.

Te Tiriti o Waitangi: Campion College demonstrates a strong commitment to Te Tiriti o Waitangi in the opportunities that it provides for Maori students, promotion of Te Reo and Tikanga Maori, and ensuring that every Maori student is fully supported both academically and pastorally. There is a large Kapa Haka group ably led by senior students and supported by staff. It is open to students from all backgrounds.

A monthly breakfast is held in the Parish Centre for Maori and Pasifika students. This is led by BOT members, staff and the Prefects responsible for Maori and Pasifika culture.

Pastoral Care: Campion College has two Guidance Counsellors and seven Learning Mentors. Their aim is to build resilience in students and work with families. The mentors have a generous time allowance which enables them to have the flexibility to engage with students from all walks of life and a wide range of backgrounds are welcomed and supported at Campion College.

The College campus layout ensures that all students can find places that suit their needs especially during breaks and lunch times. These range from sports, to music, to specialist areas eg art, to the library, to outside spaces, college café and now include some unisex toilets. Staff know their students and respond effectively to their needs. Vertical forms ensure that older students help younger students, as pointed out to the reviewers during student discussions. Every student is respected as an individual made in God's image and treated as such.

A local trust currently provides some financial support annually. This money is used to support students who need financial assistance and ensures that no student misses out especially with activities such as camp or field trips.

Service and Outreach: There are numerous opportunities provided during the year for service and outreach. These include the Caritas Challenge, Social Justice Week, Walk for Water- a fund raiser for Fiji, Women's Refuge and making and filling toilet bags for Gisborne Hospital.

The Impact projects provide the opportunity for students to individually, or in small groups, develop service and, or outreach for the community or society as a whole. By having one day per week timetabled to work on their project, the leadership of the College is making a real statement about the importance of Gospel values and Catholic Social Teaching by enabling every student to make a personal impact for the betterment of society.

Safeguarding and Strengthening Catholic Character- Te Kaitiakitanga Me To Whakapakari Te Tuakiri Ka Katorika

Stewardship: The governance and management of Campion College safeguards and strengthens its Catholic Character by ensuring that the Catholic Character is at the heart of all areas including organisation, planning, employment, development, programmes of learning, pastoral care and many other activities.

It is recognized that the re-building programme has had a major impact on staff and students as they have had to get used to constant change during recent years, along with changes in teaching practice and curriculum delivery. ***We acknowledge the impact that this has had on the college community and congratulate the governance and leadership of the College which has ensured that Campion College has continued to deliver an authentic Catholic education.***

Opportunities for continued development:

1. To continue with the current Sacramental programme with the aim that over time more students will form a personal relationship with Jesus Christ. This will result in an increase in the number of baptisms in the College.

2. To continue to review progress and analysis of the student self-assessment matrix with the aim of further growth in student relationships with Jesus Christ. This will result in a stronger student presence within the parish community.

3. We look forward to seeing the vision for environmental architecture, as discussed, realized. This will include new signage and relevant symbols which express the significance of Campion College.

The organisation, preparation and hospitality offered by Campion College for this review was greatly appreciated. The Reviewers would like to thank the Campion College community for the welcome extended to them and for the opportunity to visit and experience the very Special Catholic Character and innovative developments of its college. It was a privilege to be able to experience Campion College in action and we wish to acknowledge the leadership and commitment taking place to ensure that this is an authentic Catholic College.

*The complete Catholic Character Review is available on the Campion College Website
or alternatively contact the College Office for a copy.*

INNOVATIVE LEARNING ENVIROMENTS (I.L.E.)

Background Research

A great deal of research has been undertaken on what learning in the 21st century should look like and what skills we should be focussing on.

An overview of the research that has formed the learning approach at Campion College is:

- There is a growing demand in society for excellence and equity in education. This means creating an education system that enables all learners to achieve at the highest level of their ability.
- There is also a realisation that we can no longer teach knowledge as a body of content as human content knowledge is growing at an exponential rate. Instead we should give a stronger emphasis on developing in our students the skills to enable them to understand and use new content as they need to.
- Over the last 15 -20 years there has been a large amount of new research about how young people learn best. Many of these findings are not apparent in conventional classrooms.

At Campion College we have adopted the OECD seven principles on the development of learning environments for the 21st century. This states that learning environments should:

1. Recognise the learners as its core participants, encourage their active engagement, and develop in them an understanding of their own activity as learners (“self-regulation”).
2. Be founded on the social nature of learning and actively encourage group work and well-organised co-operative learning.
3. Have learning professionals who are highly attuned to the learners’ motivations and the key role of emotions in achievement.
4. Be acutely sensitive to the individual differences among the learners in it, including their prior knowledge.
5. Devise programmes that demand hard work and challenge from all without excessive overload.
6. Operate with clarity of expectations and deploy assessment strategies consistent with these expectations; there should be strong emphasis on formative feedback to support learning.

7. Strongly promote “horizontal connectedness” across areas of knowledge and subjects as well as to the community and the wider world.

The following extracts have also helped inform the direction of the College in regard to learning in context.

- 1) Student engagement has three aspects: behavioural, emotional and cognitive (Wang & Holcombe, 2010). Attendance at school, presence in class, and participation in extracurricular activities are indicators of behavioural engagement. Students who are emotionally engaged identify with their school and like at least some of their teachers, classes and extracurricular activities....In cognitive engagement students think about what is supposed to be learned, plan how to complete learning tasks and check their own work. In a safe and orderly environment these three types of student engagement will be high and that engagement will be associated with strong student learning (Wang & Holcombe, 2010 as cited in Robinson, 2011, p128)
- 2) “When teachers offer active learning opportunities and more student choice, student attendance increases and classroom disruption decreases. ‘In general we know that children are more engaged in schooling when they feel in control of their learning, are actively participating in the learning process, are interested in the topic being studied and are able to respond to the challenge before them. They are much less motivated by classes where they are cast in the role of passive recipients of knowledge to be delivered by the teacher’ (Bryk, Sebrina, Allensworth, Luppescu and Easton, 2010, P104 as cited in Robinson, 2011).
- 3) We know that students learn and remember more when key ideas are presented in ways that connect with their prior knowledge and experience (Bransford, Brown & Cocking, 2000)...If students’ learning opportunities are integrated and cumulative, rather than fragmented and rushed, students are more likely to be engaged and successful (Robinson, 2011, p85).
- 4) Students are cognitively engaged when they are actively thinking about the material. It is important that being behaviourally engaged or “on-task” is not taken by teachers or their evaluators as equivalent to being cognitively engaged. The latter is best assessed by asking students what they are trying to learn and how they will know when they have been successful (Robinson 2011 p91).
- 5) Cognitive engagement may be low because the material may assume prior knowledge that the students do not have, or conversely, may present ideas that students already know. Learners may be disengaged because they do not feel emotionally connected with the material, with the teacher, or both.’ (Robinson 2011 p91)

- 6) 'On the whole, student engagement is increased by school experience that fulfils their psychological need for competence, autonomy, and relatedness (Deci and Ryan, 2000 as cited in Robinson 2011)
- 7) 'Students are more motivated to learn if the lesson connects with their experience and interests...The key to making such connections in the classroom lies in well-deigned units of work that connect academic concepts with relevant ideas, skills, and activities.' (Robinson,2011 p134)
- 8) We should focus (learning) on three areas: genuinely involving students in shaping their own learning, engaging students in relevant real-world learning opportunities, and providing opportunities for personalised pathways. (Bolstad, Gilbert et al p5.)
- 9) Personalising learning can also be achieved by supporting students to learn through authentic, relevant, real-world contexts, where students' interests, aptitudes and the issues and opportunities within their own communities can form the basis for learning. In deep expressions of practice, students are involved in the key aspects of decision making, and can fully experience the messiness of a real-world project, complete with the unexpected changes in direction, opportunities and challenges that can arise (Bolstad, Gilbert et al p6.)
- 10) Learning for the 21st century, it is argued, should support students to engage in knowledge-generating activities in authentic contexts. Students must learn to recognise and navigate authentic problems and challenges in ways that they are likely to encounter in future learning situations (Bolstad, Gilbert et al p7.)
- 11) There appears to be a strong desire in 21st century students to learn collaboratively and socially, mirroring their experiences of what social networking affords them. In these kinds of learning environments, students rather than teachers are at the centre of the learning experience. In order for students to learn in such student-centred contexts, the teachers' role is to facilitate the opportunities, using appropriate pedagogical processes and e-Learning affordances (Wright 2010)
- 12) Mishra (2009) pointed out, "if you're not going to change pedagogy, then technology use makes no significant difference". Basically, he asserted that increasing technology per se did not lead to student learning, but its effectiveness was entirely dependent on the teaching approaches used in conjunction with it. (as cited in Wright 2010)
- 13) Enterprise learning can mean providing authentic learning. This involves students solving real problems for an actual audience or client. Students work with a

business or community partner to create a new solution, product or service. Enterprise is discussed as part of the future focus principle.(ERO August 2011)

- 14) This (effective) school is aiming to build on its success through the increased use of differentiated learning in classrooms. This involves giving students a choice of different learning activities in each unit of work as well as access to assessment tasks set at different levels. The more personalised approach motivates boys and the teacher is able to spend more time facilitating individual learning rather than managing whole class behaviour (ERO,2011)
- 15) Relevant teaching and learning was a common strength in the schools. Learning emphasised the importance of teachers knowing students well and being able to personalise programmes and differentiate lessons accordingly (ERO July 2008)
- 16) Long term career goals implicit in the technology courses of some schools with their links to industry standards and apprenticeships, gave meaning and relevance to boys' learning. Boys, even more so than girls were reported to benefit from knowing why they were doing something. Boys tended to have lower boredom thresholds than girls especially for an activity that they perceived as irrelevant. In this sense it was also said to be important for teachers to develop situations that appealed to boys, such as using sports data to form part of a mathematics investigation (ERO July 2008)
- 17) While the learning areas are presented as distinct, this should not limit the ways in which schools structure the learning experiences offered to students. All learning should make use of the natural connections that exist between learning areas and that link learning areas to the values and key competencies NZ Curriculum (MOE 2007)
- 18) Students learn as they engage in shared activities and conversations with other people, including family members and people in the wider community. As they engage in reflective discourse with others, students build the language that they need to take their learning further (MOE 2007)

WHAT WE KNOW ABOUT LEARNING

The following is an extract from 'Supporting future-oriented learning and teaching' by *Bolstad, Gilbert et al*, NZCER, 2012.

1. Learning is much more than simply adding new concepts (or knowledge) to one's existing repertoire.
2. Learning involves thinking. Knowledge is important to learning, and learning and knowledge are linked, but learning isn't just acquiring knowledge. Learners need knowledge to think with. They need to think about knowledge to remember it. Knowing stuff makes it easier to learn new stuff.

3. Experiences are critical to learning. Just as learners need knowledge to think with, they also need experiences to think with. Children’s thinking and learning processes are similar to those of adults, but their learning and knowledge has less depth because they have fewer experiences to draw on when processing new ideas or situations.
4. Learners need to develop in-depth knowledge in some areas if they are to go on learning. Experts in a particular knowledge area think in terms of the deep structures or underlying principles of that knowledge, whereas novices tend to focus on the surface features. Seeing the deep structures allows experts to transfer what they know to new situations more easily than novices. They are also able to appreciate how a knowledge system works and what it can do, whereas novices are likely to think it just “is”. Learners need to be encouraged to search not for the “right” answer (this produces a focus on surface features), but for the right approach to solving a problem.
5. To learn, people need to be actively engaged—they need to be doing something, thinking something and/or saying something that requires them to actively process, interpret and adapt an experience to a new context or use. This sometimes involves finding a way to integrate existing knowledge with new knowledge, but sometimes it involves jettisoning existing knowledge.
6. Learners have to want to learn the material. They have to be able to see a purpose to learning it—both in the short term, and in the longer term sense of seeing how learning this material will allow them to contribute to something beyond themselves.
7. Learning has to be a personalised—not a standardised—experience. Learners have to feel in charge of their own learning. They need to feel that they know what they are doing, and that they can control the pace of their learning. They need to “get into it” enough to get a sense of flow and progress; they need the right amount of challenge (not so much that it is beyond them, but not so little that it is boring); and they need feedback along the way (not just at the end of the course). Young children need help to do this, but to learn more (and become better learners), they need to be able to regulate their own learning and become less and less reliant on the teacher to regulate the pace and goals of learning.
8. Learning (usually) needs structure. Adults play an important role in young children’s development by structuring their experiences and directing their attention to certain aspects of those experiences. Older children and adults need some sort of map to orient themselves and find out where they are up to. In educational contexts the subject areas usually provide this map.
9. Learning involves interaction—trying out and testing ideas with others. Some or all of it takes place in the context of relationships with other human beings. Sometimes these are people who know more than the learner, sometimes they know less and sometimes they are learning together. A precondition for learning, then, is that the learner feels acknowledged and valued by their co-learners, that they feel they belong to, or are part of, the culture of the learning context.
10. Learning needs to take place in a wide variety of settings, not just at school, in a classroom, if learners are to be able to transfer and use their learning in new contexts.
11. Intelligence—or intellectual capacity—is not fixed, but is expandable (through the right kinds of experiences). Expanding people’s intellectual capacity should be the key function of an education system.

ENROLMENT SCHEME 2021

Campion College has an Enrolment Scheme for applications for entry into the College so that the College maintains student numbers within its maximum roll of 512. Within the maximum roll, guidelines of 78 in each of Years 7, 8, 9 and 10 have been established to avoid an imbalance in the school roll and to provide for the delivery of quality education.

The Integration Agreement for Campion College gives preference of enrolment to students whose parents have established a particular or general religious connection with the Special Character of the college. The New Zealand Catholic Bishops' Conference has determined the criteria for preference of enrolment in Integrated Catholic Schools.

The Board will circulate the number of places available for enrolment to the Campion community by October in each year.

PRIORITY IN ENROLMENT

Priority in enrolment will be determined on a year level basis so that the roll remains within the guidelines indicated above.

Applications for enrolment will be processed in the following order of priority.

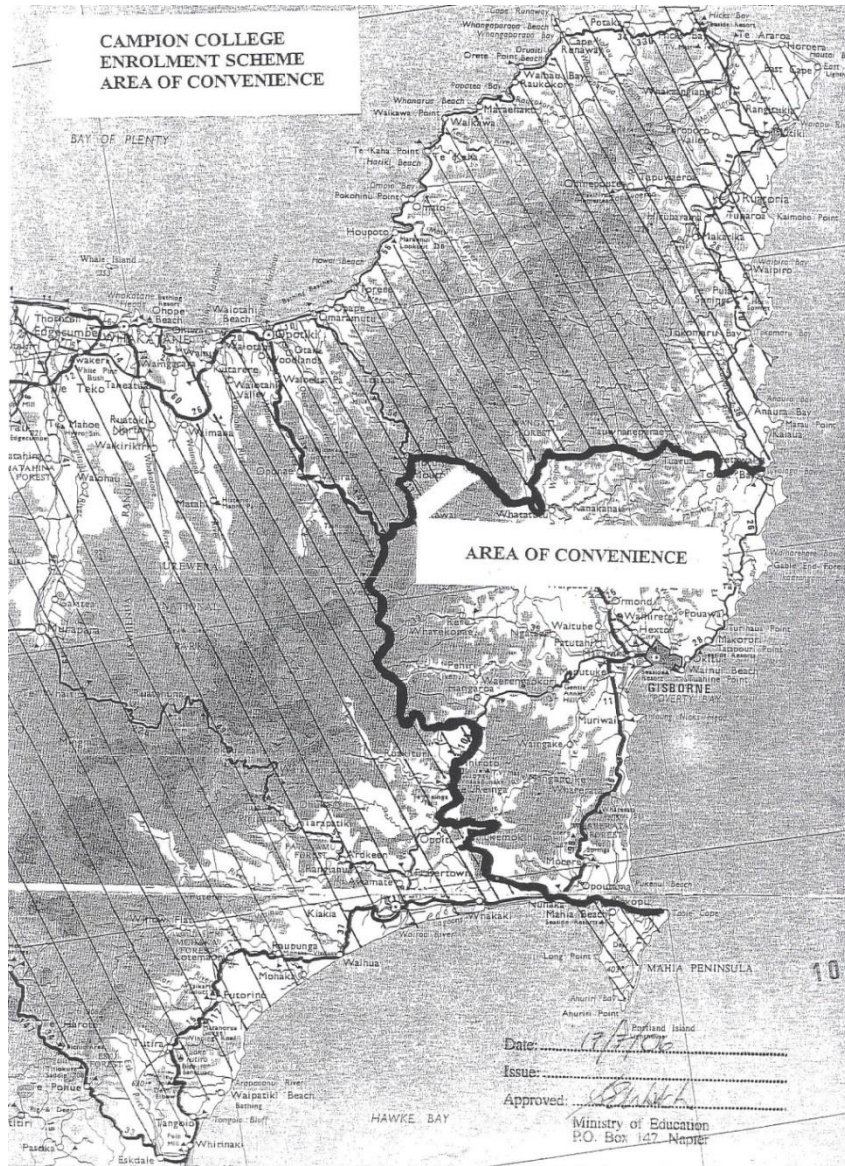
FIRST PRIORITY is given to preference students living in the area of convenience (as outlined in the attached map and description). A student who is boarding privately within the area of convenience is considered within the first priority.

Amongst such applicants, priority will be given in the following order:

1. Applicants who are Year 6 students at St Mary's Catholic Primary School (Gisborne).
2. Applicants who are enrolling directly from another Catholic School.
3. Applicants who are siblings of current students.
4. Applicants who are the children or grandchildren of Board employees and/or Board members.
5. Applicants who are siblings of former students, conditional that the former student completed their secondary school education at Campion College.
6. Applicants who are children of a former student of the College conditional that the former student completed their secondary school education at Campion College.
7. All other applicants.
8. The area of convenience for students is bounded by the following area and as

indicated on the attached map: -

- Puketawai to the north (just north of Tolaga Bay)
- Matawai Township to the west
- Nuhaka Township to the south



SECOND PRIORITY is given to preference students who live outside the area of convenience.

- Amongst such applicants, priority will be given in the order described for the first priority.

THIRD PRIORITY is given to non-preference students who live within the area of convenience.

- Amongst such applicants, priority will be given in the order described for the first priority.

FOURTH PRIORITY is given to non-preference students who live outside the area of convenience.

- Amongst such applicants, priority will be given in the order described for the first priority.

If more applications are received in any of the priority groups than places available at each year level, then acceptance for enrolment is based on the date that processed applications are received in the College.

Applications for enrolment are processed only for students commencing their education at Campion College within the following 12 months.

The Integration Agreement for Campion College gives preference of enrolment to students whose parents have established a particular or general religious connection with the Special Character of the college. The New Zealand Catholic Bishops' Conference has determined the criteria for preference of enrolment in Integrated Catholic Schools.

The Board will circulate the number of places available for enrolment to the Campion community by October in each year.

Priority in enrolment will be determined on a year level basis so that the roll remains within the guidelines indicated above.

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Amongst such applicants, priority will be given in the following order:

PRE-ENROLMENT

Each year applications for enrolment will be sought by a date which will be published in the Gisborne Herald newspaper.

All applications received by the advertised date will be processed in terms of the priority criteria contained in the Scheme, and applicants will be advised of the outcome of their application within 28 days of the advertised closing date.

If, following the first application date, the school has not reached its maximum roll, the Board may enrol students on a first come, first served basis.

Students whose enrolment is successful will be asked to confirm their acceptance within 14 days. Failure to accept enrolment within this time period will mean the place will be offered to the next eligible student. When the quota has been filled all those unable to attain a place will be advised of their place on a waiting list based on their date of application. Those students who wish to be considered for late enrolment will be added to the waiting list.