



# Palmerston North Boys' High School

## Newsletter 2015 - June

Volume 21 No 4

26 June 2015



Back Row: Malachi Hill, Nathan Hotter, Niall Malone - achieved between 15 and 19 Achievement Standards at Excellence, in advance of their year level. They were presented with a certificate and a cheque for \$125.

Front Row: Sam Reddish, Bogo Lee, Finlay McRae - achieved 20 or more Achievement Standards at Excellence, in advance of their year level. They were presented with a certificate and cheque for \$200.

Individual photo: Ben Orwin-Higgs - achieved 20 Achievement Standards at Excellence level and was presented with a certificate and cheque for \$100.



Matt Bowden and Alex Petrovich won gold medals at the ITF Tae Kwon Do World Championships in Italy.



Te Ariki Te Puni won the English section at the regional Manu Korero speech competition.



Joseph Parker visited the school before his recent fight and spent some time with a number of pupils involved in boxing.



Massey staff presented seminars on Careers in Science to senior students last week



John Gummer has been selected as one of two New Zealanders to compete in the World Youth Fly Fishing Champs in Colorado in August.



OK Chorale won the Adjudicator's Special Performance Award and Best Acappella Performance at the Regional Big Sing



The match against Hamilton BHS was a "muddy affair". Adam Haworth takes on opposition





## From the Rector Mr David Bovey

Failure is not a popular word at the moment. All sorts of euphemistic substitutes have been used, all because some are worried that it may hurt some young people's self-esteem. What a load of old cobblers! Nobody likes to fail, but it happens. And, like many setbacks in life, it is a test of character.

The young men in Year 9 have completed their first set of school examinations and, for some, it will have been a first time. Over the next few years, sitting exams will become a regular part of life for them here at Boys' High. For some, these exams will have given those in the junior school a clear message that it is time to knuckle down and work harder if they are to reach their academic potential. Some will have been nervous prior to the exams. Good; that won't do them any harm. Some will have embraced the challenge and worked hard to prepare so that the exams gave them the opportunity to show their teachers how much they have learned. Some will have passed, and some will have failed.

Failure is not a popular word at the moment. All sorts of euphemistic substitutes have been used, all because some are worried that it may hurt some young people's self-esteem. What a load of old cobblers! Nobody likes to fail, but it happens. And, like many setbacks in life, it is a test of character. How a young man responds to failure says a good deal about him, and for those who have failed in the recent exams, goals must be set in order to achieve to one's academic potential for the remainder of the year.

Following a conversation I had with a young man recently, where almost everything was someone else's fault, I had cause to think about the Rules of Life, which have been wrongly attributed to Bill Gates, but which in fact came from Charles Sykes in his book *Dumbing Down America*. Three of these rules are pertinent to the theme of this particular epistle:

- The world won't care about your self-esteem. The world will expect you to accomplish something BEFORE you feel good about yourself.
- If you mess up, it's not your parents' fault, so don't whine about your mistakes, learn from them.
- Your school may have done away with winners and losers, but life HAS NOT. In some schools, they have abolished failing grades and they'll give you as MANY TIMES as you want to get the right answer. This doesn't bear the slightest resemblance to ANYTHING in real life.

Our young men would do well to recognise the sagacity of Mr Sykes' rules – they encourage all young people to take responsibility for their actions and get just on with it, learning as they go that sometimes success has to be earned and that, sometimes, as the Prime Minister noted when he spoke at a school assembly recently, hard work is the answer. Some must also learn that if they stuff up, it is their fault, and not look to blame all and sundry.

My thanks are extended to the many parents who have attended school events throughout the term, from the ANZAC Service and cross country to the swimming championships and the winter sports fixtures. We appreciate your support and know that such support makes a difference to your son's motivation and desire to be committed.

The achievements of your young men have a direct correlation to how good their relationships are with their teachers, coaches, leaders and of course, their parents. We accordingly recognise the importance of teacher involvement with our young men outside the classroom. The contributions that teachers make in our school aid the relationships in our classrooms.

Palmerston North Boys' High School has offered sport as an extra-curricular activity for time immemorial. It is a predominant activity in the life of our school and will remain so. The sheer number of young men who have opted to play more than one sport this year is com-

mendable, but has at the same time put pressure on the school. This pressure has been alleviated through parents and old boys helping to coach a team and, for that, we are truly grateful.

Our vision is to develop educated men of outstanding character. Whether we like it or not, we would never do this well if we relied on classroom performance alone. The essence of what this school stands for and who we are is found on our sports fields, on stage as well as in our classrooms.

As a wider school community we need to comprehend that what has been at the core of our school since 1902 must remain there as a solid basis. We can't simply keep adding new things and we cannot be everything to everyone. When the response is no from the school, it is highly likely that it doesn't fit with our priorities at school, not because we don't care.

## School Reports

Young men who have clear goals inevitably have a more focused and determined approach to their academic work and it has been gratifying to see the number of outstanding reports.

The 2015 mid-year reports were posted to parents in the last week of term. I would encourage you as parents to take time to sit down with your son to discuss his progress and his attitude in all subject areas. The most important aspect of these reports is the attitude grade for each subject, and, while I have congratulated those who have done well, it is also worth noting that a number of young men have let themselves down and not given anything like their best effort in some areas. This needs to be addressed with some urgency if that is indeed the case.

## Staff

We farewell Ms Holbrook, who has been appointed to a position at Auckland Grammar. Ms Holbrook was here as maternity leave cover for Mrs Fletcher, who returns in Term 4. Ms Holbrook has done an excellent job and we wish her all the best. We welcome Miss Adson, who has joined the Art department in place of Mrs Fogarty, who left recently on maternity leave.

## Term 3 Calendar of Events

Included with this newsletter is a copy of the Term 3 events to enable young men and families to diary key dates.

## Open Day

For parents of Year 8 boys considering enrolment at PNBHS in 2016, our Open Day is on Thursday, 30 July. Presentations followed by tours of the school will begin in the Speirs Centre at 9.45am, 5.30pm and 7.00pm.

While PNBHS will continue to operate an enrolment scheme, we have been able to accept all applications for enrolment, received by the closing date, since the scheme was introduced and would like to be able to continue to do so. Out of zone enrolments after the closing date are unlikely to be accepted. This year we were unable to accept a number of out of zone enrolments that were received after the closure of the enrolment period.

Enrolments for 2015 will open on Monday, 20 July, the first day of Term 3.

If you require further detail please contact the school office on 06 3545 176.

## School Ball

Date: **Saturday 15 August, 8pm – midnight**

Venue: **Silks Lounge, Awapuni Racecourse Function Centre**

The school ball is a long standing tradition at PNBHS. Despite the often adverse publicity that comes with such functions, it is my preference to continue this tradition so our seniors have the opportunity to experience a formal social occasion with young women. The parameters we set have grown through time to recognise the availability of drugs and alcohol and the growing pressure that consumption of these before and/or after a school ball is the norm for teenagers today. This belief needs to be dispelled.

Our senior school ball has very clear expectations and we want young men and their partners to have a night to remember; one that is alcohol and drug free.

We do have systems in place that will monitor this so that those who ignore our warnings are identified for their own protection and the protection of others. The use of alcohol and drug detection services may initially detract from the quality occasion our seniors have in mind, but, at the same time, the outcome of the evening needs to align with our school's integrity and standards.

As we approach the 2015 Senior School Ball, the seniors, who choose to attend the ball, will be reminded that it is an official school function and that fundamental rules in respect to drugs, alcohol and cigarettes apply.

I encourage you to talk to your son about behaviour that is appropriate at a formal occasion of this nature. We, as a school, will clearly reinforce the rules and expectations associated with our school ball. The young men and their partners who choose to attend are expected to abide by our guidelines. It is your son's responsibility to ensure his partner understands the meaning of attending a PNBHS Senior Ball.

This is not a compulsory school activity thus if your son cannot agree with our rules, guidelines or expectations, then he does not have to attend.

Each young man who wishes to purchase a ticket to this year's ball will receive a letter regarding the conditions of attendance. I would ask you to read through this letter with your son and complete the return slip.

The conclusion of the School Ball is midnight and, thereafter, you, as parents, are responsible for the safety and well-being of your son. There are to be no after-ball parties, which have a clear tendency to quickly deteriorate. I thank you in advance for the support you will provide the school and your son.

This school event is an important social occasion for young men and their partners. We wish to continue offering such an opportunity to our young men and their partners. We will continue to do so, as long as the Ball is the key event our young men want to attend on the evening and the formality of such an occasion is retained.

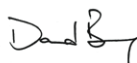
## School Fees and donations

Recently the media has covered a number of stories related to school fees and donations and has reported comments from the government about state schooling in New Zealand being 'free'. I would like to take this opportunity to shed some light on what is often a rather simplistic view of the situation.

Schools in New Zealand are funded on the basis of their 'decile'. In this system, schools are ranked based upon the income of the parents of the students attending the school. The schools with the wealthiest 10% of parents are banded as decile 10, the next wealthiest 10% of parents as decile 9 and so on, down to decile 1. School funding – additional to the basic operations grant which each school receives – is then allocated based upon these decile rankings, with schools where parents earn the most receiving less funding than those schools where students' parents earn less. The theory behind this model is that parents at wealthier schools can afford to pay for the many extras the schools provide that parents at low decile schools cannot afford.

As a decile 8 school, Palmerston North Boys' High School receives a minimum level of funding over and above our operations grant. The school receives enough government funding to cover only two-thirds of what is required to offer the opportunities that we as a school offer. This means that the many extras we provide have to be funded through money we raise from our community i.e. school donations. These donations go towards additional teaching staff so that we can offer a diverse curriculum with a wide range of subject options, additional support for learning assistance classes, support programmes for students who are struggling with their academic progress at all year levels, mentoring programmes for at risk Year 11 and Year 12 students, alternative programmes at Level 2 and Level 3, the literacy programme, the Leadership programme, the academic accelerate programme, alongside a full range of sporting and cultural activities with teams and groups to cater for students of all abilities. These programmes would cease without the subject fees and donations.

We pride ourselves on the young men who leave our gates. We strongly believe that in order 'To develop educated men of outstanding character' a full breadth of opportunities must be available and this approach is strongly entrenched in our school history. Unfortunately, we believe the level of funding we receive from the government does not allow us to achieve our vision. Without these donations, the school would not be able to offer the quality of all-round education that it does. We would encourage you to support your son's education and Palmerston North Boys' High School; if you are yet to pay the donations and costs we would certainly encourage you to do so, and arrangements can be put in place at the school's finance office. Finally, we would like to thank the large number of parents who have paid this year's school fees and donations – without your support our young men would not have the opportunities they do.



Rector

## Student Achievement

- Winter Sports – the winter sports season is upon us, with between 1500-1600 young men involved weekly over the winter period. There are 30 basketball teams, 20 rugby, 20 football, 12 hockey, 28 squash teams plus cycling, badminton, water polo, volleyball, clay target shooting etc. Cultural activities are not included in this figure.
- ANZAC Service – James French represented the school at the Rongotea ANZAC service, playing the Last Post and Reveille.
- School Swimming Championships – The school championships were held last week, with the finishing order for clubs being thus: 1st Kia Ora, 2nd Gordon, 3rd Phoenix, 4th Murray, 5th Vernon, 6th Albion. Murray are leading the Shand Shield competition, from Albion, Kia Ora, Gordon, Phoenix and Vernon.
- Football – in the recent exchange with St Pat's, Town, the 1st XI won 3-0, the 2nd XI won 6-1 and the Year 10 team lost 0-1.
- Basketball – the Premier A team defeated Feilding HS 100-54 in the local competition.
- Cross Country – at the Manawatu SS championships held in Foxton, all three teams (Junior, Intermediate, Senior) won their sections. In the junior section, seven of the top 10 finishers were from PNBHS, five of the intermediates and five in the seniors. Harrison Porritt won the intermediate event with Jack Finlay winning the senior race.



- Music – the annual music roadshow visited a number of contributing schools as part of their programme and received very positive responses.
- Boxing – Joseph Parker visited the school last week and spent some time with a number of pupils involved in boxing. Kevin Barry, Mr Parker's coach, worked with a number of boys also.
- Hockey – Hayden Phillips has been named in a 36-man squad for the 2016 Junior Hockey World Cup. The final team will be selected closer to the tournament.
- Wrestling – Cole Hawkins and Cameron Loughran have been selected for the NZSS Wrestling team.
- Cross Country – at the Super Eight Schools Cross Country Championships hosted this year in Hamilton, the Year 9 team finished 2nd, the Junior Boys 4th and the Senior Boys 3rd for an overall finish of 2nd, the highest finish PNBHS has achieved at this event. Benjamin Wall won the Year 9 event while Sam Phillips, Luke Scott (Year 9), Harrison Porritt (Junior), Jack Finlay and Adam Fairclough (Senior) all finished in the top 10 in their respective races.
- Music – the Stage Band won the shield for Best Manawatu Band at the Manawatu Jazz Festival held at the Regent Theatre. James French won the award for Best Trumpet player after his performance with the Stage Band and the Jazz Combo, Blue Avenue,

who were very good too.

- Martial Arts – Matt Bowden and Alex Petrovich won gold medals at the ITF Tae Kwon Do World Championships in Italy.
- Clay Target Shooting – the Senior A Clay Target team won the Secondary Schools competition at the PN Gun Club shoot. Scott Taylor won the HOA, was 1st in the Points Score and 3rd in the Single Barrel. Harry Gibbs was 3rd in the Points Score. Max Edwards shot 25 straight and won an award for that.
- Music – the Concert Band were awarded a gold medal at the Feilding Festival of Bands and the award for 'most entertaining'.
- Music – the OK Chorale were named best overall and won best unaccompanied song at the Regional Big Sing competition held at the Regent.
- Rugby – In Super Eight fixtures, the 1st XV lost to Gisborne 7-23, Hastings 12-15 and Hamilton 8-15.
- Football – the 1st XI have played two matches as part of the qualification process for the National tournament, beating Hawera HS 8-1 and Francis Douglas 2-0.
- Public Speaking – Te Ariki Te Puni won the English section at the regional Manu Korero speech competition and will compete at the nationals later in the year.



## From the Deputy Rector

### NCEA Excellence Awards

We recently recognised young men who performed with distinction in NCEA assessments in 2014. These young men, who gained a minimum of ten Achievement Standards at Excellence level, received certificates and cheques at assembly:

#### Between 10 and 14 Achievement Standards at Excellence:

James French, Jacob Haydock, Lance Morales, Lane Gordon, William Carswell, Alex Hoare, Zared Griffiths, Zain Hussain, Hamish Mikkelsen, Jack Kennedy, David Martin, Hamish Taylor, Braden Rowe, Josh Bowen, A J Singh, Jonathan Nosa, Callum Goacher, Joel Fleet-Stephenson, Inaki Alvarez Camps, Fergus Allan, Chris Arbuthnott, Manuka Gotty, Jordan Wallace, Aziz Mehmood, David Peck, Liam Giltrap.

**Between 15 and 19 Achievement Standards at Excellence:** Likhith Dukkupati, Takarangi Love, Hashaam Javed, William Johanson, Joe McDonald, Joshua Meneghini, Shawn O'Hara, Tom Keedwell.

**20 Achievement Standards at Excellence:** Ben Orwin-Higgs.

**Minimum of ten Achievement Standards at Excellence, including up to nine in advance of their year level:** George Baldwin, Ajay Kumar, Daniel Chang, Christian Berrett.

**Between 10 and 14 Achievement Standards at Excellence in advance of their year level:** Samuel Dobson, Alex Bellis-Boag, Denzel Chung, Liam Allen, Jacob Rasmussen, Kaveesha Fernando, Connor Cleland, Lucas Heiser, Sean Liddicoat, Robert Stannard, Jake Mayston, Thomas Walshe, John Robinson, Simon Pritchard, Emmanuel Shaji, Ben Blyde, Timothy Cen, Sam Angel, Edward Chen, Simon Su, Jack James, Cameron Gray, Samuel Sartie.

**Between 15 and 19 Achievement Standards at Excellence in advance of their year level:** Nathan Hotter, Niall Malone, Malachi Hill.

**20 or more Achievement Standards at Excellence in advance of their year level:** Sam Reddish, Bogo Lee, Finlay McRae.

Our congratulations go to all of these young men. Their academic achievements are a direct result of their hard work and perseverance with their studies.

Most of us have thought about the materialistic embodiment of what success means to us, but have we considered the type of person we would like to be, and the type of person we would like our children to see us as?

### NCEA

Earlier in the term there was considerable media coverage about NCEA, including some discussion about its value as a tool for comparing schools. Using NCEA to compare schools is fraught with difficulty and unlikely to produce any valid conclusions. Under NCEA there are two modes of assessment – internal, tasks completed during the year and marked by teachers within the school, and external, typically the traditional end-of-year examination marked by a panel of external markers. It is not uncommon for the national achievement rates in some internal assessments to be close to 90%, while the use of profiles of expected performance for marking external assessments maintain consistent levels of achievement from year to year. Consequently, the achievement rates in external assessment are usually significantly lower than the rates for internal assessments in the same subject. Additionally, some achievement standards are 'easier' for students to achieve than others.

These factors mean that the course of study offered in one school can be significantly different to the course of study offered in the same subject in another school. Some schools offer courses that include little or no external assessment, or simply do not offer the opportunities to sit external assessment to students they believe will be challenged by this form of assessment.

Courses can also contain unit standards, which are often industry based and related specifically to vocational training and the demonstration of specific skills. Unit standards can be assessed multiple times until a student has 'met the standard' and are offered in some schools to inflate student credit totals. We have some courses which offer unit standards, as they provide a pathway to employment and can, in some instances, count towards apprenticeships. However, we will not offer multiple assessment opportunities and will not use these assessments to artificially inflate our NCEA achievement rates.

We believe strongly that all courses offered need to be academically rigorous. This involves teachers selecting the mix of internal and external standards that they believe will provide the young men in their classes with the appropriate skills and requisite knowledge for them to progress into further study and the workplace. This entails much more than simply selecting the 'easy' standards. Increasingly, tertiary

institutions are placing greater emphasis on external assessment for restricted entry courses. This means that students can be compared as the assessment conditions are identical for all candidates and there is greater consistency in the marking.

## Tracking Student Progress

NZQA have recognised the importance of students being able to easily track their progress towards NCEA qualifications. This information is available to students when they log into Stratus or the NZQA website, and to parents via the parent portal. Additionally, there have been a number of apps developed, the most recent the NCEA Student App, which is free to download from the Apple App store and the Google Play store. Other Apps available in either the Apple App store or the Google Play store include: NCEA Pal, NCEA Credit Tracker, Credit Watcher, Credit Counter, NCEA Stats, NCEA Credits and NCEA Hub.

## NCEA and Scholarship Fees

A reminder that NCEA and Scholarship fees are now due. Individual invoices have been provided to parents with sons sitting NCEA assessment and it would be appreciated if this fee could be paid by the end of term two. Late entries do incur a fee and require you to deal directly with NZQA. NCEA qualifications will not be recognised unless NCEA fees are paid. If you have any questions about the payment of NCEA fees, or believe you qualify for financial assistance, please contact the Finance Office. Scholarship entries, for interested students studying level 3 or advanced subjects, are made through a separate process and the cost for this is \$30 per subject. An entry form for Scholarship can be obtained from the Finance Office.

## Cell Phones in Schools

The Palmerston North Boys' High School rules state clearly that cell phones are not permitted at school, defined as any time that a student is in school uniform, including as they make their way to and from school. This rule was implemented a number of years ago when cell phones first became affordable for students, and is based on the belief that it is important that we do everything in our power to reduce distractions for students. This stance is supported by research recently published in England, which recognised that students attending schools where cell phones are banned scored higher assessment marks than those who attended schools where cell phones were allowed. The study, 'Ill Communication: The Impact of Mobile Phones on Student Performance' identified that after schools banned mobile phones, the test scores of students aged 16 improved by 6.4%, the "equivalent of adding five days to the school year". Over five years of secondary schooling that is a significant amount of time. Furthermore, the gains for low achieving students were more than double the average at 14.2%.

Following the release of this study, the BBC carried a story by clinical psychologist Linda Blair in which she called for parents to be vigilant about children using tablets and cell phones before they go to school in the morning. The use of such devices raises the levels of the stress hormone cortisol in the body, which effects our ability to concentrate. Blair suggests that students who arrive at school having spent time on their devices are likely to have had their ability to concentrate in the classroom compromised, which will in turn have a negative impact on their learning and performance in assessments during the day. A further study concluded that students cannot successfully multi-task in using mobile phones while they study. This study found that when students did not use mobiles, they were better able to recall information. Students sending and receiving messages while studying scored lower marks in assessments and were less effective at tasks such as note taking and recalling information.

## Cyber-crisis

In a recent Sunday Star-Times article, psychiatrist and professor emeritus at Stanford University, Philip Zimbardo, discussed his concerns about the impact of the online world on the real-world lives of young men, in particular that "masculinity as we know it is being

destroyed by online porn and gaming." He cited recent research indicating young men spend on average 15 hours per week gaming and up to 44 hours per week on 'screen time' - gaming, social media, other online activities, including viewing pornography, and television – time that traditionally would have been spent engaged in sleeping, reading, writing, socialising with friends and family, playing sport or participating in cultural activities. This contrasts with an average of just 30 minutes per week that teenage boys spend in conversation with their fathers.

In his newly published book, Man (Dis)connected, Zimbardo identifies that the average young male spends 10,000 hours online by the age of 21; the equivalent of 14 months, 24 hours per day. His concern is that the significant amount of time spent online robs young men of opportunities to make themselves comfortable in their real-world social environment, creating a downward spiral in which they become less confident and comfortable in real-world social environments and therefore try to avoid them, resulting in increased awkwardness and further eroding confidence. "The problem is that young men become entirely absorbed by their online world. They lose track of time and put off real-life tasks to stay at the computer." This, Zimbardo believes, contributes to 'arousal addiction', which is an issue because "the brain adapts to overstimulation, so real life sexual and social partners can't compete." Zimbardo's advice to boys is to "turn off games, turn off porn and instead turn on people, learn to dance, make female friends, exercise regularly outside and set long-term goals in the real world. The crucial thing is to become future orientated rather than stuck in a virtual present."

Digital devices and online media and gaming permeate all aspects of the lives of many young men. There is a growing body of research to suggest that simply shrugging our shoulders and accepting the negative impacts so frequently linked with such behaviour, leaves our young men vulnerable and at-risk. Addressing concerns about the amount of time spent online and in front of digital screens is not easy as most young men will be reluctant to change their habits. However, the potential issues associated with not doing so provide a compelling case for taking action, irrespective of how unpopular this might be. Our Year Level Deans and Senior Masters consistently report that the majority of the young men they are working with in terms of academic and attendance concerns are able to 'self-diagnose' that gaming and other online activity is the root cause of their problems. They are not able to address these concerns by themselves and require the support of their parents.

In 2011 Philip Zimbardo gave a TED talk called The Demise of Guys? which has subsequently been viewed nearly two million times. See Stratus (Parents tab, Education Research) for a link to this talk.

## Character

The PNBHS vision emphasises character development as a fundamental tenet of 'what we do'. In 'The Road to Character', New York Times columnist David Brooks discusses the rise in young people's self-regard and narcissistic behaviours. He quotes a study in which "the proportion of American teenagers who believe themselves to be "very important" jumped from 12% in 1950 to 80% in 2005. On a test that asks subjects to agree or disagree with statements such as "I like to look at my body" and "I am an extraordinary person", 93% of young Americans emerge as being more narcissistic than the average of 20 years ago." In a 1976 survey asking people to list their goals, fame ranked 15th in a list of 16 choices. By 2007, 51% of the young people surveyed listed fame as their number one goal.

Brooks is concerned about the long term impact on society of such changes in personal values. He discusses the difference between resume values and eulogy values. Resume values are those that we develop in order to build our resume; they assist in gaining employment and contribute to external success. Eulogy values – the traits of our personality and the results of our lives that we would like to have shared at our funerals - are much deeper and are at the core of our being; are we kind, honest courageous, what type of relationships have we formed? Brooks' concern is that many of us have clear strategies for, and an orientation towards, developing our resume values,



but little planning goes into “how to develop a profound character.” Most of us have thought about the materialistic embodiment of what success means to us, but have we considered the type of person we would like to be, and the type of person we would like our children to see us as?

In order to develop our profound character Brooks suggests that “example is the best teacher” and that when we come into contact with people we admire for their character we “consciously and unconsciously bend our lives to mimic theirs.” These people “answer softly when challenged harshly. They are silent when unfairly abused. They are dignified when others try to unfairly humiliate them, restrained when others try to provoke them. But they get things done. They perform acts of sacrificial service with the same modest everyday spirit they would display if they were just getting the groceries. They are not thinking about what impressive work they are doing. They are not thinking about themselves at all.”

This approach to life, in which true character is shown, is at stark odds to the materialistic and narcissistic approach to life that is so often portrayed through media, especially social media, targeting young people. Taking time to reflect on the truly important things in life is important in order to gain perspective. Experience helps us, as adults, to be able to do this. Without the benefit of experience, young people can struggle to put events into perspective, and this is how sometimes small and seemingly trivial problems can become all-consuming and place a significant burden on them. Discussions with your son about the admirable qualities in people – why they should be admired, respected and followed – might help to give him some of the ‘bigger picture’ perspective that can so often be missing.

The issue of character education has recently been debated in the UK, with a push from Demos, an education ‘think tank’, for the creation of character education programmes to develop “not just academic ability but also skills like resilience and communication and moral values like honesty and compassion.” The Department of Education responded that “Investing in the character of young people will not only help them succeed academically, but also improve their job prospects and help them bounce back from setbacks.” I believe these statements provide further support for our emphasis on character development as a core component of ‘what we do’ as a school on a daily basis.

## Parental Involvement in Education

Recently the New Zealand School Trustees Association published a summary of international research highlighting the importance and impact of parental support in the education of their children. Key points included the conclusion that “Family participation in education was twice as predictive of students’ academic success as socio-economic status” and that the greater the level of parental involvement, the more beneficial the achievement effects. When parents are involved, students are likely to have higher academic grades, better school attendance records, increased motivation and higher self-esteem and decreased risks of being involved in violent and anti-social behaviour.

The following were identified as tangible and specific actions parents can take to involve themselves in their children’s education:

Establish a daily family routine – establish set times and provide the right environment for homework and study, assign responsibility for household chores, eat meals together and be firm about bedtimes.

Monitor out-of-school activities – encourage involvement in sports and cultural activities and show support by attending to watch, check up on children when they are not directly under parental supervision.

Model the value of learning, self-discipline and hard-work – demonstrate and reinforce that achievement comes from working hard and persevering in the face of difficulties and challenges.

Express high but realistic expectations for achievement – recognise and encourage children’s strengths and talents and assist them to set appropriate goals and standards of behaviour.

Encourage children’s development/progress in school – attending parent/teacher interviews, regularly discussing children’s progress and learning with them, contacting teachers when there are concerns, regularly checking homework diaries and offering assistance with homework, discussing the value of a good education and career options.

Encourage reading, writing and discussion among family members – encourage and model reading at home, discuss what is being read and why particular authors are liked or disliked.

Parents tend to be more involved in their son’s education in the junior school and increasingly take a ‘back seat’ as young men move into the senior school. This is entirely understandable and supports young men to develop their ability to work independently, and recognises their increasing autonomy. However, there are some simple and effective things that parents can do to support the development of the necessary independent study skills required for long term success:

Ensuring your son attends school regularly. Being present in class is one of the most essential factors for educational achievement. This is particularly important in the senior school where generally all lessons involve either preparing for an assessment, or sitting an assessment.

Regularly checking the NCEA assessment schedule on Stratus and the fortnightly assessment reminder emails, and then working with your son to identify his upcoming assessment workload and help him to effectively schedule his time so that he can complete all tasks to the best of his ability and on time.

Sitting down with your son to check the NZQA and TKI websites for each assessment so that he is aware of the specific requirements and can use the available exemplars to guide his work.

Regularly making time to talk about your son’s academic progress – the subjects and topics he is enjoying and those he is finding difficult, and his thoughts about future study and career pathways.

Discussions with parents are not always something that young men engage in willingly or enthusiastically. Asking general open ended questions – those that encourage ‘longer’ responses – and providing plenty of time for your son to formulate his thoughts before answering, are important steps in encouraging discussion. Making the discussion seem like an ‘inquiry’ will see him quickly put up barriers and ‘retreat’ rather than ‘engage’. Celia Lashlie provided plenty of sage advice on the topic of effectively engaging with young men in her book “He’ll be OK: Growing Gorgeous Boys into Good Men.”

## Smoking, Drugs and Alcohol

Smoking, drug use and alcohol consumption are societal issues that most young men will be challenged by at some point as they progress through their adolescence. Issues with smoking, drugs and alcohol are not new. However, the availability of these harmful products, and the ‘normalisation’ of the culture of abuse that is often associated with them via social media, presents greater challenges to young people today than perhaps at any other time in history.

Until recently it was thought that the human brain was fully developed by the age of about 18. However, research has revealed that brain development for young men is not fully complete until their mid 20’s. Of particular concern is that the last part of the brain to develop, the prefrontal cortex, is the centre for impulse control and decision making. The prefrontal cortex is also one of the first areas to be affected by the consumption of drugs and alcohol. This helps to explain why young men are over-represented in many negative statistics – road deaths caused by speed and alcohol, suicide, violence issues dealt with by the Police and a range of other anti-social behaviours. The use of drugs and alcohol while the brain is still developing, particularly during adolescence and early adulthood, has a negative impact on brain development, and there is a growing body of research to suggest that much of this is permanent. The Great Brain Robbery, written by Tom Scott and Trevor Grice, provides a straightforward and easy to read description of the effects of drug and alcohol use in young people and is a worthwhile read for parents and students alike. See Stratus for further details (Parents tab, Education

Research).

E-cigarettes (electronic cigarettes) are a relatively new product and have been marketed as a 'safe' way to consume tobacco as many of the chemicals associated with the harmful side-effects from smoking are removed. Recently, manufacturers have begun to develop flavoured products, which appears to be little more than an attempt to broaden the appeal of e-cigarettes to young people. The World Health Organisation has stated that governments should ban the sale of e-cigarettes to minors because they pose a "serious threat" to

foetuses and young people and "the existing evidence shows that (e-cigarette) aerosol is not 'merely vapour' as is often claimed in the marketing of these products," concluding that the use of e-cigarettes, even without tobacco, is not safe. There is also concern that e-cigarettes are a 'gateway' to tobacco consumption and effectively normalise what is widely recognised as harmful behaviour.

Should you have any concerns about your son in relation to any of the matters discussed above, please do not hesitate to contact the school Guidance Counsellor, Mr John Adams.



## Sports Talk with Peter Finch

As the second term curtain starts to close, the school, coaches, managers, players and parents can all reflect on a great start to the winter season. It certainly has been a busy Term 2.

The school presently caters for 31 Basketball teams, 20 Football teams, 19 Rugby teams, 13 Hockey teams, 26 four man Squash teams as well as teams in Badminton, Water polo, Volleyball, Table tennis, Canoe Polo etc. The school wishes to extend a large mid season thank you to the parents, friends of the school, staff and students for their involvement in our winter codes.

Super Eight results for this term has seen PNBHS win the tennis, second in Cross country, Golf and Cricket and third in Volleyball. In the company we keep within this prestigious competition these results are indeed outstanding.

In the last edition of this publication I talked about pre game nutrition. In this edition I would like to look at recovery protocols. The process of recovery following a hard training or match starts as soon as the previous match is finished. Research shows a combination of as many techniques as is possible gives the body the best

chance of fully recovering from physical exertion. This would see the athlete complete as many of the protocols from the following list as they could over a 24 hour period.

- Active warm down - immediately match is over
- Static stretches - within 15 mins
- Rehydrate with 600mls of water over first 30 mins of recovery
- Eat simple Carbohydrates i.e sweets - within 20 mins
- Hot Shower, cold water hose down or contrasts (combination)
- Compression garments
- Eat more complex Carbohydrates ( filled roll, sandwich) -within 45 mins
- Rehydrate with 600mls of water over 30 mins
- Eat a balanced diet meal -within 2-3 hours end of match
- Static stretch for 20 mins - after later shower but before bed
- 8-10 hrs sleep - with as many hours before midnight as is possible
- 30 mins of active recovery at moderate intensity - following morning.

Top athletes are: organised, they eat well, sleep well and train well.

Peter Finch

Director of Sport  
PNBHS

The busy pace continues! Levels 1 to 3 students have completed their first internal assessments for the year with Excellence results being recorded by Ben Orwin-Higgs, Tim Attwood and Sam Stevenson (Level 3), and Ezra Meehan, Nathan Hotter and Chris Arbuthnott (Level 2). All Drama students whose parents give them permission will be attending the Centrepont Theatre production of Frankenstein in Term 3.

**Dramafest 2015** is getting closer and this year there will be 10 evening performances in the Little Theatre in Term 3 as each class presents its major assessment piece directed by their teacher. These will be:

- Week 3 August 2 and 3 Mr Greer's Level 1 class present *Mountain Language*
- Week 3 August 4 and 5 Mrs Baines' Level 1 class present *12 Angry Men*
- Week 5 August 18 and 19 Mr Burton's level 2 class present *Niu Sila*
- Week 6 August 25 and 26 Mr Burton's Level 3 class present an abridged version of *Foreskin's Lament*
- Week 7 September 1 and 2 Miss Patterson's Year 10 class present *Denial*
- Door sales only: Levels 1 – 3 Family of 4 \$10, Adults \$5, School age \$3; Year 10 Gold coin

## Drama Update

**Dance:** a junior group of dancers has entered the regional DanceNZMade competition and is choreographing its own piece. Members are Connor Philpott, Tom Bowie, Luke Scott, Aidan Berkahn, Trent Hooper and Matt Deakin.

Mrs Kirsten Clark's **Junior Musical Theatre** group have completed auditions for their Term 4 performance in the Junior Performing Arts Showcase. After much enthusiastic participation, roles have been appointed as follows:

BUGSY MALONE Aidan Berkhan, FAT SAM Zain Collins, ROXY ROBINSON William Wood, KNUCKLES Chris Dewhurst, SNAKE EYES Nick James, RITZY Callum Crawley, ANGELO Finn Davidson, SHAKE DOWN LOUIS Matt Deakin, DANDY DAN Milo Costanza-van den Belt, BRONX CHARLIE Oliver Inman, BENNY LEE Zody Takurua, YONKERS Trent Hooper, LAUGHIN' BOY Trent Sebire, SHOULDERS Connor Philpott, DOODLE Caleb Houghton, FIZZY Luke Scott, TALLULAH Ryan Ngarimu, CAPTAIN SMOLSKY Oliver Lodge, DETECTIVE O'DREARY Digby Werthmuller, SEYMOUR SCOOP Eric McKee, BUTLER David Kakrada, RADIO ANNOUNCER Andrew Karatea, MUSICIAN Oshadha Samarakoon, SWING, John Cole.

**Abbey Musical Theatre** is staging Mamma Mia in Palmerston North in August and we are delighted to have Solomon Gray, Lewis Halewood, Geordie Rogers and Kiata O'Sullivan in the cast. Also there from our production casts are PNGHS students Ruby Jamieson and Bex Palmer.

The compulsory information evening for the 2016 senior production with PNGHS will be held in the Speirs Centre in the last week of Term 3, Monday September 21 at 7.30pm. To be guaranteed the opportunity to audition for band or crew, students must be present unless they have made a prior apology to Mr Burton (PNBHS) or Ms Kinsey-Wightman (PNGHS). Parents are very welcome to attend.



**2016 subject options:** before too long Year 9 students will be choosing their options for 2016. Drama offers students a learning style very different to the traditional classroom experience; it also provides a stimulating investigation of many aspects of the human condition and offers much to those whose future careers may focus on dealing with people. In Term 3 an information handout will be available from all Drama teachers.



## Success at Manu Korero Competition

*Faster than a speeding bullet, more powerful than a locomotive. Is it a bird? Is it a plane? Nah, it's just another brother dreaming that he's Superman.*

On Friday 12 June, this was the beginning of a speech that Te Ariki Te Puni delivered at the 50th Anniversary of the Manawatu/Horowhenua - Nga Manu Korero Speech Competition. This prestigious competition consists of four divisions – Senior Maori, Senior English, Junior Maori and Junior English, with the winner of each category going on to represent their region at the National competition which is to be held in Porirua this year.

A total of 37 students representing 15 schools from around the region were there to try and take the prize. PNBHS had two representatives – Finn Martin entered the Junior English section where he delivered a six minute prepared speech on 'Light a Fire in the Heart of the World' and Te Ariki delivered a six minute prepared speech in the Senior English category on 'Dream It, Believe It, Achieve It', as well as a three minute impromptu speech on 'Life Without Facebook'. All 37 students who performed, had memorised their speeches – no cue cards allowed. So, I am sure you can appreciate the amount of hours that go into preparing for this competition.

Being his first time at the competition, Finn performed very well and learnt a lot from the experience. However, Te Ariki managed to win the section which ultimately came down to his confidence and wit in the impromptu speech, where he rapped and rhymed his way to the ultimate prize.

Te Ariki now has approximately three months to improve his presentation techniques even further, before he attends the National Nga Manu Korero Competition at the end of September.

*Ka nui te pai.*

## Library News

Our Student Librarian team is now finalized under the leadership of Likhith Dukkupati, who is also a PNBHS prefect. We have Dylan Boerboom, Timothy Cen, Victor Dianu, Ben Hodgson, Eric McKee, Antoine Ryba-Edwards, Emmanuel Shaji, Nick Slegers and Hamish Taylor, who joined us early this year as newcomers. The Rector recently rewarded all the Student Librarians for their hard work by hosting a tasty shout at Interval.

Our Library computers are used for My-Maths, research, typing up assessments, printing work out, catching up on the news page 8



via Stuff, and many more activities. Any student, needing a computer for school work during Interval or Lunch, may ask a Prefect-on-duty or staff member, who will ensure that one is found among the 24 heavily-used computers.

## Careers Update

### Testimonials

All students who intend leaving school at the end of 2015 should apply for a Testimonial regardless of their intentions in 2016. Applications for a Testimonial close on August 7. Details will be published on Stratus along with instructions for completing the process.

### University Halls of Residence

Students intending to Study at a NZ University in 2015 need to be aware of a few deadlines coming up:

- Applications for a place in a University Hall of Residence open on August 1.
- Applications are all completed on line (go to Stratus for the addresses).
- You will be asked for a Common Confidential Reference Form (CCRF) to be completed by the school.

This is a two-step process:

- Apply for a school testimonial as mentioned above
- Apply for a CCRF (there will be a link on the University website) and on Stratus
- Once you have applied for a CCRF, the request will be sent directly to Mr Adams (Careers) who will complete the reference and submit it to the University.

### Important Dates:

- August 1: Applications for a place in a University Hall open\*
- August 7: Testimonial Applications close\*
- August 21: CCRF Applications close with the Careers Adviser\*
- September 30: Halls Applications for 2016 Close\*

\*Note Well – these are Deadlines NOT Guidelines

If students need help with the Testimonial or Halls Application Process, they should see Mr Adams or Mr Costley in the Careers Room for help.

### Scholarships

More and more scholarships for tertiary study in 2016 are becoming available. They are advertised widely within the school, on Stratus and via the Breakout Database which is available in the school.

Again help with these is available from Mr Adams or Mr Costley.

### Tertiary Course Planning

All of the Universities will be in the school

between now and the end of the year conducting Course Planning Workshops – these are worth attending.

In addition Mr Costley is available by appointment to assist with course planning for intended tertiary students.

## Pasifika Fusion



This term the focus for our Pasifika Students has been on developing our entries for the Pasifika Fusion festival, Week 1 of Term 3. The boys are being tutored in the cultural dance groups by Ellington Matavale and his team. There will be several different dance items during our cultural performance. This will include a Tongan, Tokelaun, Samoan and hopefully a Fijian item as well. All boys who are a part of the dance group, should look for practice information on the PNBHS Pasifika Fusion Facebook page which is the main communication porthole for the tutors.



Last year's entry for the Pasifika Fusion Festival

In addition, the Fusion festival also has other categories that our boys are looking to enter.

- We have about five students gearing up to enter a Science project, with the guidance of Mr Adams.
- For the arts categories we have 10 students looking to submit some work, with the help of Miss Eastmure.
- The performing arts and talent section is being looked after by Mr Liu and there are several talented young men looking to showcase their performing abilities during the festival.
- Finally, it has been wonderful to see a strong interest from seven students to develop some written entries for the Essay, English Speech and Poetry.

All entries must be prepared and ready for submission on the 2nd of July. We will submit these entries at the Fusion Committee meeting on the 2nd of July, where four of our senior students will attend to present the entries and communicate with the committee any concerns or queries about the upcoming festival.



## 1st XV match reports

### vs Gisborne Boys' High School

The 1st XV kicked off its Super Eight and White Jersey campaign with an away game against Gisborne Boys' High School. Played in rain and wind more commonly associated with Palmerston North winters than Gisborne, the team were unable to match a very committed home side.



The first half started with the Gisborne first five kicking intelligently and keeping us pinned in our own half. A lack of application from us at the breakdown meant that we were unable to string any possession together beyond the first or second phase making it very difficult to escape the territorial pressure we were under. Despite some periods of outstanding goal line defence the weight of possession in the right part of the field had to tell and Gisborne scored two tries and a penalty to lead at the quarter mark 13-0. An opportunistic try to fullback Leighton Ralph off a quick free kick gave us some hope as we narrowed the gap to 13-7. However the kick off was not taken cleanly and a defensive five metre scrum resulted. The skill execution of the exit play meant the home team went into the half break 18-7 up.

The second half saw some much needed desperation from the team in white but errors at the breakdown kept haunting us and a lack of composure, as we tried to chase the game into the gale winds that had developed, made it a forlorn chase. Gisborne scored a bonus point try to take the score out to 23-7 and the game deteriorated along with the weather.



Despite another slow start, we slowly found our way into the match and our resolve at the breakdown started to lead to some possession and the potential for points started to present itself. However we were undone by some poor decision making with overlaps in the offing and we let the opposition off the hook on a number of occasions. That being said, the physicality and desire of the Gisborne players at the breakdown was superb and were a great example of what is required heading forward.

Points scorers: Try: Leighton Ralph  
Conversion: Tyler Larkan

### vs Hastings Boys' High School

The 1st XV were fortunate to play this fixture as the curtain raiser to the Hurricanes/Highlanders clash on McLean Park.

We started well and played with the intensity and vigour at the breakdown that we had been missing in recent weeks. While we were able to recycle the ball well, we were struggling to make any inroads with our attack due to some good defending, untimely knock ons and some wrong options. We went close a number of times only to be held up or penalised in the



process of scoring.

Hastings were the better attacking team in the second quarter and, while it took them time to unlock our determined defensive line, they scored just before half time via a line out drive to take the lead 7-0.

The second half was a reversal of sorts with Hastings starting much the better. We struggled to get out of our own half with some fairly



aimless kicking. The pressure finally told with a penalty closely followed by a try to see Hastings out to 15-0 with 20 minutes left on the clock.

The last quarter belonged to us as we finally put some thought into our attack plan and started stretching Hastings. Brayden lose scored from close range and then Jackson Ferris scored to make it 12-15 with five minutes left. We went back into the attacking half and had a scrum five metres out but were unable to capitalise and Hastings ran out the winners.

It was a much improved effort from the team and certainly a step or two up from the Gisborne game.

#### Points scorers:

Tries: Brayden lose, Jackson Ferris

Conversion: Leighton Ralph

### vs New Plymouth Boys' High School

The 1st XV produced another error ridden performance against the robust New Plymouth Boys' High 1st XV. The game started well for New Plymouth with a try following some weak defence. We came back with some good attacking play and placed some pressure on the opposition in the attacking 22. This resulted in a try off the back of the scrum to the strong running Fabien Kiri. Play seesawed back and forth with both sides guilty of gifting the ball



back following mistakes. Following a good defensive period and a turn over, we were able to go wide straight away and send Paddy Kellow streaking away down the flank to take a 14-7 lead. New Plymouth replied with another try from a defensive misread and the halftime score was 14-12.

The second half started extremely well with some impressive attacking play and our continuity game started to pay dividends. This led to another try to Fabien Kiri and some strong runs from Matene Ruawai, Jackson Ferris and Leighton Ralph. Unfortunately, we were unable to convert these runs into more points and this came back to haunt us with New Plymouth



scoring another soft try and a penalty in quick succession and, all of a sudden, 21-12 became 21-22 and we were forced to play up catch up. Again, we were played really well to get into the right parts of the field, but then showed a lack of patience and accuracy eventually running out of time.

Another frustrating performance from a team whose effort certainly can't be faulted, but is receiving weekly lessons on the value of consistent accuracy.

Points Scorers: Tries: Fabien Kiri 2,

Paddy Kellow

Conversions:

Tyler Larkan 3



## A Range of Sport Reports

### 1st XI Hockey win first inter school game

The PNBHS 1st XI hockey team for 2015 has been named as follows: Greg BATES – co captain, Hayden PHILLIPS – co captain, Ben BLYDE, Matt CHARD, Bradley GRAPES, Angus GRIFFIN, Callum JUDD, Levi LOUDON, Ben McALLEY, Ben O'CONNOR, Tom O'CONNOR, Brendan PAYNE, Matt PEEL, Matt SMALL, Thomas WALSHE,

In their first inter-school exchange for the 2015 season, PNBHS convincingly beat New Plymouth Boys' High School 4 nil. This was a pleasing result with a new look team from 2014, containing seven new players.

Three players have been selected for the Central Under 18 team to compete at Nationals in July: Matt Chard, Angus Griffin and Hayden Phillips. Hayden also played for Central Under 21's at Nationals this year and was subsequently selected in a 35 man New Zealand hockey squad for Under 21 World Cup qualifying matches in 2016.

### Squash - Luke Jones writes

"Had some pretty good news over the last few days starting with my selection in the NZ Junior Commonwealth Games team. Only 27 people were selected over all the sports

being played, so I am privileged to be part of this team.



I have also been ranked 11th in the world junior rankings. This will help my seeding when I play in the World Junior Champs. I am hoping to make the quarters this year and see where I go from there."

### Manawatu Cross Country Championship

Foxton- Wednesday 20 May

#### Junior Boys

Sam Phillips 2nd; Benjamin Wall 3rd; Jaeden Shaw 4th; Ethan Johanson 5th; Luke Scott 9th; Kaleb Humpage-Pinto 8th; Angus Grant 10th

Team Placing: 1st

#### Intermediate Boys

Harrison Porritt 1st; Adam Martin 2nd ; Sam Benthams 3rd ; Finn Stewart-Withers 6th; Thomas Walshe 9th; Lane Gordon 11th; Aman Iqbal 17th

Team Placing: 1st

#### Senior Boys

Jack Finlay 1st; Adam Fairclough 3rd; David Martin 6th; Chris Arbuthnott 7th; Hayden Washington-Smith 9th

Team Placing: 1st

### Super Eight Cross Country Championship 2015

Waikato University, Hamilton

#### Year 9- 3km Run

1st: Benjamin Wall, 4th: Sam Phillips, 10th: Luke Scott, 28th: Joe Reddish, 46th: Angus Grant

3 Man Team: 2nd

#### Junior Boys- 4km Run

5th: Harrison Porritt, 19th: Adam Martin, 27th: Kaleb Humpage-Pinto

3 Man Team: 4th

#### Senior Boys- 6km Run

6th: Jack Finlay, 9th: Adam Fairclough, 15th: David Martin, 45th: Finn Stewart-Withers, 46th: Sam Benthams

3 Man Team: 3rd

Overall team finished 2nd. This is the highest place a PNBHS team have had in this event.

## Around School

### International Students get into NZ culture through Baking!

The Year 9 and 10 English as a Second Language classes have been studying New Zealand's contribution to World War 1. After the school ANZAC service, we made ANZAC biscuits. A visiting teacher from Thailand, Mr Chatree Saiphon joined us for the occasion. He enjoyed interacting with the boys and even took a New Zealand School Journal with the ANZAC biscuits recipe back to Thailand to share.



### Book Reviews

Once a week a book review is presented at Assembly. Some this year from (l-r) Mr Campbell, Mr Kendal and Sean Liddicoat



### School collects for Food Bank

Last week an appeal was put out for dry goods for the Palmerston North Food Bank. To date, our contribution is just over 500 cans. Donations can be made at any time through your son or directly to the School Office for this worthwhile cause.

### Prime Minister visits School

John Key addresses Assembly recently. His basic message was one we teach at school on a regular basis - if you make the effort, you will get ahead. He also spent time addressing the flag issue and presenting ideas why it is perhaps time for a change.



### Junior Social No 2 at PNBHS

(l-r) Jett MacGregor-Dunn, Jonathan Nan-guzgambo, Adam Everson, Malik Ryniker; Hayden Phillips, Tom O'Connor, Jack Kennedy, Josh Meneghini, Sam Whitta, Roddy Crowley







## WINTER CRICKET COACHING IS ABOUT TO START!!!

The Manawatu Cricket Association Specialist Winter Training Camps are going to be run during the July school holidays in the world's only grass indoor cricket facility – the NZCT Cricket Centre.

Coaches will include former Black Caps Jacob Oram and Mike Mason, as well as Central Stags representative Dave Meiring.

July 7-9: 10-12 & 13-15 Year old camp (run simultaneously)

July 14-16: 16-19 Year old camp

For information costs and other camp details, please email Jacob Oram at nzctcc@gmail.com

## Music Depart to perform in Hunterville

The PNBHS Stage Band travels to Adelaide on September 26th to undertake a week of development and workshops with some of the top Australian Jazz tutors. The band will travel to the Adelaide Hills to undertake a day's workshop with Mr Bill Broughton, a leading musician and motivator. The band will also travel to Mt Gambier to spend two days at the James Morrison Jazz Academy and will undertake workshops with some of the leading tutors from USA and Australia. This academy is affiliated with the University of South Australia and runs their offsite music programme.

To help with the funding of this trip, the Stage Band are holding a fundraising concert in the **Hunterville Town Hall on Saturday August 1st at 7pm.**

Also featuring, 'The OK Chorale', 'The Old Boys Band', 'Arcadian Singers' from Taihape and 'The Cantabile Trio' from Palmerston North.

Tickets available from the School finance office and outlets in Hunterville and Taihape. \$12 adults, \$10 students and family of four \$25.

## Chemistry of Light Show



This action-packed, family-friendly demonstration lecture explores the chemistry used over the centuries in mankind's quest to find light. There will be plenty of flashes and bangs to keep you on the edge of your seat. More info here <http://www.royalsociety.org.nz/events/peter-wothers/the-chemistry-of-light-show/>

These shows contains live chemistry demonstrations and is therefore held in a venue with chemical laboratory facilities.

**6pm Thursday 9 July and Friday 10 July**

**Marsden Lecture Theatre, Level 1, Science Tower B, Massey University Campus**

Tickets for the show cost \$10 General Admission | \$5 students and U-18s | \$25 Family ticket (2xadult, 2xchildren)

## Dr Peter Wothers

Peter Wothers is a Chemistry Teaching Fellow at the University of Cambridge in UK. He is known internationally for his demonstration lectures and was awarded an MBE for Services to Chemistry in the 2014 Queen's Birthday Honours.

## Starship Mobile Phone Appeal

Old mobile phones taking up space at home? Not sure how to dispose of them? Drop them off at the main school office and we will ensure they are added to the Starship Mobile Phone Appeal, a fundraiser for Starship Children's Hospital.



## Manawatu Gang Show presents... ShowTime!

*A great night out for all the family*

### Show dates and times:

7.30pm, Wednesday 1 July 2015

7.30pm, Thursday 2 July 2015

7.30pm, Friday 3 July 2015

2.00pm, Saturday 4 July 2015 (Matinee)

8.00pm, Saturday 4 July 2015

Tickets available from the Regent Theatre or [TicketDirect](http://www.ticketdirect.co.nz)

## Lost Property



## A desperate Plea from the Student Support Office

I am very concerned at the amount of school uniform, that is coming in unnamed. Please name all clothing that comes to school ie PE & sports gear included.

Thank you  
Lost Property SSC



## Very Generous Donation to the school from Old Boy, Simon Sidey of All-Tree Services

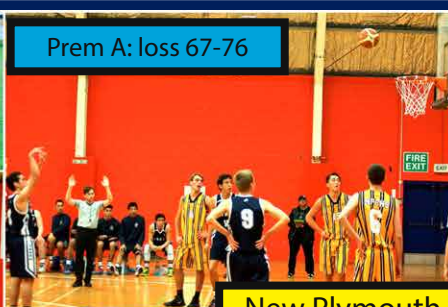
As you will be aware, the School took up the opportunity to host the NZCT Covered Grass Wicket facility at the northern end of the playing field.

As this facility becomes used more and more, there needs to be parking space for people using it. In order to provide this, the trees between the field and the Northern Bowling Club needed to be cleared. This would have been a very costly operation, but Old Boy, Simon Sidey (9295) stepped up and offered the services of his company *All Tree Services* for free. This was an outstandingly generous offer and we are extremely grateful to Simon.

He and his crew did an excellent job and, should you require any tree work, please consider using ALL TREE SERVICES.



Prem A: loss 67-76



New Plymouth Exchange



1st XV: loss 21-22



Colts: loss 15-19



Squash: loss 4-5



2nd XV: win 40-12



1st XI: win 4-0



Jnr B/Ball: win 84-51



MAGNUM IMAGES  
Gary Rodgers



Swimming Champs 2015



Palmerston North Boys' High School  
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The school acknowledges the above businesses, who through their significant sponsorship arrangements, assist us in developing young men of outstanding character. We appreciate their support and encourage you to also support them in return