



Palmerston North Boys' High School

Established 1902

Year 9
Enrolment
Information



KEY STAFF MEMBERS



Rector
Mr David Bovey



Deputy Rector
Mr Gerard Atkin



Senior Master
Mr Peter Truter



Senior Master
Mr Grant Sinclair



Senior Master
Mr Howard Pinder



Director of Teaching & Learning
Mr Paul Gibbs



Year 8 Dean / Careers Advisor
Mr David Barwick



Year 9 Dean
Mr Jason Moore



Year 9 Dean
Mr Jason Cudby



Dean of Māori Student Achievement
Mr Josh Strickland



Dean of Pasifika Students
Mr Lifeimi Mafi



College House Manager
Mr Matthew Davidson



Academic Dean
Mr Ken Benn



Leadership Director
Mr Anthony Lobb



School Counsellor
Mr Stephen Dawson



School Counsellor
Mr Brett Greer



Sport and Cultural Dean /
Sport Development Coordinator
Mr Scott Davidson



Student Support
Mrs Barbara Shorter

CONTENTS

Chapter 1: General Information

Vision	2
School Profile and Board of Trustees	2
Our Philosophy of Educating Young Men	3
Our Graduate Profile	4
Our Code	5
Awards and Scholarships	6
Clubs	6
Pool and Gymnasium	6
Times, Dates and Attendance	7
School Donations and Payments	7
Getting to School	7
Class Organisation and Courses	8
Staff	9 - 10
School Uniform Supply and Price List	11
Sports Uniform Price List	11
Uniform Shop Times	12
Uniform Shop Appointments	12
Second Hand Uniforms	12
Fundamental School Rules	13
Basic School Rules	14 - 16
Obtaining Further Information	17
Enrolment Scheme Zoning	17 - 19

Chapter 2: Year 9 Course Outline

Introduction	20
Structure of Year 9	21
Core Subjects	
English	22
Mathematics	22
Science	22
Social Studies	22
Physical Education and Health	23
Core Modules	
Drama	23
Information Communication Technology	23
Te Ao Māori	24
Character Education Studies	24
Option Subjects	
Languages	24
English Language Tuition	25
English Enrichment	25
Music Studies	25
Visual Arts	26
Commerce Studies	26
Agriculture and Horticulture	26
Design and Visual Communication	26
Workshop Metal	27
Workshop Wood	27
Full-Year Option Subjects	
French	27
German	28
Japanese	28
Te Reo Māori me ōna Tikanga	29
Performance Music	29
New Zealand Curriculum Key Competencies	30
Barrowclough Programme	31
Key Dates and Checklist	32



Chapter 1: GENERAL INFORMATION

VISION

To develop educated men of outstanding character.
Hai Whakapakari i Ngā Tamatāne Kia Purapura Tuawhiti.

MISSION STATEMENT

To educate young men by challenging and extending them in academic, sporting and cultural activities to develop the required knowledge, skills, values and character they need to succeed in their lives.

PHILOSOPHY

The 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 will achieve its aims 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 for responsible behaviour.
- ... Actively encouraging and developing the qualities of reliability, honesty, empathy 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.

VALUES

Young men who join the Palmerston North Boys' High School community are expected to live by the school values in and out of the classroom.

These are:

Integrity, Courage, Pride, Respect, Industry, Humility

Tū Māia, Ngākau Mahaki, Te mahi tahi, Tū Rangatira, Tū Whakahī, Tū Whakaaute



SCHOOL PROFILE

Palmerston North Boys' High School is the oldest and largest school in the Manawatu. It is a decile 8 school, able to accommodate some 1716 students, including 188 boarders and 37 international students.

Young men are drawn from a wide range of socio-economic groups, races and cultures. Most students are of NZ European descent with a cross section of cultures as follows: NZ European (47%); Maori (24%); Pasifika (6.4%); Asian (7.9%); other European (5%); and Other (1.1%).

The student population is made up of both urban and rural students from all areas of the Manawatu, inland Rangitikei, Horowhenua, Southern Hawke's Bay, Wairarapa and Whanganui.

No distinction of a student's background is made when enrolling students and international students are expected to integrate into all aspects of school life.

BOARD OF TRUSTEES

(as at June 2021)

Mr Michael Lawrence - Chairman & Old Boys' Representative

Mr Simon O'Connor - Parent Representative

Mr Grant Watts - Parent Representative

Mr Craig Purdy - Parent Representative

Mrs Jodi Jamieson - Co-opted Parent Representative

Mr David Bovey - Rector

Mr Jack Siebert - Staff Representative

Mr Brendon Ross - Parent Representative

Master John Hopcroft - Student Representative

PALMERSTON NORTH BOYS' HIGH SCHOOL

OUR PHILOSOPHY OF EDUCATING YOUNG MEN

Founded in 1902, Palmerston North Boys' High School is a traditional boys' school whose vision is to develop educated men of outstanding character. In striving to realise this vision, our mission is to educate young men by challenging and extending them in academic, sporting and cultural activities to develop the required knowledge, skills, values and character they need to succeed in their lives.

Our approach, therefore, emphasises two key aspects of what we do at PNBHS – academic achievement and character education. We seek to provide young men with an intellectual and moral education which will enable them to make a valuable contribution to society for the benefit of us all. 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 seeks to achieve 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.

Since 1902, we have grown to become a multi-cultural school of 1,700 young men. As a boys' school, we firmly believe in the benefits of a single sex education. 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. A focus on what works for boys, on how boys learn and on the importance of an all-round education for boys, is at the heart of what we do.

The young men at PNBHS are encouraged and supported 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. At the same time, young men, by their very nature, are competitive and we seek to encourage that in everything they do. This is evident in the school's academic programme and our NCEA scholarship and University Level results. Our involvement in the New Zealand Super Eight Schools organisation provides further opportunities to compete at the highest level, both on the sports field and on the stage. 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.

Today's young men build on our school's tradition and reputation, as well as the success of those who have been through PNBHS before them. The Old Boys' community is, therefore, an important part of the school and 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. We encourage each of the young men of PNBHS to live the values of the school both in and out of the classroom. We value respect, integrity, industry, pride, courage, and humility. In placing these values in action, each young man actively contributes to the ethos for which this school is known. We believe that 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, most importantly, they will leave as good men, educated men of outstanding character driven by an understanding of our motto:

'Nihil Boni Sine Labore': 'Nothing Achieved Without Hard Work'

OUR GRADUATE PROFILE

Founded in 1902, Palmerston North Boys' High School is a traditional boys' school whose vision is to develop educated men of outstanding character. In striving to realise this vision, our mission is to educate young men by challenging and extending them in academic, sporting and cultural activities to develop the required knowledge, skills, values and character they need to succeed in their lives.

When young men come to Palmerston North Boys' High School, they join a Brotherhood. Since our foundation, many generations of brothers have graduated and joined the ranks of Old Boys of our school. However, acceptance into the Brotherhood does not come simply by being a member of our school community. It has to be earned by living up to our school values on a daily basis in order to become an educated man of outstanding character.

Our Values	Our Graduates	Our Brotherhood
<p><u>Courage Tū Māia:</u> Towards physical and moral courage, daring to be different, and the capacity to say "no".</p> <p>For spirit, standing up and being counted, and doing the right thing in the face of adversity.</p> <p>Through honest effort, perseverance, and resilience.</p>	<p>They are brave young men who are committed to following through in all areas of life.</p> <p>They set high standards, learn from their mistakes, and make progress through times of difficulty.</p>	<p>We have goals.</p> <p>We are honest with ourselves.</p> <p>We don't give up.</p>
<p><u>Humility Ngākau Mahaki:</u> Towards selflessness, duty, and the needs of others.</p> <p>For the school's values, service, and global citizenship.</p> <p>Through teamwork, understanding, and action.</p>	<p>They are modest young men who lead others by example.</p> <p>They step forward at the right time, show their worth by their actions and words at all times, and leave a positive mark.</p>	<p>We listen.</p> <p>We model the school values for our brothers.</p> <p>We take responsibility.</p>
<p><u>Industry Te mahi tahi:</u> Towards knowledge, growth, and independence.</p> <p>For involvement, innovation, and influence.</p> <p>Through challenge, initiative, and commitment.</p>	<p>They are enterprising young men who strive to achieve their potential.</p> <p>They think critically, apply their learning to different situations, and form conclusions judiciously.</p>	<p>We are coachable.</p> <p>We are adaptable.</p> <p>We take on everything.</p>
<p><u>Integrity Tū Rangatira:</u> Towards honesty, truthfulness and responsibility.</p> <p>For self-discipline, reliability, and accountability.</p> <p>Through fairness, trustworthiness and truthfulness.</p>	<p>They are honourable young men who try to do the right thing in all situations that arise.</p> <p>They know what is important, how to act in accordance with their values, and how to help others to do the same.</p>	<p>We do the right thing.</p> <p>We encourage each other.</p> <p>We are good brothers.</p>
<p><u>Pride Tū Whakahī:</u> Towards loyalty, confidence, and passion.</p> <p>For family, friendship, and pride in school, community and country.</p> <p>Through a positive attitude, teamwork, and the pursuit of excellence.</p>	<p>They are purposeful young men who are driven by pride in their families, friends, school, community and country.</p> <p>They recognise the value of what they are doing, work well together, and add to the success of their school, community, and country.</p>	<p>We are proud of our brotherhood, our school and our traditions.</p> <p>We work for our brothers.</p> <p>We solve problems.</p>
<p><u>Respect Tū Whakaaute:</u> Towards diversity, equity, and collegiality.</p> <p>For self, others, and the environment.</p> <p>Through manners, compassion, and kindness.</p>	<p>They are young men who acknowledge and accept difference in all members of our community.</p> <p>They are generous in their welcome, appreciative of the needs of others and the environment, and caring in their approach to others.</p>	<p>We look out for our brothers.</p> <p>We relate to our brothers.</p> <p>We stand up for our brothers.</p>

PNBHS - OUR CODE

Lvl	Behaviours	Values and Qualities	Key Competencies
5	<p>... I regularly have appropriate equipment. I ask questions to clarify and improve my learning and am proactive in meeting deadlines</p> <p>... I am an active learner who shows initiative</p> <p>... I work positively in a group environment and often display leadership</p> <p>... I demonstrate well-reasoned and reflective decision making</p> <p>... I regularly use appropriate academic language, symbols and text</p>	<p>Courage Tū Māia I ask questions and volunteer answers in order to assist my learning. I do my best with challenging tasks</p> <p>Humility Ngākau Mahaki I complete work to the best of my ability and acknowledge areas in which I need to improve</p>	<p>Managing Self : I always have the correct equipment needed for class. I ask questions when needed and am proactive towards deadlines</p>
4	<p>... I regularly have appropriate equipment. I usually ask questions to clarify and improve my learning and meet deadlines</p> <p>... I am an active learner who shows some initiative</p> <p>... I work positively in a group environment and sometimes display leadership</p> <p>... I often demonstrate well-reasoned and reflective decision making</p> <p>... I mostly use appropriate academic language, symbols and text</p>	<p>Industry Te mahi tahi I plan my time carefully and work productively to complete tasks</p>	<p>Participating & Contributing : I am an active learner in the classroom environment (volunteering answers / asking questions). When working in a group I provide ideas and contribute fully</p>
3	<p>... I regularly have appropriate equipment. I sometimes ask questions to clarify and improve my learning and usually meet deadlines</p> <p>... I take responsibility for my learning</p> <p>... I generally work positively in group environments</p> <p>... I am developing well-reasoned and reflective decision making skills</p> <p>... I generally use appropriate academic language, symbols and text</p>	<p>Integrity Tū Rangatira I am on task, use my time wisely and take responsibility for errors. I am honest with myself about my effort</p>	<p>Relating to others : I work constructively in a class or group environment. I am able to contribute as a member of a team and also listen to and appreciate other points of view</p>
2	<p>... I sometimes have appropriate equipment. I take little responsibility for my learning and rarely meet deadlines</p> <p>... I sometimes take responsibility for my learning</p> <p>... I sometimes contribute positively in group environments</p> <p>... I sometimes demonstrate thoughtful responses</p> <p>... I can use appropriate academic language, symbols and text when prompted</p>	<p>Pride Tū Whakahi I show pride in my appearance and my work. My uniform is worn correctly, my academic work is appropriately laid out and the work I produce is of the highest possible standard</p>	<p>Thinking : I can form well thought out arguments. I draw on my content knowledge to critically analyse and make justified arguments</p>
1	<p>... I rarely have appropriate equipment and do not meet deadlines</p> <p>... I rarely take responsibility for my learning</p> <p>... I rarely contribute positively in group environments</p> <p>... I rarely demonstrate thoughtful responses</p> <p>... I rarely use appropriate academic language, symbols and text</p>	<p>Respect Tū Whakaaute I am polite, well-mannered, listen attentively when others are speaking and appreciate other points of view</p>	<p>Using Language, Symbols & Text : I can use appropriate academic language in written and verbal communication</p>

AWARDS FOR ACADEMIC AND CO-CURRICULAR ACHIEVEMENT

- ... The school does not offer any financial incentives to attract students. We rely on our students' achievements and the reputation of the school to be the most effective tools in attracting young men to join us.
- ... An extensive array of academic awards are presented at prizegivings to recognise student academic achievement in all subject areas and in all junior form classes.
- ... This includes the presentation of New Zealand Super Eight Schools badges to students who have gained NZQA qualifications endorsed with Excellence and Scholarship passes.
- ... Scholarships for Tertiary Study and Financial Awards are offered by:
 - School
 - Various bequests
- ... The school offers a wide range of sporting, cultural and general awards to recognise the achievement of our young men. These are presented at school assemblies and the more prestigious awards and scholarships are awarded at the annual co-curricular and school prize giving ceremonies at the end of each year.

CLUBS

The school has a proud tradition of club activities and competition. Whole school, team and individual efforts all contribute to the competition for the Shand Shield for club supremacy. Sport dominates the competition, but cultural activities make an important contribution.

Boys involved in interclub competition must wear white shorts and the correct coloured singlet. Murray club wear yellow shorts.

Club colours:	Albion	-	Navy Blue
	Gordon	-	Sky Blue
	Kia Ora	-	Yellow
	Murray	-	Black
	Phoenix	-	Red
	Vernon	-	Green

Further information is available from the Senior Masters,
who allocate students into clubs.



POOL AND GYMNASIUM

Students use the facilities during class time, and at other times as members of various teams or for personal use. Physical Education classes have a facility combining an all-year-round swimming programme, a fully equipped and modern weight and circuit area and a poolside lecture room.

For health reasons all users of the pool need to be aware that only swimming briefs are accepted as appropriate attire.

Water polo, weight training, canoe polo, kayaking, lifesaving and of course swimming are just some of the official activities available to the school students in the pool and weights-room.

Ice Breaker Aquatics Swim Club uses the facilities out of school hours, weekends and holiday times.

TIMES, DATES AND ATTENDANCE

- ... Each school day commences at 8:40 am and concludes at 3:20 pm. Students need to be at school on time, with the knowledge of what day of the school timetable is in operation (PNBHS operates a 10-day timetable cycle).
- ... The term dates for 2022 are:
- TERM 1: Monday 31 January to Thursday 14 April
- Monday 31 January - Senior Course Confirmation (Years 11, 12 and 13 only - 8:30am - 1:00pm)
 - Tuesday 1 February - Senior Course Confirmation (catch-ups)
 - Wednesday 2 February - (Years 11, 12 and 13 commence - 9:00am - 12:30pm)
 - Thursday 3 February - (Years 9 and 10 commence - 9:00am - 3:20pm)
 - Friday 4 February - All students return
- TERM 2: Monday 2 May to Friday 8 July
- TERM 3: Monday 25 July to Friday 30 September
- Friday 2 September - Tournament Week Holiday
- TERM 4: Monday 17 October to Wednesday 7 December
- Monday 5 December - Teacher Only Day
- Holidays
- 7 February - Waitangi Day - Monday
 - 15 April - Good Friday
 - 18 April - Easter Monday
 - 19 April - Easter Tuesday
 - 6 June - Queen's Birthday - Monday
 - 24 October - Labour Day - Monday
- ... Students are expected to be at school each day. Requests for holidays and time away during term time will, in many cases, be declined.

SCHOOL DONATIONS AND PAYMENTS

In order to meet modern day educational needs, schools cannot rely totally on government funding. Various other sources of income assist with the provision of resources. However, it is still necessary to recover some costs directly from families.

The annual school donation is set at \$375 per student and assists with the provision of library books, sports equipment and other resources for the direct benefit of students, such as additional teaching staff in a number of areas.

Additionally, students incur costs for subject 'take home' material. Another significant cost is the payment of sports registration fees and associated sports trips and exchanges. These costs depend on the subjects and co-curricular activities chosen.

Further information is available from the school Finance Manager.

Opportunities are also available for students and their families to become members of the Educational Foundation Trust.

GETTING TO SCHOOL

- ... Students living in town are encouraged to walk or bike to school if at all possible. There is much concern about traffic congestion outside school and if students are dropped off or picked up from school, vehicle drivers must be aware of the 'No Parking' zones. This is to ensure cycle and pedestrian safety. Drivers must not pick up or drop off students by driving in the main entrance to school.

- ... Students in Years 12 and 13 may, upon gaining a permit, drive to school. They may only transport members of their immediate family as passengers.

- ... Students are eligible for free bus transport if they live outside the Palmerston North City boundary, and live more than 4.8 km from their nearest school and they do not have access to a commercial bus route. Free bus transport is available from the following outlying areas:

Ashhurst
Sanson
Tokomaru

Glen Oroua
Opiki
Aokautere (beyond Moonshine Valley Road)

Rongotea
Bainesse

Tangimoana
Linton

- ... Students who live more than 2.4 km from a bus route may be eligible for Ministry of Education transport assistance.

- ... Details of the school Transport Assistance policy are able to be viewed on the Ministry of Education Website www.education.govt.nz. Any concerns about bus transport should be directed to the school bus controller Mr C Currie, or to school.transport@education.govt.nz

CLASS ORGANISATION AND COURSES

Year 9

We anticipate there will be six streamed classes, seven mixed ability classes and two Learning Assistance classes. Of the streamed classes the top four classes are accelerated. The next two classes (streamed five and six) complete an academic extension programme. The mixed ability classes have more class time in their core subjects. Physical Education and Health are taken by all Year 9 students.

Year 10

There will likely be six streamed classes, seven mixed ability classes, and three Learning Assistance classes organised largely, but not solely, on the basis of examination results achieved in Year 9.

The Accelerate subject classes will be chosen primarily from the top four Year 9 Accelerate classes and streams five and six. However, there may be situations where students from other streamed classes can be considered for the Year 10 Accelerate Programme. While the number of Accelerate classes depends on students' academic ability, there are typically two Accelerate classes entering into the Year 10 Accelerate Programme and two further classes which complete an academic extension programme.

All Accelerate classes enter NCEA Level 1 Mathematics, Science and History/Geography (this replaces Social Studies). One or two of the Accelerate classes will also study NCEA Level 1 English. Students who demonstrate considerable academic ability will be invited to join these classes at the end of Year 9.

Students in the remaining streamed and mixed ability classes will study Year 10 core subjects. The Learning Assistance classes will receive extra assistance with their literacy needs and every attempt will be made to assist students in Mathematics classes in the same way.

In addition to the core subjects, all Year 10 students will select four option subjects. Physical Education and Health are taken by all Year 10 students.

Year 11

Students will be placed in an NCEA banded English, Mathematics and Science class on the basis of previous internal assessment and examination performances. Curriculum structure and delivery will be tailored to meet the needs of the learners within the banded group.

Accelerate classes – Students undertaking study as an “accelerate student” will be able to choose from a range of subjects available at NCEA Level 1 and 2. Admissions to these classes is dependent on a high level of performance in NCEA Level 1 subjects. Subject selection for accelerate students will occur in consultation with Year Level Deans, Accelerate Programme Coordinator and other staff members.

All other Year 11 students select six subjects – Level 1 English, Mathematics and General Science plus three other NCEA Level 1 subjects.

Year 12

To take NCEA Level 2 subjects, students must have gained the literacy and numeracy requirements necessary for NCEA Level 1. In addition they must meet the necessary pre-requisites for that subject.

Year 12 students are required to take English – while Mathematics is recommended. In addition they are required to select and study five other subjects.

There will be two accelerate classes who will be given the opportunity to enter NCEA Level 3 in up to five subjects.

Two further classes will be streamed in English and Mathematics only and students in these classes choose four other NCEA Level 2 subjects.

Other students will be placed in classes according to their subject choices. There are no Learning Assistance classes in Year 12. Selected students will be invited to participate in the STAR and/or Gateway programmes. Year 12 students who have met the pre-requisites for a complete course of NCEA Level 2 subjects will need to select NCEA Level 1 subjects.

Year 13

Year 13 students are required to study five subjects. Students must have met all pre-requisites of the subjects that they wish to take. Year 13 students also have timetabled study classes.

There are no compulsory subjects, but it is recommended that students take an ‘English rich’ subject. Students are encouraged to seek advice and guidance on selecting subjects that will be required for future study and/or career aspirations.

Accelerate students who achieved to a high standard in NCEA Level 3 subjects in 2021 may be placed in advanced classes. These students will be expected to enter NCEA Scholarship examinations. University papers are also offered in some subject areas to those students who qualify.

Year 13 students who have not met pre-requisites for entry into NCEA Level 3 subjects will need to choose subjects at a lower level. These students will typically need to choose six subjects.

The Year 13 ‘Mountain Trip’ is an important component of Year 13 at PNBHS.

At the time of writing the course structures, accelerate programmes and assessment programmes for 2022 have not been completely finalised and there may be some changes to the structure described above.

Management Team

Bovey D M; BA
Atkin G M; BA, MEdAdmin
Sinclair G Y; BBS (Hons)
Truter P J; BSc, HDE
Pinder H; BTech, DipBusAdmin
Gibbs P B; BEd

Teaching Staff

Adams J G; BEd, MBA
Baines A (Mrs); BA
Barwick D; BEd
Belcher S (Miss); BA
Belton C (Mrs); BA
Benn K; MEd, BEd, BSc
Berry S (Mrs), BA, TTC
Bester F C; BA, HDE
Bland R; (Dr) PhD (Molecular Medicine)
Blanks J; BSc
Braddock D; BPhEd; MTchgLn
Briggs W; Adv.TC
Brockelbank K; Grad Dip Engg
Burton C J; BA, DipHum, TrdCertFarming
Close S (Ms); BA MTchgLn
Cudby J; BRM (Sport)
Currie C; BSc (Mth Inf)
Davidson M; BSc
Davidson S; BEd (Sec)
Dawson S; BA (Hons), PGCE
Dickinson A G; (Mrs); BA (Hons), Cert TEAL
Doyle R J; DipPE
Drake H F; BA, BSc
Dredge P; BA
Ducre A; BBS
Durie D P; BEd
Durie J (Mrs); BEd
Durstun S (Mrs); BA, GDipTchg
Eastmure S (Miss); BMVA
Ensing L; BSc
Finch P; BSc (Hons), DipPE
Gooch G; BCom
Gray E (Ms); BEd
Greer B; BEd (Hons)
Gunning T; BA, DipBusStud
Hann P V; MEd (Hons)
Harold R; Nat Cert (Mech Engg)
Henderson S; BEd
Higgie C; BA
Higgie L; BEd
Hodge W; BA
Hop Wo D; BSc, BEd
James A, BEd, DipTchg
James C; BA, PGCE
Jochem R; BHort
Johnson P; MA, BSc (Hons)
Kaandorp K; (Mrs); BAVI
Kensington B; BBS, DipPolicing
Kenzie S; BComm, DipSportsMgmt
Kwan A; BAS, BArch (Hons), GDipTchg
Leighton M; BBS, DipProfAcctg
Liddicoat M; BSc
Liengme D; MSc, MEMgmt
Lobb A; BEd
Lowe M; BSc
Macdonald H; BA
Mann J (Ms); BEd, BSc, BA
Marks P (Ms); BA
McAllen A (Miss); GDipSecTchg, BA
McDougall A; BspEx, DipSecTchg
McFarlane S; B.SpEx
McGrath T; BSLS with Eng
McQueen-Davies G; BSc
McTamney T; BSc

STAFF

(as at June 2021)

Rector
Deputy Rector
Senior Master
Senior Master
Senior Master
Director of Teaching & Learning

Careers Advisor
History (HOD), Social Studies
Dean (Year 8), Careers Advisor, PE, Asst C/H Mgr
Drama (HOD), English
English, French, Classical Studies
Accelerate Programme Co-ordinator, Mathematics, Classical Studies
Classical Studies
Geography, Social Studies
Biology, Physics, Science
Science, Sports Development, C/H Master
English
Technology (Wood), Technology (Construction)
Technology (Wood), Technology (Construction)
Drama, English
History, Social Studies
Dean (Year 9), PE Studies, Sport & Exercise, Science
Physics (HOD), Science, Bus Controller
Mathematics, Manager College House
Dean (Year 11), Sports & Cultural Dean, Sports Dev Co-ord, C/H Master
Guidance Counsellor
Languages (HOD), French, German
Physical Education, Physical Education Studies, C/H Master
Social Science (HOD), Geography (HOD), Social Studies
Music
Mathematics, Timetabler
Physical Education (HOD), Physical Education Studies, Health
English, Health, Social Studies
English
Visual Art, (Photography)
Science, Physics
Director of Sport, High Performance Sport, Sport Development,
Mathematics, Assistant Timetabler
Health (HOD), Physical Education, Sport & Exercise Studies
Guidance Counsellor
Geography, Social Studies
RTLB, Special Education, Social Studies
Technology (Metal) (HOD)
Physical Education, Physical Education Studies, Health
English, Media Studies (HOD), Drama
Mathematics
History, Social Studies, Sport Development
Physics, Science
ESOL/Literacy
History, Social Studies
Agriculture, Horticulture (HOD), Science
Academic Support Programme, Gateway
Digital Design, Design and Visual Communication
Dean (Year 13), Mathematics, Sport Development, C/H Master
Economics, Business Studies
Technology (Design and Visual Communication) (HOD)
Commerce, Accounting, Business Studies
Science
Physics, Science, Electronics
Leadership Director
Science
Dean (Year 10), English
Science - Maternity Leave 2021
English
English
Physical Education, C/H Master
Dean (Year 11), Physical Education, Physical Education Studies, Accounting
English, Sport Development, C/H Master
Dean (Year 12,)Mathematics
Mathematics

Meehan J; BInfoSc	Dean (Year 10), Mathematics, C/H Master
Miller G; BA	Social Studies (HOD), NZ Studies, History, Outdoor Education
Mills C (Mrs); BEd (Hons)	Drama, Mathematics, Science
Mills P; BSc, PGCE	Science, Physics
Moore J; BEd	Dean (Year 9), Sport Science, Sports & Exercise Studies, Health
Nixon A (Mrs); BA	English, Media Studies - Maternity Leave 2021-2022
Noema-Barnett A; BA, DipSecTchg	Commerce, Accounting, Business Studies
Ong V; MSc, BSc	Mathematics
Papworth M (Mrs); MA	English
Parker N (Dr); PhD (Chemistry)	Chemistry, Science, P horo Science Co-ordinator, Relief Co-ordinator
Patterson J; (Ms) BA	English, Drama
Pearce D; MMVA(Hons), BFA, GDipSecTchg	Visual Art/DVC
Pegler D; MHortSc	Science, Biology
Pfeffer-Marshall K (Mrs); BFA, BEd	Visual Arts (HOD)
Power S (Miss); BA	English, Social Studies
Price K (Mrs); BA, DipTchg	Japanese, German
Rankin K M (Mrs); BSc (Hons), DipEd, Cert.TEAL	English (Asst HOD), ESOL, Literacy, Learning Support (HOD)
Reid G (Mrs); MPhil, BSc (Hons)	Science (HOD), Chemistry, Horticulture
Retemeyer L D; BEd	International Director, English
Ross J; BBS	Mathematics (Asst HOD)
Ruwhiu A (Mrs); BA, MEd, PG DipEd	Te Reo Māori
Scott J (Ms); BA (Hons)	English
Siebert J; BA, HDE	English (HOD), Dean (Year 13)
Shankaran D; BEd	English
Smith A; BSc, PG DipEd	Mathematics
Smith M (Dr); MSc (Hons), PhD	Mathematics (HOD)
Squire H; NZ Cert (Joinery L4)	Technology(Wood) (HOD), Technology (Furniture)
Stern A; BSc	Digital Technology
Strang J; BA(Hons), MTchgLn	English
Strickland J; BEd	Māori Student Achievement Dean, Te Reo Māori (HOD), Māori Performance
Syme K; Adv.TCert,	Technology (Metal)
Taylor S (Miss); BSc	Chemistry (HOD), Principal's Nominee
Thompson H, NZ Cert Mec Eng, NZ Cert AutoEng	Mechanical Engineering
Tomlinson D; BPhyEd	Physical Education, Physical Education Studies, Sports Science, Health
Toomer D; BAdmin Leadership	ICT (HOD), Mathematics
Trembath S; Adv Dip Tchng	English, Science
Tularam A (Dr); PhD (Mathematics)	Mathematics
Turnock D; BA, BSc (Hons)	Commerce (HOD), Business Studies
Tutty N; BComm	Accounting, Commerce
Van Eyk S (Dr); PhD (Chemistry); BSc (Hons)	Chemistry, Science
Van Stipriaan B J; BPhy	International Dean, PE, PE Studies, Sport Development
Vindriis S; BTech	Dean (Year 12), Mathematics
Waters D; BSc (Hons)	Director e-Learning, Biology (HOD), Digital Technology
Woisin N (Mrs); BEd	Mathematics
Young G; BEd, PG DipEd	Music (HOD)
Young-Wilson M (Ms); B Bus, GDipTchg,	Commerce

Administration & Support

Alderdice J (Mrs)	Uniform Shop Manager	
Burgess D (Ms); ACA, Dip Bus, Dip Mgmt	Business Manager	
Burt T (Mrs)	Librarian	
Christophers W (Mrs)	Accommodation Manager	
Calton L	Sports Co-ordinator	Martin M (Mrs)
Calton R (Mrs)	Science Technician	Mason X
Dearlove H (Ms)	Arts Coordinator	Mitchell E (Miss); BBus (Mktg & Mgmt)
Edwards D	Truancy	Pawson W
Etchells A (Mrs)	Academic Administrator	Phillips H (Mrs)
Fleming B	IT Support Technician	Pinkney T (Mrs)
Groube K (Mrs); BBus	Accounts Assistant	Ramiroz M
Hemara B	Rugby Development Coordinator	Rennie S (Mrs)
Hennessy K (Mrs)	Accounts Assistant	Roydhouse R (Mrs)
Huston L (Mrs)	Receptionist	Shorter B (Mrs)
Ioane, M	Teacher Aide	Sinclair K (Mrs)
Kennedy D (Mrs)	Librarian Assistant	Thorner T
King J D	Archives, Old Boys' Assn	Tomlinson J (Mrs)
Langley V (Mrs)	Library Manager	Wenham R (Mrs)
Leighton S	Archives, Old Boys' Assn	Wenham S (Miss)
McAnulty K	Property Manager	Whanau K (Ms)
McGregor T	Teacher Assistant (Terms 3 and 4)	Woodman J
Mafi L	Pasifika (Dean), Mentoring and Sport Development	Woodward T
		Accounts Assistant
		Teacher Aide
		Marketing and Communications
		Technology Technician
		Absence Administrator
		Science Technician
		Teacher Aide
		Administration Secretary/Receptionist
		Copy Centre Administrator
		Receptionist/Student Support Centre
		Rectors' Secretary
		Grounds/Maintenance
		Academic Administration
		Public Relations Officer
		Events Coordinator
		Student Secretary/Administration
		Grounds/Maintenance
		Property Maintenance Officer

SCHOOL UNIFORM SUPPLY AND PRICE GUIDE

All Palmerston North Boys' High School uniform requirements are available from the school's Uniform Shop, situated on the school grounds by the Speirs Centre and school hall. The prices below are indicative only.

Parents of all New Entrants will be required to make a half hour appointment with the Uniform Shop, to fit and purchase his school uniform requirements.

Uniforms cannot be charged to school accounts, however we accept Eftpos/Cash/Visa and Mastercard.

School Uniform

Grey shirt – long sleeve/monogrammed	\$49
Grey jersey (junior) monogrammed	\$95
Black jersey (senior) monogrammed	\$95
Navy shorts	\$60
Black socks	\$15 per pair
Sock Garters	\$5
Scarf (optional)	\$30
Wet weather black jacket (optional)	\$90

Dress Uniform (for all College House students, Prefects, and 1st teams)

School Tie	\$29
Grey Trousers (long/seniors Term 2 and 3)	\$63
White shirt (long sleeve/PNBHS embroidered)	\$38
College House Blazer	\$280-\$299
Senior Blazer	\$290

PE Gear

PE white shorts	\$38
Murray House gold shorts	\$38
Club singlet	\$34
Navy caps	\$18
Black swimming togs	\$35

Required but not provided by the school:

Shoes (black leather/lace-up), Roman sandals (black)

If you have a child that is outside our core sizes of 12-5XL or requires uniform made to order, please inform us ahead of time, as our suppliers can cater for this.

SPORTS UNIFORM

BASKETBALL	Singlet/numbered	\$64
	Shorts	\$42
	Socks	\$10
CRICKET and RACQUET SPORTS	Shirt	\$60
	Shorts	\$42
HOCKEY and FOOTBALL	Shirt	\$60
	Shorts	\$42
	Socks	\$15
RUGBY	Jersey	\$95
	Shorts	\$38
	Socks	\$15
TOUCH	Singlet	\$54
WATER POLO	Speedos	\$68
WARM UP TEE (All Sports)		\$30

Prices are subject to change without notice.

UNIFORM SHOP

Hours during the term: (These may change at the discretion of the school)

Monday - 11am – 2pm

Tuesday - 11am – 2pm

Wednesday - Closed

Thursday - 8:15am – 9:30am and 1pm – 4pm

Friday - 3pm – 5pm

Uniform Shop Contacts: (06) 354-5176 Ext 772 or uniform@pnbhs.school.nz

The shop is closed during school holidays and will reopen on the Friday prior to a new term commencing, from 9am – 12pm

UNIFORM SHOP APPOINTMENTS 2021/2022

All students new to PNBHS require a 30 minute appointment to purchase their School Uniform.

To book your online uniform appointment, either log in to www.pnbhs.gettimely.com/book or www.pnbhs.school.nz (click on the "Book Now" button under the Uniform Shop tab), and follow the instructions below:

- 1 Choose an available 30 minute appointment that suits you, by simply clicking on a suitable time and date.
- 2 Enter your full name, your mobile phone number, your email address and the student's full name.
- 3 Please click to agree to the 24 hour cancellation policy.
- 4 Ensure the details you have entered are correct and confirm by selecting the green button.
- 5 Your appointment has now been made and you will receive a confirmation email once you have clicked the finish tab.
- 6 Your appointment can be changed or cancelled by using the "View or change my appointment" tab in your booking confirmation email.

PLEASE NOTE: The booking website will open at 9am on Monday 4 October 2021.

Bookings will be available on first come, first served basis, so please ensure you book your appointment as soon as you are able.

If no appointment is required, please advise the Uniform Shop by email and include the Student's name.

If you do not have internet access, please phone the School's Uniform Shop to make your booking

Appointments are available at the following times:

Monday 1 November – Friday 26 November 2021

Monday - Wednesday 4:30pm - 7:00pm

Thursday - Friday 3:30pm - 6:00pm

Tuesday 10 January – Friday 21 January 2022

Monday - Friday 1:00pm - 3:00pm and 3:30pm - 7:30pm

- ... As a guideline, the approximate cost of a uniform is \$350 - \$500 for a Day Student and \$900 - \$1,100 for a College House Student.
- ... Payment must be made at the time of the appointment with cash, Eftpos, MasterCard or Visa. We are not able to charge to school accounts.
- ... When fitting the students, staff will make allowance for two years growth.
- ... We have limited second-hand uniforms available.
- ... The Uniform Shop is located on Featherston Street in the Old Gym Building just inside the gate by the Speirs Centre.

SECOND-HAND UNIFORM

Notice to all Parents and Caregivers who wish to sell uniforms to the Uniform Shop

- 1 Only current official uniform items will be accepted if we are not overstocked.
- 2 Footwear, socks, swimwear and hats are NOT accepted for sale.
- 3 Only uniforms, which are CLEAN and in EXCELLENT ORDER, will be accepted. All blazers must be dry-cleaned.
- 4 The shop will purchase the items with a commission going to the school. School accounts will be credited with proceeds. If you no longer have a student at school, please provide us with your bank account details or attach a deposit slip. Payments are made from the Finance Department once a month.
- 5 Please complete the form (available from the Uniform Shop) when selling second hand uniforms.
- 6 When purchasing second-hand items please select carefully as refunds will NOT be given.

FUNDAMENTAL SCHOOL RULES

- 1 Students deemed to be under Authority of the School
Students are under the authority of the School while:
 - (a) present at school during an official school day;
 - (b) representing the school at any time whether it be in sport, cultural pursuits or any other activity;
 - (c) on a school trip whether or not a parent or guardian is also present;
 - (d) on the way to and from school;
 - (e) at any time they are wearing school uniform.
- 2 Prohibition of Drugs and Alcohol:
 - 2.1 No student shall consume, sell, purchase, supply, have in his possession or be under the influence of alcohol, illegal drugs, non prescription drugs, R18 legal drugs or party pills, whether or not lawful under the law of New Zealand, while under the authority of the school.
 - 2.2 In relation to prescribed drugs; no student shall consume, sell, purchase, supply, have in his possession or be under the influence of prescribed drugs while under the authority of the school unless it is in accordance with the specific instructions of a registered health professional.
 - 2.3 No student is permitted to have in their possession any drug or alcohol paraphernalia while under the authority of the school.
 - 2.4 A disciplinary committee of the Board of Trustees is authorised, in its sole discretion, to determine, in any particular case before it, whether a drug, pill or other substance is prohibited by Rule 2.1.

Policy: It is the Rector's Policy to treat very seriously a breach of this rule. The Rector would review all the circumstances and consider suspension as a serious disciplinary option.

- 3 Prohibition on Tobacco and Policy relating to Smoking, Theft, Truancy, Bullying, Fighting, Assault and Repeated Disobedience:
 - 3.1 No student shall steal.
 - 3.2 No student shall bully, assault, fight with, or intimidate another student or staff member.

Policy: It is the Rector's Policy to treat very seriously a breach of this rule. The Rector would review all the circumstances and consider suspension as a serious disciplinary option.

- 3.3 No student shall smoke e-cigarettes, vaporisers, tobacco or other similar product, supply e-cigarettes, vaporisers, tobacco or other similar product to other students or have e-cigarettes, vaporisers, tobacco or other similar product in his possession while under the authority of the school.
- 3.4 A disciplinary committee of the Board of Trustees is authorised, in its sole discretion, to determine, in any particular case before it, whether the e-cigarettes, tobacco or other similar product, is prohibited by Rule 3.3.

Policy: In relation to matters such as smoking and truancy and repeated disobedience or non-adherence to school rules the policy of the Rector is, on the first occasion, for a senior staff member to interview the student concerned and provide a final warning. If there is a further breach of the school rules following the final warning it is likely that the Rector would consider suspension as a disciplinary option.

Notwithstanding any statement made in these rules, the Rector may decide that an individual breach of any school rule constitutes a sufficiently serious offence for immediate action to be taken.
Each case will be considered against all relevant circumstances.



BASIC SCHOOL RULES

- 4 Student Commitment:
- 4.1 All students are full-time students. Part-time enrolments will not be accepted at any level.
 - 4.2 Attendance on all school days is compulsory.
 - 4.3 Students are required to attend all classes.
 - 4.4 Senior students may have the opportunity to undertake courses outside the school eg recreation, general studies. Any costs involved must be met by the student.
 - 4.5 All students will sit school examinations.
 - 4.6 All students in Year 11, 12 and 13 and some students in Year 10 will sit external examinations in all subjects. Every student in those subjects where external examinations are offered will have external examinations as part of his programme.
 - 4.7 All students will be required to take part in other school events and activities eg daily assembly, annual Prizegiving, ANZAC Service, Athletic Championships and Marching and Road Race.
 - 4.8 All students will be encouraged to take part in the wide range of co-curricular sporting and cultural activities offered by the school. They must ensure the correct uniform is worn and that financial commitments are met.
 - 4.9 Students must attend school the day prior to any co-curricular or school activity in order to be considered for participation. Where co-curricular or school activities occur in the evening, students must also attend school on that day.
- 5 The school day begins at 8:40 am and concludes at 3:20 pm, or when school obligations have been met.
- 6 Students are under the control of the school on the way to or from school, or at any event organised by the school. Travel to and from school: No student has permission to be a passenger in a vehicle driven by a PNBHS student unless specific permission has been granted (see 15.3).
- 7 After school: students should leave the grounds by 4:00 pm unless taking part in co-curricular activities, detentions or other prearranged activity. (Students choosing to wear school uniform outside school hours must meet the grooming standards of the school).
- 8 Behaviour in class:
- 8.1 Students are expected to behave in a courteous manner at all times.
 - 8.2 Students may not eat in class.
 - 8.3 Students will stand when the class teacher first enters the room.
 - 8.4 Students will stand when staff or visitors enter the room.
- 9 Addressing members of staff (including office staff, caretakers, and grounds staff): students will address male staff members as "Sir" or by their correct names, and will address female staff members as "Miss" or by their correct names.
- 10 The school grounds - the following areas are out of bounds to students:
- 10.1 Classrooms and school buildings at interval and lunchtime unless a teacher is present.
 - 10.2 School boundaries (except the cricket complex) at interval and lunchtime.
 - 10.3 The bicycle racks and Grandstand during school hours.
 - 10.4 The main entrance, exit and front lawn of the school.
 - 10.5 All workshops and laboratories unless a teacher is present.
- 11 Leaving the school grounds:
- 11.1 Students are expected to remain in the school grounds throughout the school day.
 - 11.2 Students who need to leave the grounds must bring a note of explanation from their parents to the Senior Masters or Deputy Rector during assembly to obtain an exeat pass. On return to school students must sign in at the Student Support Centre.
 - 11.3 Students may not leave the grounds to go to nearby shops.
 - 11.4 Only in exceptional circumstances will students receive a lunch pass.
- 12 Bicycles:
- 12.1 Bicycles must be wheeled (not ridden) inside the school grounds.
 - 12.2 Cyclists must use the Featherston Street or Wellesbourne Street entrances.
 - 12.3 Bicycle stands must be used – cycles should not be left against buildings or fences.
 - 12.4 Cycle helmets must be worn at all times.
- 13 Absences and lateness:
- 13.1 Parents/Guardians are requested to inform the school by 9:00am at the latest each day if a student is going to be late or absent from school.
Phone 3545176 ext 761 and leave a message (this is a 24 hour service).
 - 13.2 Letters explaining absence from school must be shown to the Form Teacher and then taken to the Rector at the back of the hall after assembly on the day the student returns to school. Any student who is absent from school for three or more consecutive days due to illness may be requested to provide a doctor's certificate.
 - 13.3 Students who arrive at school late must report to the Deputy Rector or Senior Masters on arrival and obtain a student late slip. This must be presented to their Class and Form Teacher as appropriate.

- 14 School Detentions are organised by teaching staff and are held on a day convenient for the teacher. These may be lunchtime or after-school detentions. Deans and Senior Management detentions are held on Friday afternoons from 3:30pm to 5:30pm. At least 24 hours notice will be given.
- 15 Motor vehicles:
 - 15.1 Students require approval from the school to use a motor vehicle to drive to and from any school related activity. Activities include co-curricular practices and fixtures at school and at other venues.
 - 15.2 Approval will be given to Year 12 and 13 students once an application form has been completed.
 - 15.3 Approval is given to the named student only. Passengers are not permitted unless approval is granted.
 - 15.4 Vehicles are not permitted on the school grounds and students are not permitted to move their vehicles during the school day or to retrieve items from them.
 - 15.5 Pillion riding on motorbikes is not permitted.
 - 15.6 Offences against traffic regulations may result in the removal of the right to bring the vehicle to school or to use it for any other school activity. The matter may be referred to the police.
- 16 Bus students:
 - 16.1 Students may not (without written permission) leave buses enroute to or from the school.
 - 16.2 Conduct on buses will be of the same standard as in classrooms (the bus driver will have the same authority as a classroom teacher).
 - 16.3 Complete school uniform will be worn on buses.
 - 16.4 Students must wait for buses at the appropriate place and in an orderly manner.
- 17 Names on articles: all books, personal items and articles of clothing are to be clearly marked with the owner's name.
- 18 Damage to school property must be reported to the Property Manager. Students could be required to pay for damage caused by carelessness.
- 19 Emergency drill: students should leave the buildings by the nearest outside door. See notices in classrooms for further information.
- 20 Messages will only be delivered to students in cases of emergency (eg illness, accident).
- 21 Telephone: students may use the telephone in the Student Services Centre to contact parents/caregivers in exceptional circumstances. Cell phones and smart watches are not permitted at school.

Policy: It is the policy of the school to confiscate cellphones and smart watches should students be seen using them while under the authority of the school. In the first instance confiscation shall be for a period of two weeks. Should a student have an item confiscated a second time it will be returned after a period of four weeks. A letter will be sent to parents informing them of this. Any further confiscations will result in the item being held for a period of six weeks and the student's parents will be required to meet with the appropriate member of the Senior Management Team to discuss the issue.

- 22 Laptops: Students in Years 10-13 are encouraged to bring a laptop to school for use in classroom activities. The use of laptops in class is at the teacher's discretion and no student may use one without staff permission. In addition, students wanting to work on their laptops outside of class time while at school can only do so under staff supervision. Student laptops MUST have a minimum screen size of at least 12" and be a laptop or notebook (no tablets unless they meet the minimum screen size requirements and come with a separate keyboard.) Laptops may not be charged at school.

Policy: Failure to comply with the PNBHS laptop policy will result in the loss of access to the school computer network and the loss of the privilege of bringing a laptop to school. This will be for a period of one week for the first infringement, two weeks for the second, four weeks for the third and the permanent loss of the privilege of bringing a laptop to school should there be any further breaches of these expectations.

- 23 Illness:
 - 23.1 Students with minor injuries/illness should report to the Student Support Centre, all other injuries/illness should report to the Main Office.
 - 23.2 The Deputy Rector/Senior Masters will make every attempt to contact a student's parent/guardian before sending a student home or obtaining medical treatment.
 - 23.3 No student will be sent home to an empty house without the knowledge of a parent/guardian.
 - 23.4 If a student is sent home, a normal absence note will be required.
 - 23.5 If emergency medical treatment is needed, students will normally be taken to City Doctors in Victoria Avenue.
- 24 Personal electronic equipment may not be used while under the authority of the school. This includes game and music equipment. Headphones/ear pieces may not be worn while under the authority of the school.

Policy: It is the policy of the school to confiscate personal electronic equipment should students be seen using them while under the authority of the school. In the first instance confiscation shall be for a period of two weeks. Should a student have an item confiscated a second time it will be returned after a period of four weeks. A letter will be sent to parents informing them of this. Any further confiscations will result in the item being held for a period of six weeks and the students parents will be required to meet with the appropriate member of the Senior Management Team to discuss the issue.

- 25 Other Items:
- 25.1 Skateboards, rollerblades and similar products are not permitted at school, nor are they allowed to be used by a student in uniform.
 - 25.2 Students are not permitted to bring items to school that may harm another student. These include such items as knives, cigarette lighters, imitation firearms, paint ball guns etc.
- 26 Uniform and Grooming:
- 26.1 Jewellery such as rings, ear studs, bracelets and necklaces must not be worn. Body piercing and Tattoos are not acceptable at this school.
 - 26.2 Haircuts must be neat and appropriate for school: neither too long nor too short, off the collar/ears and must be cut to the satisfaction of the Rector or Deputy Rector. Dyed hair is not acceptable at this school. Sideboards must not extend beyond the ear lobe. Hair products such as wax and gel are not permitted, no undercuts, no extreme difference in lengths, no shaved lines.
 - 26.3 The standard school uniform consists of a grey shirt, black shorts, black socks with two white bands, and a grey jersey with a V-neck and school crest and colours.
 - 26.4 Correct school uniform must be worn on the way to/from school.
 - 26.5 Jackets - in wet weather, students may wear an appropriate raincoat to and from school. Around school students may wear a black parka or an approved black jacket. Students do not have permission to wear black dress jackets/overcoats.
 - 26.6 Year 12 and 13 students may wear the senior black jersey, and may wear the official long dark grey trousers during Terms 2 and 3.
 - 26.7 Shorts should be above the knee in length and the correct size for the wearer.
 - 26.8 Students must wear the approved school socks, just below the knee. Garters must be worn to ensure socks stay at the required length.
 - 26.9 Footwear- students may wear either black leather laced shoes or plain black roman sandals (worn without socks).
 - 26.10 The school blazer, with white shirt and tie, may be worn by any student on special occasions (eg inter-school sports). Senior students (Year 12 and 13) may wear the senior school representative blazer on these occasions.
 - 26.11 For PE, students must wear their club singlet and/or club jersey, official white shorts, and suitable footwear. In colder weather students may wear the approved blue polypropylene under their club singlet. White ankle socks must be worn with shoes for PE or club activities.
 - 26.12 In summer, the official blue cap or white brimmed hat may be worn at intervals and lunchtimes. Approved sunglasses may be worn with these hats for approved activities.



OBTAINING FURTHER INFORMATION

Please feel free to contact any of the following should you wish to obtain further information.

Year 8 Dean	Mr D Barwick
Year 9 Deans	Mr J Moore, Mr J Cudby
Year 10 Deans	Mr H Macdonald, Mr J Meehan
Year 11 Deans	Mr S McFarlane, Mr S Davidson
Year 12 Deans	Mr S Vindriis, Mr G McQueen-Davies
Year 13 Deans	Mr B Kensington, Mr J Siebert
Leadership Director	Mr A Lobb
Dean of Māori Student Achievement	Mr J Strickland
Dean of Pasifika Students	Mr L Mafi
Accelerate Programme Coordinator	Mr K Benn
Director - International	Mr L Retemeyer
Dean - International	Mr B van Stipriaan
Sport and Cultural Dean	Mr S Davidson
Director of Sport	Mr P Finch
Guidance Counsellors	Mr S Dawson, Mr B Greer
Careers Advisors	Mr J Adams, Mr D Barwick
Bus Controller	Mr C Currie
Sports Coordinator	Mr L Calton
Arts/Music Coordinator	Ms H Dearlove
Director of Teaching and Learning	Mr P Gibbs
Senior Master	Mr G Sinclair
Senior Master	Mr P Truter
Senior Master	Mr H Pinder
Deputy Rector	Mr G Atkin
Rector	Mr D Bovey
Phone	06 354 5176
Email	admin@pnbhs.school.nz



Palmy_Boys_



Find us on:

- Palmerston North Boys' High School
- Palmerston North Boys' High School – International
- College House PNBHS



pnbhs.school.nz

PALMERSTON NORTH BOYS' HIGH SCHOOL ENROLMENT SCHEME ZONING

Since being founded in 1902, Palmerston North Boys' High School has catered for a diverse range of students because they come from a wide cross-section of families, and are selected without regard to social, economic or cultural factors. Palmerston North Boys' High School wishes to maintain that balance.

The Board of Trustees believes that the resources provided by Palmerston North Boys' High School will support an optimum roll of approximately 1680 students. This is the number of boys which the school's site, classrooms and shared facilities such as hall, library, gymnasium, swimming pool and outside area can reasonably be expected to accommodate.

Home Zone

All students who live within the home zone described below (and/or shown on the attached map) shall be entitled to enrol at the school.

Out of Zone Enrolments

Each year the board will determine the number of places which are likely to be available in the following year for the enrolment of students who live outside the home zone. A notice will be published stating how applications are to be made and will specify a date by which all applications must be received.

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

First Priority	This priority category is not applicable at this school because the school does not run a special programme approved by the Secretary for Education.
Second Priority	will be given to applicants who are siblings of current students.
Third Priority	will be given to applicants who are siblings of former students.
Fourth Priority	will be given to any applicant who is a child of a former student of the school.
Fifth Priority	will be given to applicants who are children of board employees.
Sixth Priority	will be given to all other applicants.

ENROLMENT SCHEME ZONING (cont.)

If there are more applicants in the second, third, fourth, fifth or sixth priority groups than there are places available, selection within the priority group will be by a ballot conducted in accordance with instructions issued by the Secretary under Section 11G(1) of the Education Act 1989. Parents will be informed of the date of any ballot by notice in a daily or community newspaper circulating in the area served by the school.

Applicants seeking second or third priority status may be required to give proof of a sibling relationship.

Acceptance Notification:

This will be done as per the "Administration Details for Enrolment Scheme".

Applications for College House:

The school maintains a boarding hostel for boys, College House. Applications for admission as a boarder will be accepted at any time and should be made directly to the Manager, College House, PO Box 4049, Palmerston North, 4442.

Students accepted as residents of College House will automatically be enrolled at Palmerston North Boys' High School.

Description of Home Zone

The description of the Home Zone begins on the corner of Botanical Road and Featherston Street. All homes within the following described area form Palmerston North Boys' High School Home Zone.

From the corner of Botanical Road and Featherston Street the Home Zone includes all houses on the northern side of the street or left hand side of the road travelling towards Palmerston North Boys' High School. It includes houses on the corners of Birmingham Street, Seddon Street and finishes at and includes 113, Flats A to E. Houses on the southern or right hand side of the road travelling towards Palmerston North Boys' High School on Featherston Street are all excluded from the zone.

The zone then travels down Pascal Street and all houses on the left hand side (eastern side) of the road are included in the zone and all houses on the southern side or right-hand side of the road are excluded, including the house on the corner of Pascal and Featherston Streets. From Pascal Street the zone turns left into Cuba, excludes any properties on the right hand side of the road, and includes, on the left hand side, Arena 1.

The zone turns right into Cook Street and includes all properties on the left hand side of the road, including properties on the corners of Willis and Main Streets. Excludes all properties on the right hand side (eastern). The zone travels the length of Cook Street, through Main Street, Church Street, Ferguson Street and College Street and the entire length of the street. Houses on the left hand side (western) of the street are included in the zone and houses on the right hand side (eastern) are excluded from the zone.

Properties on the left hand corners of Cook Street are included in the zone. This includes properties on the corners of Just Place. Turn left into Park Road and immediately right through the Victoria Esplanade and exit the Esplanade into Manawaroa Street. Houses on the left hand side are included in the zone including the houses on the corner of Manawaroa and Graham, both sides.

The zone then turns right into Fitzherbert, excluding houses on the right hand (western) side of the street. All properties on the left hand (eastern) side of the road from Wallace Park up towards the Fitzherbert Bridge are included in the zone. The zone travels across the Fitzherbert Bridge and includes all streets that lead off and include Summerhill Drive – (Mountain View Rd, Williams Tce, Heathcote Pl, Springdale Gr, Kea Pl, Lalena Gr, Ruapehu Drive, Kilkenny Pl, The Strand, Sycamore Gve) and Atawhai Rd – (Clifton Tce, Hillgrove Pl, Guernsey Pl, Fernwood Pl and Keiller Pl). The zone includes Aokautere Drive, and all streets that lead off it – (Ruapehu Dr, Cashmere Dr, Waicola Dr, Petersens Rd, Pacific Dr, Moonshine Valley Rd, Whiskey Way, up to and including Polson Hill Drive, The Bush Track) and loops back onto State Highway No 57 (Pahiatua Track) back to the intersection of Aokautere Drive and Fitzherbert East Road.

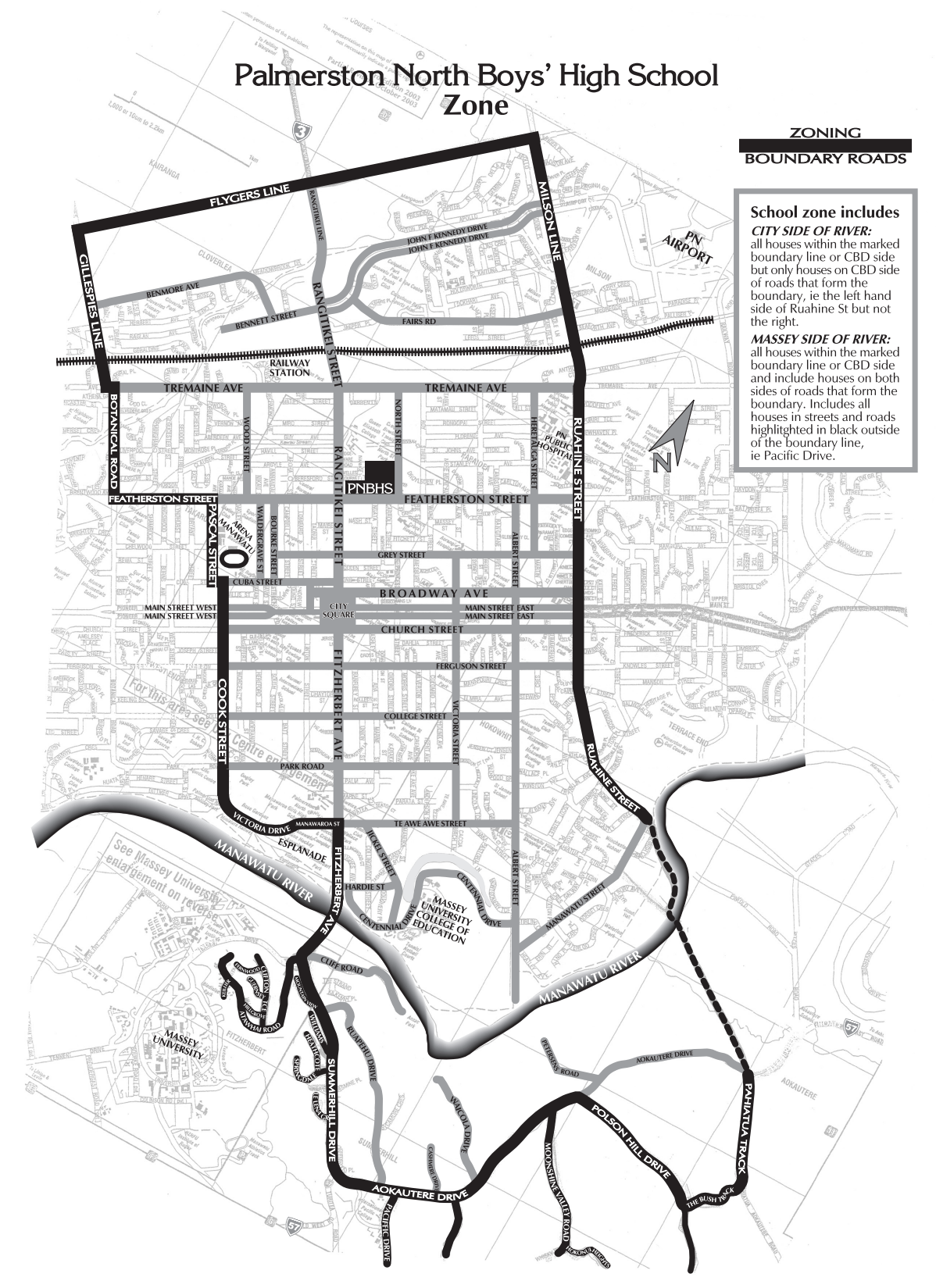
The zone then crosses the Manawatu River and includes all houses on the city side of the river up to the end of Ruahine Street. On the entrance to the river walkway and Bridal Track on Ruahine Street the zone then travels the length of Ruahine Street, excluding houses on the right hand (eastern) side from number 497, and includes all houses on the left hand side. All houses on the corners of Newcastle, Swansea, Franklin, Luton, Ferguson, Church, Main, Broadway, Grey, Featherston are included in the zone. All houses on the right hand (eastern) side of Featherston Street are excluded from the zone.

The zone extends across Tremaine Avenue, including the property on the left hand corner of Tremaine Avenue and Ruahine Street, number 753 Ruahine and continues over the Milson Ramp, continuing to exclude all properties on the right hand (eastern) side of the road. Properties on both corners of Fairs Road and John F Kennedy Drive are included in the zone.

The zone continues to travel the length of Milson Line and extends to Flyers Line. The zone turns left into Flyers Line and includes all properties on the city side (southern) of Flyers Line. Properties on the corner of Gemini Avenue are included in the zone. Properties on the Feilding side of Flyers Line are excluded from the zone. The zone travels along Flyers Line and crosses Rangitikei Line and continues to include properties on the city side of Flyers Line and exclude properties on the Feilding-Sanson side of Flyers Line. At the end of Flyers Line the zone turns towards the city in Gillespies Line and includes all property on the city (eastern) side of Gillespies Line. The zone excludes all properties on the right hand (western) side or boundary of the city.

The zone travels over the Cloverlea Ramp and rejoins Tremain Avenue. The zone includes properties on the corner of Admiral Place and Tremain Avenue, the shopping center on the left hand (eastern) of Botanical Road and continues down Botanical Road, on the left hand side, including houses from number 9 Botanical and excludes properties on the right hand (western) side of Botanical Road from number 10 Botanical Road. Houses on the corner of Belvedere Crescent are included in the zone. All houses on the right hand side travelling towards the river of Botanical Road are excluded from the zone. Houses on the corner of Liverpool Street, Westmere Place, Glasgow Street are included in the zone. The zone then turns into Featherston Street and joins with its original position.

Proof of residence within the home zone will be required. Each year, applications for enrolment in the following year from in-zone students will be sought by a date which will be published in a daily or community newspaper circulating in the area served by the school. This will enable the board to assess the number of places which can be made available to students who live outside the home zone.





Chapter 2: YEAR 9 COURSE OUTLINE

INTRODUCTION

CORE SUBJECT:

- ... English
- ... Mathematics
- ... Science
- ... Social Studies
- ... Physical Education and Health or Sports Development Programme.

CORE MODULES:

- ... Drama
- ... Information Communication Technology
- ... Te Ao Māori
- ... Character Education.

In Year 9 students placed in the top six streamed classes must take a Language or Music option subject for a full year. They also study two half-year option subjects. Students in the remaining classes study three half-year option subjects. The top four classes are accelerated. These classes study English, Mathematics and Science at an advanced level. There will be two or three Accelerated classes the following year (Year 10).

Two or three Learning Assistance Classes will be provided to cater for those students who have fallen behind in their learning and require more individual teacher input. These are small classes that have two teachers for Mathematics and English. Students in these classes are chosen carefully and a diligent work ethic and good behaviour are essential attributes for a student to remain in one of these classes.

The option subjects available to students are as follows:

- | | |
|-------------------------------------|-------------------------------------|
| ... French | ... Visual Arts |
| ... German | ... Commerce Studies |
| ... Japanese | ... Agriculture and Horticulture |
| ... Te Reo Māori me ōna Tikanga | ... Design and Visual Communication |
| ... English Language Tuition (ESOL) | ... Workshop Metal |
| ... English Support | ... Workshop Wood |
| ... Music Studies | ... Performance Music |



STRUCTURE OF YEAR 9

The Accelerate classes study the following at an advanced level

Mathematics
Science
English

The following year (2023) those selected study:

NCEA Level 1 Mathematics
NCEA Level 1 General Science
NCEA Level 1 English (one class)

Streamed classes:

The first six streamed classes study:

Core subjects: English, Mathematics, Science, Social Studies, Physical Education and Health and
Core module: Drama, ICT, Te Ao Māori and Character Education (half-year equivalent)
and
Option 1: (full-year) Music or Language
Option 2: (half-year)
Option 3: (half-year)

Remaining streamed classes

Core subjects: English, Mathematics, Science, Social Studies, Physical Education and Health
Option 1: (half-year)
Option 2: (half-year)
Option 3: (half-year)
Core module: Drama and ICT, Te Ao Māori and Character Education are compulsory subjects at Year 9 (half-year).

Learning Assistance classes:

Same as remaining streamed classes above

Structure of Year 9

Accelerate →	Must do a full year music or language option	ACCELERATE
		ACCELERATE
		ACCELERATE
		ACCELERATE
STREAMED		
STREAMED		
Streamed →		MIXED ABILITY
		MIXED ABILITY
		MIXED ABILITY
		MIXED ABILITY
	MIXED ABILITY	
	MIXED ABILITY	
Learning Assistance →	LEARNING ASSISTANCE	
	LEARNING ASSISTANCE	

CORE SUBJECTS

ENGLISH

OBJECTIVES:

To produce students who are literate and articulate in their use of the English language, and to develop a good understanding of its many forms of expression. These objectives are achieved through a course firmly based on the principles established in the New Zealand Curriculum.

CONTENT AND SKILLS:

A wide variety of skills, including reading, writing, viewing, speaking, listening, and presenting.

MATHEMATICS

OBJECTIVES:

All students need to handle numbers with familiarity, confidence and competence. Mathematics aims to give students grounding in fundamental aspects, enabling them to progress to Year 10 and then Senior Mathematics and have an understanding of mathematical concepts around them.

CONTENT AND SKILLS:

Year 9 Mathematics builds on what students have undertaken at Primary /Intermediate school. During the year, students will study units covering the following content areas: Number & Algebra, Geometry & Measurement and Statistics. Problem solving and Numeracy strategies will be taught throughout the year. Students are encouraged to develop and use a variety of non-calculator strategies in much of their work, although calculator use will be introduced.

SCIENCE

OBJECTIVES:

To introduce students to the fundamentals of General Science in order to enable them to better understand the scientific nature of the world around them.

CONTENT AND SKILLS:

The General Science course consists of learning basic Physics, Chemistry, Biology, Astronomy and Earth Science. Students get a good grounding in all scientific aspects, which form the foundations for further study in years 10 through to 13.

In the Junior Science programme, students will:

- ... gain an understanding of the world based on current scientific theories and fundamental concepts and their application in an everyday context
- ... learn about scientific processes, problem solve and develop further knowledge to make informed decisions about the world around them
- ... use scientific equipment, construct and interpret data, tables and graphs.

SOCIAL STUDIES

OBJECTIVES:

Social Studies education aims to enable students to participate in a changing society, as informed, confident and responsible citizens. Social Studies is not just a combination of Geography and History, but it does develop ideas and skills that are very useful in these important senior subjects. Social Studies involves the Social Science Curriculum.

CONTENT AND SKILLS:

The overlying theme is 'Myself and My Country'.

Students will study aspects of New Zealand at a local and national scale, and within a global context.

Our students will be taught to develop the key competencies:

- ... Relating to Others—being able to interact effectively with a wide range of people in a variety of contexts
- ... Participating and Contributing—being able to participate as part of local, national and global communities
- ... Thinking—being able to research, organize and evaluate for a wide range of purposes
- ... Use Language, Symbols and Text—being able to communicate effectively in different ways
- ... The Year 10 programme will expand the theme of "Surviving in a changing world."

PHYSICAL EDUCATION and HEALTH

OBJECTIVES:

Physical Education and Health at the junior level is designed to develop social, emotional, intellectual and physical skills. These are transmitted through movement, learning new skills, working in a unique environment with peers, discovering new challenges, understanding the effects of exercise on the body and the social interaction that can occur or be introduced through physical activity.

CONTENT AND SKILLS:

Through learning in Health and Physical Education, students will develop the knowledge, skills, attitudes and motivation to make informed decisions and to act in ways that contribute to their personal well-being, the well-being of other people, and that of society as a whole.

Each student will be involved in three periods of Physical Education or Health in a week. The programme is made up of modules in a gymnasium, outside (either on the fields or the all-weather courts), in the indoor heated pool, in the cardio room and in a classroom for Health.

CORE MODULES

Please note that the four Core Module subjects total the equivalent of one half-year option in terms of time allocation.

DRAMA

OBJECTIVES:

- ... A strong focus on developing student's self-confidence, so they are able to experiment and challenge their abilities in a supportive environment
- ... To improve students' levels of communication skills, through a series of verbal and physical processes
- ... To stimulate a growing awareness of themselves, relative to others in their community and the wider world
- ... Work effectively as part of a team, and relate and understand a wider range of people
- ... Goal setting
- ... Have an awareness of the Arts and a basis for Drama study at higher levels in the school.

CONTENT AND SKILLS:

Students will:

- ... Develop basic performance skills
- ... Understand the key terminology in Drama – techniques, elements, conventions and technologies
- ... Setting goals around the Key Competencies of: Thinking, Managing self, Relating to others, Participating, Contributing, Using language and Symbols

INFORMATION COMMUNICATION TECHNOLOGY

OBJECTIVES:

In this course students are exposed to PNBHS rules and regulations governing the use of the ICT network, computers, devices, programmes and applications.

CONTENT AND SKILLS:

Students are introduced to online learning tools that are used at PNBHS, such as Google classroom, Stratus (Moodle), Microsoft teams, One note and Microsoft Office 365. The course also has a coding element which is done through Code Combat. The students are able to develop their understanding of Computer Languages, design and programming.

Curriculum areas covered are:

- ... Computational thinking for digital technologies and
- ... Designing and developing digital outcomes.

These are all completed through Code Combat courses, designed for each individual student.

TE AO MĀORI

OBJECTIVES:

- ... To enable students to understand, experience and share in Te Reo Māori
- ... To encourage all students to use Te Reo Māori
- ... To ensure students pronounce Te Reo Māori correctly with confidence
- ... To immerse all students in Ngā Takaro. (Traditional games)

CONTENT AND SKILLS:

- ... Listening, understanding, and responding to everyday conversation
- ... To gain an understanding of Māori Culture and beliefs.

CHARACTER EDUCATION

OBJECTIVES:

- ... Character Education will focus on the development of those characteristics and qualities that are important in helping boys grow into confident, resilient, and happy young men.
- ... In this course Year 9 students will build strengths of character which will help them grow and develop so they can lead productive, ethical, and fulfilling lives.

CONTENT AND SKILLS:

- ... At Palmerston North Boys' High School, the character education and leadership programmes are designed to provide high-challenge experiences that motivate and educate students to care about their own character development, performance, contribution, and personal achievement.
- ... Students will enter a culture that demands and supports personal excellence, they will be guided to gain awareness, assisted to develop a positive attitude, and challenged to take action.
- ... The tasks and activities that the students undertake will strengthen their character in addition to promoting the principle of collective responsibility and service.
- ... Possibly the most important aspect of this programme is that students will know that "Character is what you do on the third and fourth tries". -James Michener

OPTION SUBJECTS

LANGUAGES

OBJECTIVES:

- ... To introduce students to a language and culture
- ... To develop students' understanding of the people and culture through a language.

French

This course includes:

- ... Basic phrases for interacting in French
- ... Experiencing French cultural practices
- ... Learn to speak about own interests, hobbies, family, sports, pets.

German

This course includes:

- ... Basic phrases for interacting effectively in German
- ... Experiencing German cultural practices
- ... Learn to speak about own interests, hobbies, family, sports, pets.

Japanese

This course includes:

- ... Greet and farewell people
- ... Express and respond to apology and thanks
- ... Recognise and respond to classroom expressions and simple instructions
- ... Use of the numbers 0 to 1000
- ... Basic vocabulary, sentence patterns and expressions.
- ... Learn Hiragana script

ENGLISH LANGUAGE TUITION (ESOL)

OBJECTIVES:

- ... To help each student to attain a level of written, spoken and technical competence and fluency in the English language.
- ... To help each student relate vocabulary learned to their core subjects.
- ... To teach a course that, whenever possible, meets learning needs.

CONTENT AND SKILLS:

A variety such as writing, reading, speaking (formal and informal), listening and editing.

The focus is mainly on:

- ... Grammar, punctuation, spelling, reading
- ... Comprehension
- ... Appropriate paragraphing skills
- ... Transactional, poetic and expressive writing
- ... Formal essay writing skills
- ... Informal and situational speech
- ... Listening: dictation, discussion and responding
- ... Word knowledge and usage for writing skills. Vocabulary building for language enrichment beyond the basic level of attainment.

ENGLISH SUPPORT

OBJECTIVES:

To develop literacy skills in students, in order to assist their learning in all subjects across the curriculum.

(This option is primarily for students having difficulties with reading and writing).

CONTENT AND SKILLS:

These fall into three categories:

Reading skills: word attack and comprehension

Writing skills: spelling; punctuation; grammar and legibility

Work skills: time management; concentration; perseverance.

MUSIC STUDIES

This is an entry level course providing an overview of creative music and musical literacy. It is a pathway to Year 10 Music Studies which focuses on contemporary music making. Please note, if your son has chosen this option and is placed in one of the top six classes this will become Performance Music which is the full year option.

OBJECTIVES:

To develop skills and understanding of music through:

- ... Developing basic practical skills as a performer
- ... Working as a member of a group to perform music
- ... Developing fundamental music literacy skills to read and perform simple music
- ... Create original music using music writing software.

CONTENT AND SKILLS:

Every student will:

- ... Develop some skills as a performer in a group and as a soloist
- ... Develop fundamental skills on keyboard, ukulele, and guitar
(Students are encouraged to learn an instrument through the school's Itinerant music programme or private tutors, though this is not compulsory)
- ... Develop fundamental skills in reading music at a grade one level
- ... Create their own music for unpitched percussion
- ... Create their own music using music software.

VISUAL ART

OBJECTIVES:

To enable students to develop practical art-making skills and aesthetic awareness while also developing creative thinking skills and art specific vocabulary.

Through engaging in the visual arts, students learn how to:

- ... Explore materials and techniques
- ... Work individually and collaboratively
- ... Celebrate their own and others' experiences and visual worlds.

CONTENT AND SKILLS:

In this course students are encouraged to explore the world around them through the Visual Arts and consider what message their artwork may offer others. Students will visually investigate a range of practical artistic styles and techniques and experiment with a range of ways to create art. The course aims to develop students' visual thinking within a range of processes including Drawing, Painting and Printmaking, challenging students to think laterally and use their imagination to create interesting artworks.

COMMERCE STUDIES

OBJECTIVES:

- ... To give students the tools to make real-life financial decisions in a changing world
- ... To enable students to take an effective part in economic activity and contribute to future economic well-being
- ... To help students to understand why and how individual groups and communities make decisions about the use of scarce resources.

CONTENT AND SKILLS:

- ... The economic system and its basic concepts
- ... Money and banking
- ... Incomes and budgeting
- ... Wise buying: the informed consumer
- ... Consumer rights and responsibilities.

A significant part of the course looks at current economic events and how these affect individual consumers, and the nation as a whole.

AGRICULTURE AND HORTICULTURE

OBJECTIVES:

To provide students with a balanced programme that involves both class work and practical work. This includes:

- ... A wide range of horticultural experiences
- ... An introduction to basic gardening theory and practice in New Zealand.

CONTENT AND SKILLS:

- ... The importance of various plant parts
- ... Propagation of plants from seeds
- ... The correct use of horticultural equipment and tools
- ... The importance of plant processes required for plant growth
- ... Sharing a garden plot which they grow vegetables in
- ... Introduction to New Zealand Agriculture and the Horticulture sector
- ... Basic landscape design.

DESIGN AND VISUAL COMMUNICATION

OBJECTIVES:

Junior Design and Visual Communication concentrates on product design supported by techniques such as freehand sketching, rendering, instrumental drawing, 2D digital media and 3D modelling. The course leads to media presentation spatial and product design projects at the senior levels. Students are strongly recommended to bring a Windows 10 laptop for a wide range of CAD design tasks. More details about the course and purchasing the right device can be found here: <https://bit.ly/PNBHSDVC>

CONTENT AND SKILLS:

- ... Carton and character design using freehand sketches and rendering
- ... Name tag and typographic portrait design using freehand sketches and 2d digital software
- ... Superhero themed product and media design project
- ... Cultural themed spatial design project using freehand ideation and 3D CAD modelling

WORKSHOP METAL

A Practical Project Based Programme

OBJECTIVES:

To introduce students to the safe use of engineering materials, equipment and processes used in mechanical engineering.

CONTENT AND SKILLS:

- ... Students will attain a basic level of safety awareness applicable to the workshop environment
- ... Students will be able to identify a range of basic engineering metals
- ... Students will gain entry level experience and knowledge of basic workshop hand tools, marking and measuring equipment and engineering processes
- ... Students should complete four practical projects.

WORKSHOP WOOD

A Practical Project Based Programme

OBJECTIVES:

To introduce students to the safe use of the materials, equipment and processes used in a workshop environment.

CONTENT AND SKILLS:

- ... An introduction to the basic knowledge of the properties of workshop materials
- ... The safe use and maintenance of workshop hand tools
- ... The safe use of limited workshop machinery
- ... It would be an advantage to select the Design Visual Communication option as well.

Full-Year OPTION SUBJECTS

FRENCH

OBJECTIVES:

- ... To broaden students' understanding of the French people, language and culture
- ... To develop confidence in communicating with native French speakers
- ... To provide opportunities to experience a different culture through travel to France
- ... To build cultural understanding and acceptance
- ... To expand students' abilities to interact with others across international boundaries
- ... To broaden career opportunities in an increasingly global world and economy
- ... To further students' understanding of English.

CONTENT AND SKILLS:

The study of Languages is now a key learning area in the New Zealand Curriculum Framework and all essential skills are developed through studying French. Listening, speaking, reading and writing skills are taught communicatively as part of the French programme.

Students learn the language required to communicate in certain situations:

- ... Greeting, farewelling and thanking people
- ... Introducing themselves
- ... Using language skills in the French classroom
- ... Communicating likes and dislikes
- ... Describing family and friends
- ... Developing thinking skills through communication
- ... Discussing food, shopping, sports and hobbies
- ... Experiencing French cultural differences and similarities.

It is essential to make the most of the opportunity to learn a language in Year 9, as it is not possible to start at Year 10.

GERMAN

OBJECTIVES:

- ... To broaden students' understanding of the German people, language and culture
- ... To develop confidence in communicating with native German speakers
- ... To provide opportunities to experience a different culture through travel to Germany
- ... To build cultural understanding and acceptance
- ... To expand students' abilities to interact with others across international boundaries
- ... To broaden career opportunities in an increasingly global world and economy
- ... To further students' understanding of English.

CONTENT AND SKILLS:

The study of Languages is now a key learning area in the New Zealand Curriculum Framework and all essential skills are developed through studying German. Listening, speaking, reading and writing skills are taught communicatively as part of the German programme.

Students learn the language required to communicate in certain situations:

- ... Greeting, farewelling and thanking people
- ... Introducing themselves
- ... Using language skills in the German classroom
- ... Communicating likes and dislikes
- ... Describing family and friends
- ... Developing thinking skills through communication
- ... Discussing food, shopping, sports and hobbies
- ... Experiencing German cultural differences and similarities.

It is essential to make the most of the opportunity to learn a language in Year 9, as it is not possible to start at Year 10.

JAPANESE

OBJECTIVES:

- Develop the skill, understanding and attitudes that facilitate the learning of other languages as well as the student's own
- Come to understand how Japanese people act and think
- Develop an appreciation of Japanese language and culture and also that of the student
- Communicate more effectively with Japanese people
- Promote tolerance and positive attitudes to people of different linguistic and cultural backgrounds
- Become confident in communicating with native Japanese people in social situations
- Preparing students as future ambassadors in a highly international world.

CONTENT AND SKILLS:

By the conclusion of the course, students should be able to:

- ... Greet and farewell people
- ... Ask about and respond to personal information about themselves
- ... Identify activities and describe them in a simple way
- ... Introduce themselves and others.
- ... Learn Hiragana - written script



TE REO MĀORI ME ŌNA TIKANGA

OBJECTIVES:

- ... To enable all students to understand, experience and share in Te Reo Māori and the Māori Culture.
- ... To encourage all students to use Te Reo Māori and learn their Whakapapa.

CONTENT AND SKILLS:

- ... Tikanga Māori:
 - Mihimihi (greeting)
 - Whakapapa (genealogy)
 - Karakia (prayer).
- ... Māori Culture:
 - Kapahaka
 - School Haka.
- ... Te Reo Māori:
 - Kupu hou (vocabulary)
 - Te hanga rerenga kōrero (creating sentence structures)
 - Kiwaha/kianga (phrases)
 - Whakatauki (proverbs).

Please Note: This full year course can be taken regardless of what stream you are placed in.

PERFORMANCE MUSIC

This is a full year course built on a Classroom Concert Band Programme. This is a broad-based course which can lead to music making in a range of contexts both in the classroom and potentially the school's top music groups.

OBJECTIVES:

To develop skills and understanding of music through:

- ... Developing practical skills as a performer on one or more instruments
- ... Working as a member of a group to perform music
- ... Developing music literacy skills to read, write and interpret music
- ... Gaining understanding of the key elements of a range of musical styles
- ... Create original music using music writing software.

CONTENT AND SKILLS:

Every student will:

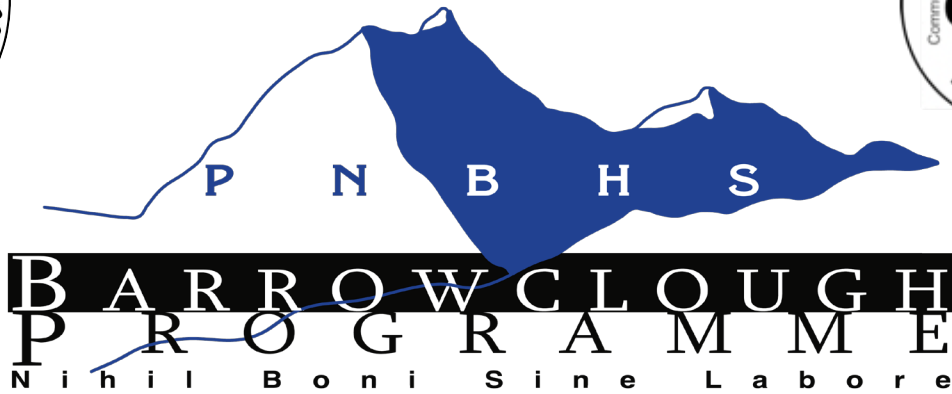
- ... Begin to learn or continue tuition on a concert band instrument for use in the Classroom Orchestra Programme which is central to the Performance Music option. They may also opt to learn another instrument through the school's Itinerant music program or private tutors.
- ... Develop skills as a performer in a group and as a soloist
- ... Develop skills in reading music through classwork and music lessons and use these skills to perform music in a range of styles
- ... Develop an understanding of the components of music and be able to discuss these elements in a range of contexts
- ... Create their own music for unpitched percussion and melodic instruments
- ... Create their own music using music software
- ... Use keyboards to compose and support their developing understanding of music reading concepts
- ... Become involved in co-curricular groups, bands, choirs, and ensembles.





NEW ZEALAND CURRICULUM KEY COMPETENCIES

Key Competency	Students who successfully transition into Year 9 at Palmerston North Boys' High School are able to:
Using Language, Symbols and Text	<ul style="list-style-type: none"> ... Write legibly ... Use basic punctuation correctly in their writing (commas, full stops, speech marks) ... Use capital letters correctly in their writing ... Use paragraphs correctly in written work ... Read with concentration for at least 15 minutes ... Spell basic words correctly ... Use basic mathematics skills (addition, subtraction).
Managing Self	<ul style="list-style-type: none"> ... Record their homework in their diaries each day ... Complete set homework tasks on a daily basis ... Work to deadlines for submitting assignments ... Bring the required materials to school each day ... Meet their commitments to sport and cultural activities ... Demonstrate a positive attitude and have a high level of motivation in the classroom and in new situations ... Keep their uniform tidy and meet high standards of personal grooming.
Relating to Others	<ul style="list-style-type: none"> ... Use their manners in interactions with teachers and peers ... Interact effectively with a diverse range of people ... Listen actively, recognise and respect different points of view, negotiate and share ideas ... Listen to teachers and follow instructions ... Work cooperatively with other students when completing group tasks.
Participating and Contributing	<ul style="list-style-type: none"> ... Be actively involved in sporting and/or cultural activities ... Meet basic classroom expectations such as raising their hand when contributing to class discussion ... The capacity to respond appropriately as a group member ... Understand the importance of balancing rights, roles and responsibilities ... Strive to produce their best effort with all tasks, even when they find the work difficult.
Thinking	<ul style="list-style-type: none"> ... Effectively share their ideas during discussion ... Ask questions when they realise they need assistance ... Use their initiative in new situations.



Academia • Character Development • Culture
Leadership • Service • Sport

The **Barrowclough Certificate** (Yr. 9 and Yr. 10) assists the achievement of the Palmerston North Boys' High School vision **To Develop Educated Men of Outstanding Character / Hai whakapakari o ngā tamatane kia purapura tuawhiti'**, who embrace the school values of **Courage, Humility, Industry, Integrity, Pride, and Respect**.

This is achieved through encouraging young men to strive to fulfil their potential in all aspects of their lives. The Barrowclough logo, an impression of Aoraki / Mt Cook, symbolises the pursuit of achieving worthy goals. **The Barrowclough Award** (Yr. 11, Yr. 12 and Yr. 13) provides extra incentive and recognition to those young men in the senior school who seek to challenge and extend themselves.

The **Barrowclough Programme** is named in memory of a prestigious old boy, Sir Harold Barrowclough. Sir Harold was a prominent sportsman, academic and leader at school from 1907 to 1912. He was Head Boy of both College House and the School during his final year.

On leaving school Sir Harold studied Law at Otago University, and served his country in both the First and Second World Wars. In World War I he was awarded the military Cross for 'exemplary gallantry' as a Company Commander during the Battle of Somme and later decorated with the DSO for 'conspicuous gallantry and able leadership' whilst commanding the 4th Battalion. During World War II he received a Bar to his DSO for leadership as the Commander of the 6th NZ Brigade during savage fighting around Sidi Rezengh during the second Libyan campaign. He reached the rank of Major-General and was selected to command the 3rd NZ Division in the Pacific. Following World War II he became the Chief Justice of New Zealand in 1953, a role he fulfilled for 13 years. He was appointed to the Privy Council in 1954 and was instrumental in the formation of the Court of Appeal as a separate court in New Zealand.



DATES AND CHECKLIST

2022 YEAR 9 ENROLMENTS

IMPORTANT DATES

MONDAY 26 JULY 2021	Applications for enrolments will be received from 8:00am on this date.
THURSDAY 5 AUGUST 2021	OPEN DAY Meet at the Speirs Centre at Day Session 9:45am Evening Sessions 5:30pm and 7:00pm
MONDAY 6 SEPTEMBER 2021	Enrolment applications close, 4:30pm.
TUESDAY 14 SEPTEMBER 2021	Acceptance letters emailed.
TUESDAY 21 SEPTEMBER 2021	Final date for parents to accept or decline an offer of enrolment.

NEW ENTRANTS' ENROLMENT ORIENTATION EVENING

THURSDAY 21 OCTOBER 2021	A meeting will be held in the School Assembly Hall at 7:00pm for 2022 Year 9 students and their parents. It is essential for all to attend this meeting where a general introduction will be given to the school and its approach to education. There will also be an opportunity for parents to discuss any concerns with staff.
19 - 21 OCTOBER 2021	Entrance Tests will be conducted at PNBHS. The specific dates and times for these will be advised if your son is accepted.

ENROLMENT CHECKLIST

You will be required to complete and submit the following electronically:

- ☐ Year 9 Student Enrolment Form (1)
- ☐ Health (2)
- ☐ Year 9 Subject Choice Form (3)
- ☐ Network / Internet Acceptable Use Form (4)
- ☐ Authenticity Acknowledgement Form (5)
- ☐ Education Outside the Classroom Form (6)
- ☐ Birth Certificate (if born in NZ)
- ☐ Proof of In-Zone Residence (i.e. power/phone account)
- ☐ Passport and Visa/Residency documents (if not a New Zealander)
- ☐ Sports Development Programme Form (if applicable)
- ☐ Court Order Document (if applicable)