




The school hostel, College House, is a focus and strength of Palmerston North Boys' High School. The outstanding modern facilities and the camaraderie that develops amongst the young men who board there make College House an integral part of our school. College House is located adjacent to the school fields, meaning that boarders are able to take advantage of school facilities after school hours and at weekends.

The College House environment allows young men to develop and experience success. Annually the hostel is well represented with students selected in the school's top cultural performance groups and sporting teams. Academically young men in the hostel thrive and generally College House academic results are above those of the day school. The parent community is kept informed of hostel news via social media, newsletters, written reports and regular communication from hostel staff.  [collegehousepnbhs](https://www.facebook.com/collegehousepnbhs)

College House provides:

- seven day boarding in a range of quality accommodation blocks
- strict guidelines and zero tolerance to anti-social behaviour, drugs & alcohol
- a family environment supported by hostel masters who are teachers at the school
- daily study supervised by hostel masters
- a wide range of recreational, sporting and cultural activities
- opportunities for family involvement and support for hostel activities
- the hostel is fully networked and high speed wireless internet is available in all areas
- newly constructed dining hall, BBQ and courtyard area, cardio and weights training areas
- newly renovated recreation room featuring pool table, table tennis table, kitchenette, projection unit with SKY television, four pods of smaller televisions for personal use
- all-weather basketball & tennis courts
- recently renovated dormitories
- conference room for College House and school functions.



College House and Palmerston North Boys' High School provide an opportunity for young men to grow and extend themselves in an environment that encourages participation, excellence and a sense of occasion. The bonds between young men in the hostel are strong and the development of life-long friendships is a strength of the hostel experience.

For more information, or to apply for College House, please visit www.pnbhs.school.nz/college-house call Mr Matt Davidson, College House Manager (06) 3586704 Ext 4, or email chmanager@pnbhs.school.nz



Palmerston North Boys' High School

Established 1902

2018 Prospectus



Welcome to Palmerston North Boys' High School

Founded in 1902, Palmerston North Boys' High School is a traditional boys' school whose vision is to Develop Educated Men of Outstanding Character. Since 1902, we have grown to become a multi-cultural school of more than 1,700 young men. Our vision emphasises two key aspects of what we do at PNBHS – an emphasis on academic achievement and on providing character education.

The young men at PNBHS are encouraged to achieve in the classroom and to combine this with sporting and cultural activities. This balance will enable them to be challenged and extended in a range of areas, helping prepare them for life beyond our gates.

Our school is an environment where our young men are able to grow and learn from their mistakes, where they are held accountable and where they are encouraged to do their best. Young men, by their very nature, are competitive and we seek to encourage that in everything they do. We are very proud of the committed staff here at PNBHS: more than 100 classroom teachers, all of whom are involved in the school's co-curricular programme. The relationships built in cultural and sporting activities translate to positive relationships in the classroom, and we know that young men thrive in an educational setting where relationships are positive.

As a boys' school, we firmly believe in the benefits of a single sex education. A focus on what works for boys, on how boys learn and on the importance of all-round education for boys, is at the heart of what we do. Research has shown that boys achieve significantly better at boys' schools than boys at co-educational schools and this is evident in the school's NCEA and scholarship results.

Our involvement in the Super Eight Schools organisation provides further opportunities to compete at the highest level, both on the sports field and on the stage.

The Old Boys' community is an important part of the school. Our young men build on the success of those who have been through PNBHS. We are proud of the links we have with our Old Boys the world over who enjoy following the achievements of the young men currently at their school.

Today's young men also build on our school's tradition and reputation. Those young men who choose to come to PNBHS and who embrace the ethos, get involved and do their best, will achieve success and will add to the success of the school. And, importantly, they will leave as good men, men of outstanding character.

Please read our prospectus, visit our website and social media pages and come along to our Open Day to gain an insight into how we support the achievement and character development of the young men who attend Palmerston North Boys' High School.

 pnbhs.school.nz

 stratus.pnbhs.school.nz

 [PNBHS](https://www.youtube.com/PNBHS)

 facebook.com/PalmyBoys

 facebook.com/PNBHSinternational

 facebook.com/collegehousepnbhs

OPEN DAY: Thursday, August 3. Sessions begin in the Speirs Centre at **9.45am, 5.30pm and 7.00pm** and will be followed by a tour of the school.

*Nihil Boni Sine Labore
Nothing Achieved Without Hard Work*



D M Bovey
RECTOR



Why a Boys' School?

The Association of Boys' School of New Zealand has commissioned independent research reports into the achievement of boys in boys' schools compared to the achievement of boys in co-educational schools. The findings of this research were unequivocal:

- Boys in boys' schools consistently achieve above boys in co-educational schools at all levels of NCEA, including merit and excellence endorsements
- Boys in boys' schools have a higher rate of achieving scholarships
- Analysis of schools by decile shows that boys' school students achieve at a higher rate than those in co-educational schools in all 10 deciles.

NZCER Chief Researcher, Cathy Wylie, summarised the report's findings:

"What was really interesting was how the high-performing schools stressed the importance of a student-centred approach, offering co-curricular activities alongside academic programmes for holistic development, and developing self-managing students who set high goals for themselves.

Other strategies mentioned by the high-performing schools included: providing leadership opportunities for senior students; identifying

student need early on, particularly with targeted literacy and numeracy strategies; close tracking of student achievement in relation to student goals; and threading core school values through the school day."

Boys' schools are havens for young men and provide environments in which they can be nurtured and have their academic, cultural and sporting talents developed. The emphasis on values and character, that is central to many boys' schools, will also help young men to develop the resilience that is essential if they are to thrive in the world beyond school. Unfortunately for New Zealand, young men are over-represented in a range of negative statistics: educational underachievement, car crash fatalities, suicide, depression and risk taking behaviour including binge drinking and recreational drug use. Boys' schools are uniquely positioned to challenge the place of young men in these statistics so that they can go on to make a valuable contribution to New Zealand society for their benefit, and the benefit of all New Zealanders.



"Flexibility in course structures in the senior curriculum provides more responsive learning pathways that better suit individual student abilities, interests and aspirations." - ERO 2017

Why a Boys' School?

Boys learn that there are many paths to manhood. Boys need to be in an environment in which they learn that the strong bonds of friendship, teamwork and social interaction are what matter most in later life.

The focus is entirely on boys. Learning activities, teaching programmes, school events and co-curricular activities are tailored specifically to the needs of young men.

Boys need to be surrounded by positive role models – especially males – on a daily basis. Boys' schools emphasise the benefits of senior students working alongside younger students, providing positive role modelling for them to emulate. Boys' schools often have a higher proportion of male teachers than co-educational schools. Given the growing trend of the breakdown of the nuclear family, male teachers are the only males in the lives of some young men, and fulfil a vital role in providing positive role modelling.

Boys become comfortable with non-traditional subjects and activities. Breaking down the stereotypes society has imposed on what are considered proper activities for boys, is one of the many things boys' schools strive to do well.

Boys need to be encouraged to pursue a variety of interests. Young men who attend boys' schools are more likely to study subjects such as Visual Art, Music and Languages to a higher level. This freedom also affects boys' choices of co-curricular activities, where it is common to participate in cultural, sporting and community service activities alongside their academic qualifications.

Boys learn best in a relationship-focused environment. The emphasis on strengthening classroom relationships through teachers' involvement in co-curricular activities is a distinctive aspect of education at boys' schools. Boys flourish when they trust teachers and feel both safe and understood.

Boys value camaraderie and lifelong friendships. Because students who attend boys' schools feel comfortable pursuing a variety of interests, young men find they have more in common and are more likely to view each other as close friends. Boys' schools often have a set of core values, which serve to create a clear direction and a sense of understanding and commonality in their students.

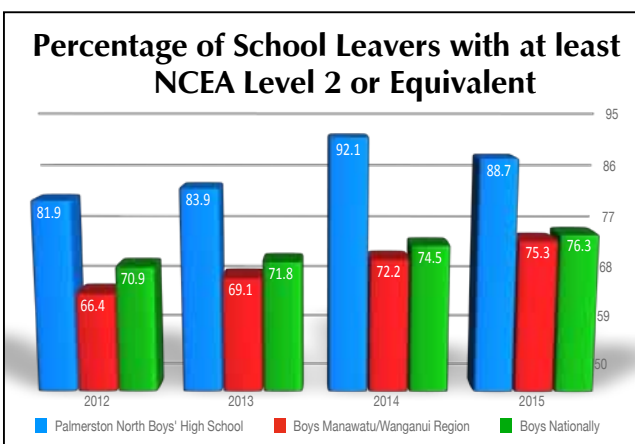
Boys learn differently from girls which requires distinctly different approaches to teaching and learning. Teachers in a boys' school understand how a boy learns and are successful in implementing teaching techniques that allow young men to flourish and achieve the best results possible.

The social pressures are much less stressful. Boys mature later than girls do. Learning how to cope with and relate to girls on a daily basis in a co-educational setting causes added stress in the early adolescent years.

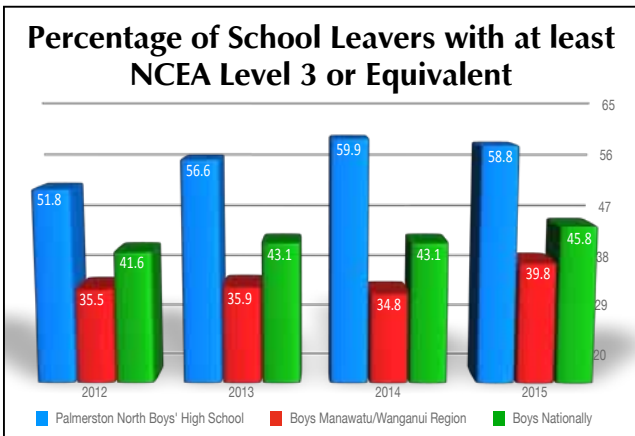
“Student engagement in learning is well supported by teaching strategies that meet the needs of learners. Environments & relationships between students & staff are respectful, supporting a positive climate & tone.” - ERO 2017

Palmerston North Boys' High School seeks to provide young men with an intellectual and moral education which will enable them to make a valuable contribution to society. The school aims to develop all students in terms of providing the widest opportunities in academic, sporting and cultural activities in an environment which fosters the awareness of growth in personal and social relationships. The school achieves this by:

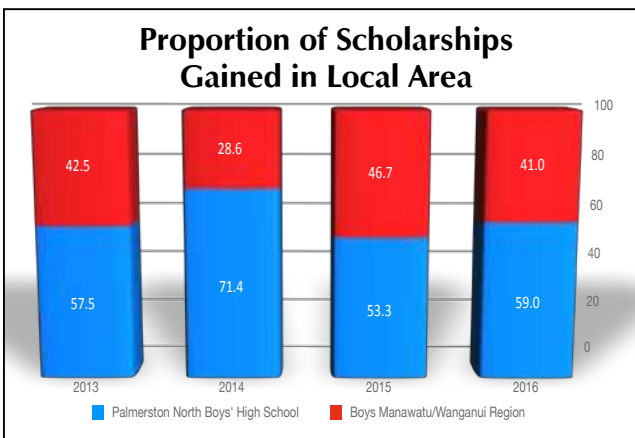
- Offering young men a comprehensive range of educational, vocational and recreational experiences
- Emphasising the successful development of the skills of communication, literacy and numeracy
- Preparing young men for examinations and NCEA assessments and future career opportunities
- Presenting young men with firm and reasonable guidelines to responsible behaviour
- Actively encouraging and developing the qualities of reliability, honesty, concern for others and leadership
- Offering young men a wide range of sporting and cultural opportunities (recreational and competitive) and encouraging them to assume life-long responsibility for their own fitness and health.



Our academic results in NCEA Level Two exceed the government benchmark target of 85% and are well above the achievement rates for both boys in the Manawatu/Wanganui region and boys nationally.



Our academic results in NCEA Level Three are well above the achievement rates for both boys in the Manawatu/Wanganui region and boys nationally.



Scholarship is the highest New Zealand qualification available to secondary school students. Young men from Palmerston North Boys' High School are consistently awarded the majority of Scholarships achieved by boys in the Manawatu/Wanganui region.

“Shared values of integrity, courage, pride, respect, industry and humility are fostered through delivery of the school curriculum. Students demonstrate pride in their school.” - ERO 2017

We strongly believe that it is our purpose to develop outstanding young men who can make a positive contribution to New Zealand's future. In order to do this we focus on not only academic achievement, but character development. Student leadership skills are developed through a structured programme offered at all year levels.

Our school Vision, *To Develop Educated Men of Outstanding Character*, lies at the heart of all that we do. The Leadership Programme was introduced to Palmerston North Boys' High School in 2006. This focused and structured programme to develop character has created increased opportunities for student leadership across both curriculum and co-curricular areas, as well as responsibility within programmes such as peer mentoring and tutoring.

The Leadership Programme is linked closely to our school values: Courage, Humility, Industry, Integrity, Pride and Respect. These values are woven into both our curriculum and co-curricular programmes. All young men are encouraged to involve themselves in community service activities. These are organised in conjunction with the Sir Peter Blake Trust, PNBHS Environmental group, Palmerston North RSA, New Zealand Blood Service, Palmerston North Food Bank,

Cancer Society (Relay for Life), Ronald McDonald House, Fred Hollows Foundation and World Vision.

Each Tuesday morning our Prefects, under the direction of the Head and Deputy Head Prefect, run a full school assembly. This provides an opportunity for our young men to assist in setting the direction of the school, share ideas important to the student body and showcase the talents of student musicians and other performers.

The junior Barrowclough Programme and senior Barrowclough Award provide us with a platform to weave together our Leadership, Service and Character Development programmes in a coherent framework.

We pride ourselves on the high calibre of young men who leave our gates at the conclusion of their secondary school education. The contributions that our Old Boys make to the wider community, in their tertiary academic achievements, through their cultural and sporting performances, in the leadership roles they gain in the trades, professions and industries they enter, we believe, reinforce the progress we continue to make in developing educated men of outstanding character.



Challenging core and option subjects in the junior school progressively lead to a diverse range of subjects and greater freedom of choice in the senior school.

Young men receive advice and career counselling to assist them in selecting subject options most relevant to their future pathways. The wide range of subject choice allows us to tailor programmes to the individual needs of students; whether they are following a pathway to university or other tertiary provider, an apprenticeship or other on-the-job training, or intending to move directly into employment upon leaving school.

The courses of study at Palmerston North Boys' High School aim to:

- provide young men with the requisite skills, knowledge and aptitudes to allow them to be successful in their lives beyond school
- allow young men the opportunity to follow their passion through offering a comprehensive curriculum
- provide additional support where necessary through the Learning Support Programme
- provide challenge for gifted students through the Academic Accelerate Programme
- develop and enhance young men's literacy and numeracy skills
- arouse interest and promote enquiry by providing contexts relevant to young men's lives
- thoroughly and comprehensively prepare students for success in national assessments
- foster individual thinking and develop effective learning skills
- promote tolerance and co-operation with collaborative tasks
- integrate class work and study, co-curricular activities alongside an emphasis on character development, leadership and service
- challenge young men to achieve to the best of their ability in all aspects of their lives.

Information Technology and e-Learning

Information technology and e-Learning tools are integrated into learning activities at all year levels. A 'bring your own laptop' policy is in place from Year 10 to Year 13. Young men in Year 9 are supported through access to school computer suites and pods of Chromebooks.

- the school is fully networked and high speed internet connections can be accessed in all classrooms

- our online learning management system – Stratus – provides 24/7 access to student learning resources
- all classrooms are equipped with data projectors
- computer suites provide access to specialised software in Visual Art, Photography, Graphics and Music
- the library is available to students before school, at interval, lunchtime and after school every day for students to access Chromebooks and desktop computers
- 3D printing utilised in relevant curriculum area
- Digital Technologies is an established curriculum area at NCEA Levels One, Two and Three.

Assessment

Examinations and regular formative and summative testing are the cornerstone of assessment at Palmerston North Boys' High School. We are proud of the academic achievements of our young men. These compare very favourably with other leading secondary schools nationally, and are significantly above the level of achievement for boys in the Manawatu/Wanganui region and boys nationally.

- internal examinations occur for students at all year levels
- external examinations are a core component of senior NCEA assessment
- a range of internal assessment tasks are also used to assess NCEA courses
- additional academic challenges are promoted where relevant for our young men.

Homework

Homework is given regularly and is an integral component of learning programmes for young men. Homework helps to consolidate material covered during lessons as well as assisting students to develop an independent approach to their studies and effective time management skills.

Communications

Timely communication between families and school is important. Parents are welcome to contact the school on any matter concerning their son's welfare and progress; we would much rather be able to address any concerns early so that barriers to achievement can be removed.

General communication from the school occurs via regular newsletters, emails and updates to our Stratus and Facebook pages. Other communication relating to academic progress will come from subject teachers, form teachers, Deans or Senior

Management as appropriate. The Leadership Director, Director of Sport, Sports Coordinator and coaches and managers of co-curricular teams and groups, will provide a range of digital and written communication as applicable to young men's involvement beyond the classroom.

Parents are invited into school to discuss their son's progress in terms one and three at Parent/Teacher interviews, while formal written reports are provided in terms two and four. Brief tracking reports are compiled for junior students and emailed to parents three times per term to assist in close monitoring of student progress and the early detection of any issues relating to progress and achievement. The online 'Parent Portal' allows parents access to achievement and attendance information. Hui and fono are also held during the year to update Māori and Pasifika parents in particular.

Junior Subjects

YEAR 9

Compulsory:

English
Information Technology
Mathematics
Physical Education
Health Education
Science
Social Studies
Drama

Choose 3 from the following:

English Enrichment
English Language Tuition
French Language
German Language
Japanese Language
Te Reo Māori
Design & Visual Communications
Workshop Metal
Workshop Wood
Agriculture & Horticulture
Business Studies
Visual Art
Music
Performance Music

YEAR 10

Compulsory:

English
Mathematics
Physical Education
Health Education
Science
Social Studies

Choose 2 from the following:

English Enrichment
English Language Tuition
French Language
German Language
Japanese Language
Te Reo Māori
Design & Visual Communications
Workshop Metal
Workshop Wood
New Zealand Studies
Agriculture & Horticulture
Business Studies
Physical Education Studies
Sports Science
Visual Art
Digital Art
Drama
Performance Music
Electronics



YEAR 11 (NCEA LEVEL 1)

Compulsory:

English *or*
 English Language Tuition *or*
 English Alternative
 Mathematics
 Health Education
 Science

Choose 3 from the following:

French Language
 German Language
 Japanese Language
 Te Reo Māori
 Furniture Construction
 Design & Visual Communications
 Technical Drawing
 Digital Technology
 Mechanical Engineering
 Classical Studies
 Geography
 History
 Biology
 Chemistry
 Agriculture & Horticulture
 Physics
 Accounting
 Business Studies
 Economics
 Mathematics Alternative
 Physical Education Studies
 Visual Art
 Drama
 Performance Music
 Māori Performing Arts

YEAR 12 (NCEA LEVEL 2)

Compulsory:

English *or*
 English Language Tuition *or*
 English Alternative
 Mathematics

Choose 5 from the following:

French Language
 German Language
 Japanese Language
 Te Reo Māori
 Media Studies
 Building Construction
 Furniture Construction
 Gateway & Star
 General Science
 Design & Visual Communications
 Digital Technology
 Mechanical Engineering
 Classical Studies
 Geography
 History
 Electronics
 Agriculture & Horticulture
 AgriBusiness
 Biology
 Chemistry
 Physics
 Accounting
 Business Studies
 Economics
 Mathematics Alternative
 Mathematics with Calculus
 Mathematics with Statistics
 Outdoor Education
 Physical Education
 Physical Education Studies
 Sports Science
 Art History
 Visual Art
 Design
 Painting
 Photography
 Drama
 Performance Music
 Māori Performing Arts

YEAR 13 (NCEA LEVEL 3)

Choose 5 from the following:

English *or*
 English Alternative *or*
 English Language Tuition
 French Language
 German Language
 Japanese Language
 Te Reo Māori
 Media Studies
 Building Construction
 Design & Visual Communications
 Digital Technology
 Employment Pathways
 Programme
 Gateway & Star
 Mechanical Engineering
 Transport & Logistics
 Classical Studies
 Geography
 History
 Biology
 Chemistry
 Electronics
 Agriculture
 Horticulture
 Physics
 Accounting
 Economics
 Mathematics
 Mathematics with Calculus
 Mathematics with Statistics
 Outdoor Education
 Physical Education Studies
 Art History
 Visual Art
 Design
 Painting
 Photography
 Drama
 Music
 Performance Music
 Māori Performing Arts

As a school we strongly believe that every young man should have the opportunity to fully develop his potential in all aspects of life. The Academic Accelerate and Learning Support Programmes have been developed to cater for the special needs of specific groups of students – the academically gifted and those who are struggling with their academic studies.

The Academic Accelerate Programme runs across all year levels and challenges our top academic performers by offering them courses of study in advance of their year level. Young men in the Academic Accelerate Programme will gain University Entrance in Year 12, and in Year 13 have the opportunity to study subjects at an advanced level in preparation for Scholarship examinations. Massey University first year papers are offered in a range of subject areas.

The Learning Support Programme begins at Year 9 with a particular focus on the development of literacy and numeracy skills, a progression continuing into Year 10. At Year 11 the emphasis

is on assisting students to gain NCEA Level One. At Year 12, the Achievement Support Programme is specifically focused on providing assistance so that young men can gain the benchmark NCEA Level Two qualification.

Other Academic Opportunities

We encourage involvement in a range of other academic competitions. This enables young men who have a particular interest in a specific curriculum area to be challenged and academically extended. Some of the opportunities offered include the Australian Schools Science, Mathematics and Writing Assessments, the Otago University Science Competition, Young Enterprise, Auckland University Economics Competition, New Zealand Speech Competition, Framjee Essay Competition, Alliance Francaise Oral Competitions, Language Perfect World Championships, National Geography Competitions, RSA Speech Competition, Regional Ngā Manu Kōrero Speech Competition and the Ngarimu Essay Competition.



“Parents & families receive useful information to support their knowledge of their child’s achievement. Individual achievement is well tracked & monitored.” - ERO 2017

At Palmerston North Boys' High School we are incredibly proud that in excess of 90% of our young men are engaged in any of our 58 co-curricular activities. All teaching staff are directly involved as coaches and/or managers of over 160 sports teams and groups at all levels each year. We are also fortunate in the quality of our 'outside' coaches who assist us in allowing all boys to be able to compete at the most appropriate level for their aspirations and ability.

The less formal interactions between staff and our young men provide another dimension to their all-round development. Achieving excellence through strong competition with the desire and will to win are goals Palmerston North Boys' High School strives for in co-curricular activities. The school celebrates individual and team successes at assemblies, in newsletters, on Stratus and social media, in the "Palmerstonian" and on honours boards around the school. We are very proud of our tall poppies and hold them up as examples for other aspiring athletes and performers to emulate.

- ARCHERY
- ATHLETICS
- BADMINTON
- BASKETBALL
- BOXING
- CANOE POLO
- CHESS
- CLAY TARGET SHOOTING
- CRICKET
- CROSS COUNTRY
- CYCLING
- FOOTBALL
- GOLF
- HARRIER CLUB
- HOCKEY
- INDOOR CRICKET
- MOUNTAIN BIKING
- RUGBY
- RUGBY SEVENS
- SKIING
- SMALLBORE SHOOTING
- SOFTBALL
- SPORTS DEVELOPMENT PROGRAMME
- SNOWBOARDING
- SQUASH
- SWIMMING
- TABLE TENNIS
- TAE KWON DO
- TENNIS
- TOUCH
- TRIATHLON
- VOLLEYBALL
- WATER POLO
- WEIGHT TRAINING

- BANDS
- CONTEMPORARY MUSIC
- CHOIR
- DRAMA
- DEBATING
- ENSEMBLE GROUPS
- KAPA HAKA
- MAU RAKAU
- PASIFIKA CLUB
- PUBLIC SPEAKING
- THEATRE SPORTS

- CREST TO CREST CHALLENGE
- YEAR 10 CAMPS
- TAMA TŪ TAMA ORA
- YEAR 12 OUTDOOR PURSUITS
- YEAR 13 MOUNTAIN TRIP

- ASTRONOMY
- BARROWCLOUGH PROGRAMME & AWARD
- BEEKEEPING
- DUKE OF EDINBURGH
- MATHS COMPETITION TEAMS
- QUIZ TEAMS
- SENIOR LEADERSHIP COURSES
- SCIENCE & TECHNOLOGY FAIRS
- VEX ROBOTICS



Sport

We run one of the most extensive sporting programmes in New Zealand and while we are extremely proud of our first team results, the opportunity exists to compete at any level in the extensive list of sporting codes offered at our school. Pride, passion and sportsmanship are key ingredients of the school's sporting ethos which is instilled in every young man.

Students compete with distinction at local, national and international levels, and we have a proud and strong tradition of competing at the highest levels in National Secondary School Competitions. This is reinforced by the outstanding results of our top teams across all sporting codes and the number of New Zealand Secondary School representatives named each year. Traditional fixtures take place with most strong sporting schools in the lower half of the North Island, and the New Zealand Super Eight Schools' competition further extends our sporting connections and provides our young men with very high levels of competition. Opportunities to play teams from other countries exist, as do opportunities to join international tours in a range of codes.

The Sports Development Programme ensures that our most talented sportsmen have the best coaching and conditioning available at school. At the same time, there is a place for all young men in a team, from those who just want to have fun whilst playing sport through to those who wish to compete on the world stage. Whatever your chosen sport, we will support your progression and development.



“Co-curricular involvement & participation of boys in sport, cultural & creative pursuits are highly valued & embedded as a key part of the school's curriculum.” - ERO 2017

Outdoor Pursuits

Experience, respect and appreciation of the outdoors is viewed as a high priority by the school. Our proximity to mountains, bush and water enables students in Years 10, 12 and 13 to develop leadership and group skills under the direction of qualified and competent staff. All young men in Year 10 have the opportunity to attend one of 16 outdoor education camps offered, while the Tama Tū Tama Ora programme develops character and leadership for students who apply and are selected. Young men in Year 13 have the opportunity to attend 'The Mountain Trip', an outdoor challenge based in the Tongariro National Park and Waiouru Army Camp. Outdoor education is offered as a subject in the senior school.

Performing Arts and Cultural

Our annual drama productions, in conjunction with Palmerston North Girls' High School, are widely acclaimed. Interest is high and, through professional instruction, many young men and women achieve at levels they would not have thought possible both on the stage and behind the scenes. Our performing arts centre, the Speirs Centre, is the premier facility of its type across schools in the central North Island.

We have a strong reputation for the quality and diversity of our musical groups and choirs. Instrumental and choral groups cater for all levels of ability. Many young men begin musical tuition in Year 9 and proceed to very high levels of performance in later years.

Our Kapa Haka group and Pasifika Club provide a significant cultural dimension to school life. Participation and success in Manu Kōrero and Pasifika Fusion competitions is growing and well recognised within our school community.

Consistent performances to a high level in regional and national competitions have promoted an increasing interest in public speaking and debating.



Palmerston North Boys' High School is able to boast an impressive array of facilities. Many of these have come about through the generous support of Old Boys, the Parent / Teacher Association, and the wider school and business community.

Notable features include:

- 14 specialised science laboratories
- high-speed computer network extending throughout the school
- specialised computer laboratories and pods of Chromebooks complement the 'bring your own laptop' policy in Years 10 - 13
- four modern technology workshops and planning rooms
- 25m indoor heated pool
- two gymnasiums
- dedicated weight training facilities
- extensive artificial sports surfaces
- indoor grass cricket wickets
- performing arts centre including a 370 seat auditorium, rehearsal and music practice rooms and two specialised music classrooms
- new art suite featuring specialised art and photography rooms
- student support suite
- well-resourced library
- grandstand and sports pavilion
- Ian Colquhoun Memorial Hall seats the entire student body allowing assemblies to be a core part of our school day.

