



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 Blair van Stipriaan



Senior Master
Mr Grant Sinclair



Senior Master
Mr Howard Pinder



Senior Master
Mr Paul Gibbs



Year 8 Dean
Mr David Barwick



Year 9 Dean
Mr Jason Moore



Year 9 Dean
Mr Jason Cudby



Dean of Māori Student
Achievement
Mrs Debra Marshall-Lobb



College House
Manager
Mr Matthew Davidson



Leadership
Director
Mr Anthony Lobb



School Counsellor
Mr Stephen Dawson



School Counsellor
Mr Brett Greer



Accelerate
Programme
Co-ordinator
Mr Ken Benn



Sports Dean
Mr Scott Davidson



Student Support
Mrs Barbara Shorter

CONTENTS

Chapter 1: General Information

Vision	4
School Profile & Board of Trustees	4
Our Philosophy of Educating Young Men	5
Our Graduate Profile	6
Our Code	7
Awards & Scholarships	8
Clubs	8
Pool & Gymnasium	8
Times, Dates & Attendance	9
School Donations and Payments	9
Getting to School	9
Class Organisation & Courses	10
Staff	11
School Uniform Supply & Price List	13
Sports Uniform Price List	13
Uniform Shop Times	14
Uniform Shop Appointments	14
Second Hand Uniforms	14
Fundamental School Rules	15
Basic School Rules	16
Obtaining Further Information	19
Enrolment Scheme Zoning	19

Chapter 2: Year 9 Course Outline

Introduction	22
Structure of Year 9	23
Core Subjects	
English	24
Mathematics	24
Science	24
Physical Education & Health	24
Social Studies	25
Core Modules	
Character Education	25
Drama	25
Information Communication Technology	26
Te Ao Māori	26
Option Subjects	
Commerce	26
ELT (English Language Tuition/ESOL)	26
Horticulture	27
Languages	27
Literacy	27
Music Studies	28
Technology Design and Visual Communication	28
Visual Arts	28
Workshop Metal	29
Workshop Wood	29
Full-Year Option Subjects	
French	29
German	30
Japanese	30
Performance Music	31
Te Reo Māori me ōna Tikanga	31
New Zealand Curriculum Key Competencies	32
Barrowclough Programme	33
Key Dates & Checklist	34



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.

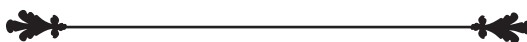
VALUES

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 Manawatū. It has an equity index number of 431, able to accommodate some 1800 students, including 185 boarders and 50 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 (69.6%); Māori (27%); Pasifika (9.3%); Asian (15%); other European (6.8%); and Other (1.7%).

The student population is made up of both urban and rural students from all areas of the Manawatū, 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 2024)

Mr Grant Watts - Chairperson

Mr David Bovey - Rector

Mr Bevan Erueti - Parent representative

Mrs Jodi Jamieson - Parent representative

Mr Tony Mafi - Parent representative

Mr Simon O'Connor - Parent representative

Mrs Anna Stephenson - Parent representative

Miss Sue Taylor - Staff representative

Master Yacob Alemu - 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 |Hai Whakapakari i Ngā Tamatāne Kia Purapura Tuawhiti. In striving to realize 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 –an emphasis on academic achievement and on providing 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. 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 more than 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 all-round education for boys, is at the heart of what we do.

The young men at PNBHS are encouraged to achieve in the classroom and to combine this with sporting and cultural activities. This balance will enable them to be challenged and extended in a range of areas, helping prepare them for life beyond our gates. 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 and scholarship results. Our involvement in the Super Eight Schools organisation provides further opportunities to compete at the highest level, both on the sports field and on the stage. The 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. 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 way what we all do becomes 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 realize 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>Courage Tū Māia: 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>Humility Ngākau Mahaki: 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>Industry Te mahi tahi: 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>Integrity Tū Rangatira: 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>Pride Tū Whakahī: 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>Respect Tū Whakaaute: 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	<ul style="list-style-type: none"> I regularly have appropriate equipment. I ask questions to clarify and improve my learning and am proactive in meeting deadlines I am an active learner who shows initiative I work positively in a group environment and often display leadership I demonstrate well-reasoned and reflective decision making I regularly use appropriate academic language, symbols and text 	<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> <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>
4	<ul style="list-style-type: none"> I regularly have appropriate equipment. I usually ask questions to clarify and improve my learning and meet deadlines I am an active learner who shows some initiative I work positively in a group environment and sometimes display leadership I often demonstrate well-reasoned and reflective decision making I mostly use appropriate academic language, symbols and text 	<p>Industry Te mahi tahi I plan my time carefully and work productively to complete tasks</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>
3	<ul style="list-style-type: none"> I regularly have appropriate equipment. I sometimes ask questions to clarify and improve my learning and usually meet deadlines I take responsibility for my learning I generally work positively in group environments I am developing well-reasoned and reflective decision making skills I generally use appropriate academic language, symbols and text 	<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>Thinking : I can form well thought out arguments. I draw on my content knowledge to critically analyse and make justified arguments</p>
2	<ul style="list-style-type: none"> I sometimes have appropriate equipment. I take little responsibility for my learning and rarely meet deadlines I sometimes take responsibility for my learning I sometimes contribute positively in group environments I sometimes demonstrate thoughtful responses I can use appropriate academic language, symbols and text when prompted 	<p>Pride Tū Whakahī 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>Using Language, Symbols & Text : I can use appropriate academic language in written and verbal communication</p>
1	<ul style="list-style-type: none"> I rarely have appropriate equipment and do not meet deadlines I rarely take responsibility for my learning I rarely contribute positively in group environments I rarely demonstrate thoughtful responses I rarely use appropriate academic language, symbols and text 	<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 8.40am and concludes at 3.20pm. 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 2025 are:
 - TERM 1: Monday 27 January to Friday 11 April
Monday 27 January Senior Course Confirmation (Years 11, 12 & 13 only - 8.30am - 1.00pm)
Tuesday 28 January Course Confirmation (catch-ups)
Wednesday 29 January (Years 11, 12 & 13 commence - 9.00am - 12.30pm)
Thursday 30 January (Years 9 & 10 commence - 9.00am - 3.20pm)
Friday 31 January - All students return (8.40am - 3.20pm)
 - TERM 2: Monday 29 April to Friday 27 June
 - TERM 3: Monday 14 July to Friday 19 September
Thursday 29 August Tournament Week School Holiday
 - TERM 4: Monday 6 October to Friday 5 December
Friday 5 December Teacher Only Day
 - Holidays 6 February - Waitangi Day - Thursday
2 June - King's Birthday - Monday
20 June - Matariki Public Holiday - Friday
27 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 & 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. Currently free bus transport is available from the following outlying areas - please note this is being reviewed:

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 that there will be fifteen Year 9 classes in 2025. There will be six accelerate classes, a further seven mixed ability classes and two learning assistance classes. The six accelerated classes complete an academic extension programme including either compulsory Performance Music or one of the four language options. The nine remaining classes all have more time allocated to their core subjects. All Year 9 students are involved in Physical Education and Health Classes.

Year 10

There are a range of Accelerate, Streamed, Mixed Ability, and Learning Assistance classes provided at Year Ten. The number in each category is dependent on cohort population but to give an indication of a typical year, in 2024 there were three Accelerate classes, two Streamed classes, eight Mixed Ability classes and two Learning Assistance classes.

The Accelerate classes enter NCEA Level One Mathematics, Science and History/Geography (this replaces Social Studies). One or more classes will also study Level One English.

Previously, Streamed classes have also been entered in NCEA Level One Mathematics, although this is cohort dependent. Students who demonstrate considerable academic ability (based on Year Nine results) and the required work ethic will be invited to join this programme at the end of Year Nine. It is possible that students from any Year Nine class can be offered a position in the Level One classes if their grades suggest this.

Streamed classes will study the Year 10 core subjects at an extension level. Students in the remaining classes (Mixed Ability and Learning Assistance) will study the Year 10 core subjects English, Mathematics, Science and Social Studies.

All Year 10 students choose four half-year option subjects. Note that students who select a Language or Performance Music, they will effectively get three as opposed to four option subjects since Language or Performance Music are full-year courses. Physical Education and Health are compulsory for all Year 10 students.

Year 11

Students will be placed in an NCEA banded English and Mathematics based 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 short courses, work experience, Trades Academy and/or Gateway programmes. Year 12 students who have not 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 Year 12 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 Outdoor Education ‘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 2025 have not been completely finalised and there may be some changes to the structure described above.

STAFF

(as at June 2024)

Management Team

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

Teaching Staff

Baines A (Mrs); BA
Barwick D; BEd
Belcher S (Mrs); BA
Belton C (Mrs); BA
Benn K; MEd, BEd, BSc
Bland R; (Dr) PhD (Molecular Medicine)
Botha J; LAT
Braddock D; BPhEd; MTchgLn
Briggs W; Adv.TCert
Bryant K; BA; GDipTchg
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 R; BEd, Adv.TCert
Dawson S; BA (Hons), PGCE
De Klerk, BSc (Hons)
Dredge P; BA
Dubbeldam R; GDipTchgLn, BSES
Ducre A; BBS
Durie D P; BEd
Durston S (Mrs); BA, GDipTchg
Finch P; BSc (Hons), DipPE
Fogarty R; Adv.TCert, DipSpecSubj - Technology
Fone S (Ms); BA, GDipTchgLn
Gardner V (Mrs); BA (Geo), GDipTchg (Sec)
Gleeson E; BTech (Hons), GDipTchgLn
Goerke J; BSpEx
Gooch G; BCom
Gray E (Ms); BEd
Greer B; BEd (Hons)
Gunning T; BA, DipBusStud
Haggas H (Mrs); BA, DipTchg
Hann P V; MEd (Hons)
Harrap C; BSc (Hons), PGCE (UK)
Henderson S; BEd
Higgie C; BA
Hodge W; BA
Horvath N; BSc, BA, GDipEd
Jacob N; (Mrs); BFA, GDipTchgLn
James A, BEd, Dip Tchg
James C; BA, PGCE
Jochem R; BHort
Johnson P; MA, BSc (Hons)
Kaandorp K (Mrs); BAVI
Karn A (Ms); MA(Germany)
Kearns N; BC, GDipTchgLn
Kensington B; BBS, DipPolicing
Kenzie S; BComm, DipSportsMgmt
Kwan A; BAS, BArch (Hons), GDipTchg
Langley N; M Phil, BSc(Hons), PGDipEnvDev
Larsen S; BA, GDipTchg
Leighton M; BBS, DipProfAcctg
Liengme D; MSc, MEMgmt
Lobb A; BEd
Long D; BEd
Luttrell N; NZ Cert Carpentry
Macdonald H; BA
Mannering S (Dr); PhD, MTchg, BSc
Marks P (Ms); BA
Marshall D, BTchg
Marshall-Lobb D (Mrs); BEd, PGDipEd
Marx R; BA
McDougall A; BspEx, DipSecTchg

Rector
Deputy Rector
Senior Master
Senior Master
Senior Master
Senior Master

History (HOD)
Dean (Year 8), Careers Advisor
Drama
Languages (HOD), Classical Studies, French
Accelerate Programme Co-ordinator, Mathematics
Biology (HOD), Science
Business Studies, Commerce
English, C/H Master
Technology (Construction), Technology (Joinery)
Geography, Social Studies
Drama (HOD), English, SCT
Social Studies (HOD), History
Dean (International), Agriculture, Gateway/PITO, Horticulture
Physics (HOD), Science, Bus Controller
Mathematics, Manager College House
Dean (Year 11), Sports & Cultural Dean, Sports Dev Co-Ord, C/H Master
Technology (Construction), Technology (Joinery)
Guidance Counsellor
Mathematics, Physics, Science
Music
Social Studies, Sports Development Basketball
Mathematics, Timetabler
Physical Ed (HOD), Physical Ed. Studies, High Perf Sport, C/H Master
English
Director of Sport, High Performance Sport, Sport Development, C/H Master
Technology (HOD) (Automotive, Construction, Joinery, Metal, Wood)
English, History
Social Sciences (HOD), Geography, Social Studies
Technology (Metal), Electronics
Physical Education, Sports Science (Started Term 2)
Mathematics, Assistant Timetabler
Dean (Year 10), Health, Physical Education
Guidance Counsellor
Geography, Social Studies
Employment Pathway, Physical Education, Social Studies
RTLb, Special Education
Geography, Social Studies
Physical Education, Sports Science
Media Studies (HOD), English
History, Social Studies, Sport Development Football
Physics, Science
Visual Art Design, Visual Art Photography
Learning Support (HOD), English, Literacy
Social Studies
Horticulture (HOD)
Gateway Co-Ordinator
Visual Art Design, Visual Art Digital
German, Social Studies
English
Dean (Year 13), Mathematics, Sport Development Hockey, C/H Master
Business Studies, Economics
Technology (HOD) (Design and Visual Communication)
Biology, Science
Mathematics
Accounting, Commerce
Electronics, Physics
Leadership Director
Technology Wood, (Left end of Term 3)
Technology (Construction)
Dean (Year 10), English (Asst HOD)
Biology, Science
English
English, Te Reo Māori
Dean (Māori Achievement), Te Reo Māori
English, Social Studies
Mathematics, Assistant College House Manager

McFarlane S; B.SpEx		Dean (Year 11), Accounting, Physical Education, Sports Science	
McGechan T (Mrs); BA, GDipTchngLn		English Language Tuition, ESOL, Japanese	
McKnight L; BCom, GDip Tchng		Accounting, Commerce	
McQueen-Davies G; BSc		Dean (Year 12,) Mathematics, C/H Master	
McTamney T; BSc		Mathematics, Sport Development Basketball	
Meehan J; BInfoSc		Mathematics, Physical Education, C/H Master	
Miller A; BSc (Hons), G DipTchngLn		Science, Social Studies, Sport Development Football	
Miller G; BA		NZ Studies, Social Studies, Outdoor Education Co-Ordinator	
Mills C (Mrs); BEd (Hons)		Science	
Mills P; BSc, PGCE		Science, Physics	
Mizutani Y (Ms); GDipTchngLn		Japanese	
Moore J; BEd		Dean (Year 9), Physical Ed, Sports & Exercise Studies	
Newson, C (Mrs) BSc, PGDipSecTchng		Mathematics	
Noema-Barnett A; BA, DipSecTchg		Business Studies, Commerce, Economics	
Northcott H; GDipTchngLN, BSES		Physical Education, Sports and Exercise Studies, C/H Master	
Ong V; MSc, BSc		Mathematics	
Orme S (Mrs); BSc, DipTchng		Physics, Science	
Paku N (Mrs); BTchg		Te Reo Māori	
Papworth M (Mrs); MA		English	
Parker N (Dr); PhD (Chemistry)		Chemistry, Physics, Science, Pūhoro Science Co-ordinator	
Patterson J; (Ms) BA		English, Media Studies	
Pearce D; MMVA(Hons), BFA, GDipSecTchg		Technology (Design & Visual Communication), Visual Art Biology,	
Pearson K (Mrs); BSc, PGDipSc, GDipTchngLn		Science	
Pegler D; MHortSc		Biology, Science	
Pfeffer-Marshall K (Mrs); BFA, BEd		Visual Arts (HOD), (Design/Painting/Photography)	
Power S (Miss); BA		English	
Ramiroz M; BPE (France)		French, Physical Education	
Reid G (Mrs); MPhil, BSc (Hons)		Science (HOD), Chemistry,	
Richter M; BEd		Technology (Joinery), Technology (Wood)	
Robertson K (Miss) BA, GDipTchng		English	
Ross J; BBS		Mathematics (Asst HOD)	
Roydhouse M; LAT		Technology (Automotive), Technology (Metal)	
Sawyer M; BSc, GDipTchngLn		Mathematics	
Scott J (Ms); BA (Hons)		English	
Shankaran D; BEd		English	
Siebert J; BA, HDE		English (HOD), Dean (Year 13)	
Smith A; BSc, PG DipEd		Mathematics	
Smith M (Dr); MSc (Hons), PhD		Mathematics (HOD)	
Squire H; NZ Cert (Joinery L4)		Dean (Year 9),Technology (Construction), Technology (Joinery)	
Stern A; BSc		Digital Technology (HOD)	
Strickland J; BEd		Te Reo Māori (HOD), Māori Performing Arts	
Taylor S (Miss); BSc		Chemistry (HOD), Science, Principal's Nominee	
Thompson H, NZ Cert Mec Eng, NZ Cert		Technology (Automotive), Technology (Joinery), Technology (Metal)	
AutoEng Tither K; MSc (Sport Med), BA, BBS,		English	
Dip Tch Tomlinson D; BPhyEd		Physical Education, Sports Science, Social Studies	
Toomer D; BAdmin Leadership		ICT (HOD), Mathematics, Technology (Digital)	
Truter P; BSc, HDE		Mathematics	
Tularam A (Dr); PhD (Mathematics)		Mathematics	
Turnock D; BA, BSc (Hons)		Commerce (HOD), Business Studies, Commerce, Economics	
Van Eyk S (Dr); PhD (Chemistry); BSc (Hons)		Chemistry, Science	
Vindriis S; BTech		Dean (Year 12), Mathematics	
Vitkovitch J (Ms); MATI, BA (Hons), GDipTch/Ln		English	
Woisin N (Mrs); BEd		Mathematics	
Young G; BEd, PG DipEd		Music (HOD)	
Young-Wilson M (Ms); B Bus, GDipTchg,		International Director, Accounting	
Zhao Y; MSc, PGDipTchg		Chemistry, Science	
Administration & Support		Lee R (Mrs)	International Accomodation Manager
Alderdice J (Mrs)	Uniform Shop Administrator	Leighton S	Archives, Old Boys' Assn
Bovey V (Mrs)	Community Relations Administrator	Lui R (Ms)	Attendance Officer
Burgess D (Ms); ACA, Dip Bus, Dip Mgmt	Business Manager	Martin M (Mrs)	Finance Officer
Burt T (Mrs)	Librarian	McAnulty K	Property Manager
Calton L	Sports Co-ordinator	Moafanua L (Ms)	Attendance Advisor
Calton R (Mrs)	Science Technician	Mori B	PE Assistant/Teacher Aide
Cowie B	Grounds Person	Mortiboy E (Miss)	PE Assistant
Davies A (Mrs)	Library Assistant	Pauling L (Ms)	Finance Officer
Dearlove H (Ms)	Arts Co-ordinator	Pawson W	Technology Technician
Doyle D (Mrs)	Administration Secretary/Receptionist	Phillips H (Mrs)	Attendance Administrator
Edwards D	Attendance Services Manager	Pinkney T (Mrs)	Science Technician
Etchells A (Mrs)	Academic Administrator	Reed L (Ms)	International Administration Assistant
Hallett D	Attendance Advisor	Robson S	Teacher Aide
Hassani H (Mrs)	Bilingual Teacher Aide	Roydhouse R (Mrs)	Copy Centre Administrator
Hemara B	Rugby Development Co-ordinator	Seekup A (Ms)	Human Resources
Hennessy K (Mrs)	Accounts Assistant	Shorter B (Mrs)	Student Support Centre
Huston L (Mrs)	Receptionist	Sinclair K (Mrs)	Rectors' Secretary
Kennedy D (Mrs)	Librarian Assistant	Tomlinson J (Mrs)	Academic Administration
King J D	Archivist	Wenham R (Mrs)	Community Relations Officer
Lalogafau M	Pasifika Dean	Wenham S (Miss)	Marketing, Communications and Events Coordinator
Lanfear Q	Maintenance Officer	Whanau K (Ms)	Student Secretary/Administrator
Langley V (Mrs)	Library Manager	Williams L	Teacher Aide
		Woodman J	Grounds/Maintenance

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. A representative from The Athlete's Foot will be available to help with any footwear requirements.

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

School Uniform

Grey shirt – long sleeve/monogrammed	\$52
Grey jersey (junior) monogrammed	\$98
Black jersey (senior) monogrammed	\$98
Navy shorts	\$62
Black socks	\$15 per pair
Sock Garters	\$5
Scarf (optional)	\$30
Wet weather black jacket (optional)	\$95

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

School Tie	\$29
Grey Trousers (long/seniors Term 2 and 3)	\$65
White shirt (long sleeve/PNBHS embroidered)	\$40
College House Blazer	\$320
Senior Blazer	\$290

PE Gear

PE white shorts	\$38
Murray House gold shorts	\$38
Club singlet	\$35
Navy caps	\$20
Black swimming togs	\$40

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 10-5XL 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	\$12
CRICKET and RACQUET SPORTS	Shirt	\$62
	Shorts	\$42
HOCKEY, FOOTBALL and VOLLEYBALL	Shirt	\$62
	Shorts	\$42
	Socks	\$18
RUGBY	Jersey	\$95
	Shorts	\$38
	Socks	\$18
TOUCH	Shirt	\$54
WATER POLO	Togs	\$68
SHORT SLEEVE WARM UP TEE (All Sports)		\$35
LONG SLEEVE WARM UP TEE (All Sports)		\$45
CANOE POLO	Rash top	\$80
TABLE TENNIS	Shirt	\$42
	Shorts	\$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 2.30pm – 4.30pm

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 2024/2025

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 30 September 2024.

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 6 November – Friday 29 November 2024

Monday - Wednesday 4.30 pm - 7.00 pm

Thursday - Friday 3.30 pm - 6.00 pm

Tuesday 7 January – Friday 17 January 2025

Monday - Friday 12.00 pm - 2.00 pm and 3.00 pm - 7.00 pm

- ... 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.

Not with standing 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 & 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 prize giving, ANZAC service, athletic sports 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 If contact with school was not made on the day of the absence, then a letter explaining the 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.

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 3.30 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 & 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 H Squire
Year 10 Deans	Mr H Macdonald, Ms L Gray
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	Mrs D Marshall-Lobb
Accelerate Programme Coordinator	Mr K Benn
International Director	Mrs M Young-Wilson
International Dean	Mr J Cudby
Sport Dean	Mr S Davidson
Director of Sport	Mr P Finch
Guidance Counsellors	Mr S Dawson, Mr B Greer
Careers Advisor	Mr D Barwick
Bus Controller	Mr C Currie
Sports Co-ordinator	Mr L Calton
Arts/Music Co-ordinator	Ms H Dearlove
Senior Master	Mr P Gibbs
Senior Master	Mr G Sinclair
Senior Master	Mr B van Stipriaan
Senior Master	Mr H Pinder
Deputy Rector	Mr G Atkin
Rector	Mr D Bovey
Phone	06 354 5176
e-mail	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 School Board believes that the resources provided by Palmerston North Boys' High School will support an optimum roll of 1800 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 shown on the attached map shall be entitled to enrol at the school Both sides of each road are included in the zone unless otherwise stated.

In a clockwise direction:

1. The zone begins at the intersection of Gillespies Line and Flyers line and travels northeast on Flyers Line to its intersection with Milsons Line. Only addresses on the southern side of Flyers Line are in zone.
2. At the intersection of Flyers Line and Milsons Line, the zone travels southeast on Milsons Line to its intersection with Tremaine Avenue and Ruahine Street. Only addresses on the western side of Milsons Line are in zone.
3. At the intersection of Milsons Line, Tremaine Avenue, and Ruahine Street, the zone travels south on Ruahine Street to the eastern boundary of 508 Ruahine Street. Only addresses on the western side of Ruahine Street are in zone.
4. From the eastern boundary of 508 Ruahine Street, the zone travels east through the Fitzroy Bend Reserve carpark to the Manawatū River Pathway and then travels overland in a south-easterly direction across the Manawatū River to the intersection of Aokautere Drive (SH57), Fitzherbert East Road, and Pahiataua Aokautere Road. No addresses on Fitzherbert East Road or Pinfold Road are in zone.
5. At the intersection of Aokautere Drive (SH57), Fitzherbert East Road, and Pahiataua Aokautere Road the zone travels south on Pahiataua Aokautere Road to its intersection with The Bush Track. 95 and 98 Pahiataua Aokautere Road are not in zone.
6. From the intersection of Pahiataua Aokautere Road and The Bush Track, the zone travels southwest on The Bush Track to its intersection with Polson Hill Drive.
7. At the intersection of The Bush Track and Polson Hill Drive, the zone travels south on Polson Hill Drive to its southernmost end. All addresses numbered on Polson Hill Drive are in zone.

8. From the southernmost end of Polson Hill Drive, the zone travels overland southwest following in zone land parcels to the intersection of Atlantic Drive and Pacific Drive. All addresses numbered on Moonshine Valley Road, Whisky Way and Atlantic Drive are in zone.
9. At the intersection of Atlantic Drive and Pacific Drive, the zone follows Pacific Drive northwest to its intersection with Aokautere Drive (SH57). All addresses on Cyprus Place and Varsity Heights are in zone.
10. At the intersection of Pacific Drive and Aokautere Drive (SH57), the zone follows Aokautere Drive west to its intersection with Summerhill Drive and Turitea Road (SH57). Only number 2 Turitea Road is in zone.
11. From the southern boundary of 2 Turitea Road, the zone travels overland west following in zone land parcels to the centre of the Turitea Stream and then follows the Turitea Stream north to its intersection with Tennent Drive. Only addresses on the eastern side of the Turitea Stream are in zone.
12. At the intersection of the Turitea Stream and Tennent Drive, the zone follows Tennent Drive north to its intersection with the Fitzherbert Avenue Bridge. Only addresses on the eastern side of Tennant Drive are in zone.
13. At the intersection of Tennent Drive and the Fitzherbert Avenue Bridge, the zone travels north over the bridge continuing on to the intersection of Fitzherbert Avenue and Manawaroa Street. Only addresses on the eastern side of Fitzherbert Avenue are in zone.
14. At the intersection of Fitzherbert Avenue and Manawaroa Street, the zone travels west on Manawaroa Street to its intersection with Victoria Drive where it then follows Victoria Drive to the intersection of Victoria Drive, Park Road, and Cook Street.
15. At the intersection of Victoria Drive, Park Road, and Cook Street, the zone travels north on Cook Street to its intersection with Cuba Street. Only addresses on the eastern side of Cook Street are in zone.
16. From the intersection of Cook Street and Cuba Street, the zone travels west to the intersection of Cuba Street and Pascal Street where it then travels north on Pascal Street to its intersection with Featherston Street. Only addresses on the eastenn side of Pascal Street are in zone.
17. At the intersection of Pascal Street and Featherston Street, the zone travels west on Featherston Street to its intersection with Botanical Road. Only addresses on the northern side of Featherston Street are in zone.
18. At the intersection of Featherston Street and Botanical Road, the zone travels north on Botanical Road to its intersection with Tremaine Avenue, Gillespies Line, and Admiral Place. Only addresses on the eastern side of Botanical Road are in zone.
19. From the intersection of Botanical Road, Tremaine Avenue, Gillespies Line, and Admiral Place, the zone travels north on Gillespies Line and returns to the beginning point at the intersection of Gillespies Line and Flyers Line. Only addresses on the eastern side of Gillespies Line are in zone.

In-Zone Enrolments

Proof of residence within the home zone may 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 by notice in a media suitable for the local community. This will enable the school board to assess the number of places which can be made available to students who live outside the home zone.

Out of Zone Enrolments

Each year the board will determine the number of places, and thenumber of pre-enrolment periods, which are likely to be available in the following year for the enrolment of students who live outside the home zone. The school board will publish this information by notice in a media suitable for the school and wider local community. The notice will indicate how applications are to be made, the date by which all applications must be received, and the date any ballot will be held.

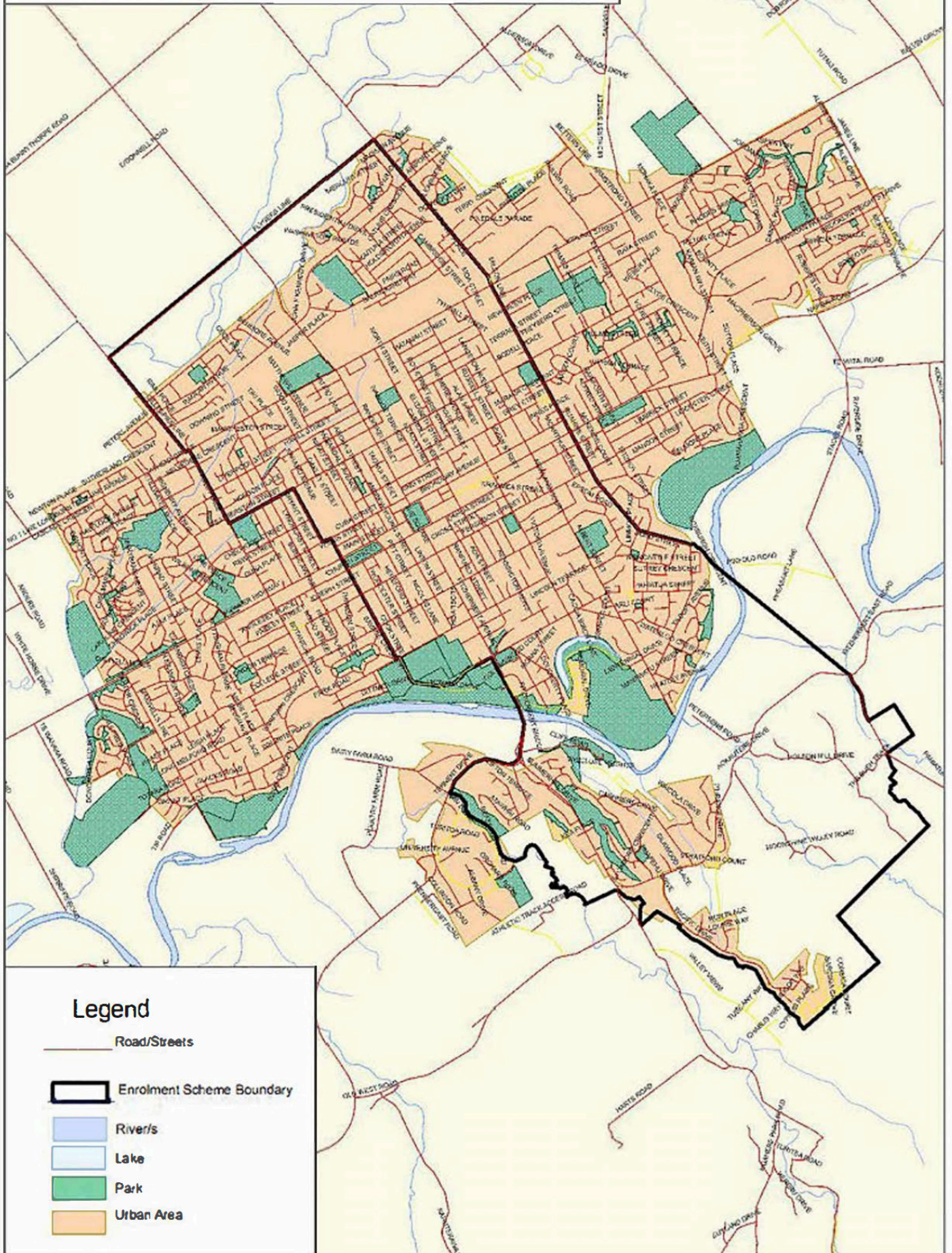
Applications for enrolment will be processed in the following order of priority, according to legislation:

First Priority	This priority category is not applicable to this school as it does not operate a special programme approved by the Secretary of 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 any applicant who is either a child of an employee of the board of the school or a child of a member of the board of the school.
Sixth Priority	will be given to all other applicants.

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

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 Schedule 20, Clause 3 of the Education and Training Act 2020.

Palmerston North Boys' High School (202) Enrolment Scheme Home Zone





Chapter 2: YEAR 9 COURSE OUTLINE

INTRODUCTION

CORE SUBJECT:

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

CORE MODULES:

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

In Year 9 students placed in the top six accelerate 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 English and additional support in Mathematics. 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:

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



STRUCTURE OF YEAR 9

Accelerate classes:

These classes study:

- Core subjects: English accelerated, Mathematics accelerated, Science accelerated, 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)

The following year those selected for the Year 10 Accelerate Programme

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

Mixed Ability Classes:

These classes study:

- 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, ICT, Te Ao Māori and Character Education (half-year equivalent)

Learning Assistance classes:

These classes study the same as Mixed Ability classes.

Structure of Year 9		
Accelerate →	Must do a full year music or language option	ACCELERATE ACCELERATE ACCELERATE ACCELERATE ACCELERATE ACCELERATE
Mixed Ability →		MIXED ABILITY 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.

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.

SOCIAL STUDIES

OBJECTIVES:

Social Studies will provide students with a deep understanding of their own society, as well as their place within the broader global context. It aims to develop active, responsible, and aware citizens who can contribute positively to their communities and make informed decisions. Embedded into the programme is the Aotearoa New Zealand Histories Curriculum. As a department, we focus on equipping students with the knowledge, skills, and competencies necessary for meaningful participation in society.

CONTENT AND SKILLS:

The programme at Year 9 is grounded in the mātauranga Māori concept of Tūrangawaewae (Our Place to Stand). It explores the geography and history of who we are, where we have come from, and where we are going. The context is both national and local. Through this programme, students will develop cultural awareness, empathy, and appreciation for the unique perspectives and contributions of different communities within the country. The skills we build throughout the year are:

- critical thinking
- conceptual understanding
- interpretation and analysis of sources
- communication
- understanding values and perspectives
- media literacy

CORE MODULES

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

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

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 provide students in this course with opportunities to explore a Māori worldview of language, its form and use, relationships and traditional Māori knowledge.

CONTENT AND SKILLS:

- Learning and extending their mihi (greetings) and pāpāhā (way of acknowledging their heritage/identity)
- Through listening, reading, writing, speaking, presenting, and interacting with others learning new vocabulary and sentence structures enhance communication and interaction with others.
- Learning concepts such as Tangata Whenua, Manaakitanga, and more.
- Learning Karakia, Haka, Waiata, Whakatauki (proverbs) and Kīwaha (phrases and sayings)
- Exploring Māori mythology and recreational activities.
- Ngā Tākaro (Traditional Māori games)

OPTION SUBJECTS

COMMERCE

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.

ELT (English Language Tuition / ESOL)

- Support and build students' listening, speaking, reading, and writing skills in English.
- This class is designed to help non-native English speakers to develop their English language skills. There are limited places in this class, and teaching is targeted to meet the needs of each student.
- Students will be supported to develop English language skills that are necessary for the NCEA literacy assessment and success across other high school subjects.
- Exploring a variety of text types
- Oral expression of ideas and opinions

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
- Rearing Chickens and Rabbits

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
- Learning to speak about own interests, hobbies, family, sports, pets.

German

This course includes:

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

Japanese

This course includes:

- Greeting and farewelling people
- Expressing and responding to apology and thanks
- Recognising and responding to classroom expressions and simple instructions
- Use of the numbers 0 to 1000
- Basic vocabulary, sentence patterns and expressions.
- Learning Hiragana script

LITERACY

OBJECTIVES:

- Develop English literacy competence that will assist in other subjects.
- Prepare students for the NCEA Literacy assessment.

CONTENT AND SKILLS:

Writing Skills:

- Handwriting, grammar, punctuation, and vocabulary
- Responding to a variety of short texts

Reading Skills:

- Fluency, reading mileage and comprehension skills
- Exploring a variety of text types and their features

MUSIC STUDIES

This is an entry level course providing an overview of creative music and musical literacy. It is a pathway to 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.

TECHNOLOGY DESIGN & VISUAL COMMUNICATION

OBJECTIVES:

Junior Technology Design and Visual Communication concentrates on spatial and product design supported by media presentation techniques such as freehand sketching, rendering, instrumental drawing, 2D digital media and 3D modelling. The course leads to spatial and product design projects at the senior levels. Year 9 students can purchase a discounted stationery pack from the teacher. At Senior level, students are strongly recommended to bring a Windows 11 laptop for a wide range of CAD design tasks. Apple Mac is not suitable due to compatibility issues. More details about the course, stationery and suitable can be found online: <https://bit.ly/PNBHSDVC>

CONTENT AND SKILLS:

- Carton 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

VISUAL ARTS

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:

Drawing - exploring self through pattern and symbols

Printmaking - investigating Surrealist ways of working to create a hybrid creature

Painting - experiment with paint application techniques to create a portrait

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 gain skills and knowledge while undertaking a range of personal practical projects within purpose built practical workshops.

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

Students gain skills and knowledge while undertaking a range of personal practical projects within purpose built practical workshops.

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



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.

TE REO MĀORI ME ŌNA TIKANGA

OBJECTIVES:

- This course aims to enable students to gain knowledge, understanding and insight into Māori Culture, customs, concepts and language. A central focus is on students acquiring vocabulary and expertise to demonstrate receptive and expressive skills in Te Reo Māori, appropriate to their ability.

CONTENT AND SKILLS:

- Tikanga Māori:
Mihimihi (greetings and acknowledgements)
Papehā (acknowledging their Iwi/Whānau)
Karakia (prayer)
Mōteatea (Traditional Lament)
- Māori Culture:
Iwi, Hapū and whanau studies
Kapa Haka, especially the school Haka and Waiata
Ngā Hautipua (a study of Māori role models and ancestors)
Celebrations (e.g. Puanga/Matariki), learning what these are and how they are appropriately celebrated.
- Te Reo Māori:
Communicative language development includes -
Kīwaha (phrases/sayings) and Whakataukī
Kōrero (speeches for different settings and situations)

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





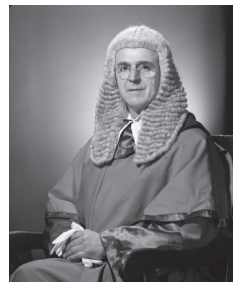
NEW ZEALAND CURRICULUM KEY COMPETENCIES

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.



BARROWCLOUGH PROGRAMME

N i h i l B o n i S i n e L a b o r e



**Academia • Character Development • Culture
Leadership • Service • Sport**

The Barrowclough Programme is divided into two modules. In the first module, all year 9 and 10 students are encouraged to embrace the school's six values and participate in the Barrowclough Certificate. The Barrowclough Award for senior students follows the Barrowclough Certificate and is the ultimate stage of the Barrowclough Programme. However, unlike the Barrowclough Certificate, years 11, 12, and 13 students will CHOOSE to participate in the Barrowclough Award and accumulate 225 or more points yearly. At the Certificate and Award levels of the Barrowclough Programme, all participants are encouraged to engage in community events, display a positive attitude in and out of the classroom, be actively involved in extra-curricular activities and return both time and service to the school. However, senior students must emphasise leadership and a dedication to offering voluntary service to their communities and school to meet those expectations at the Award level. First-time participants who gain 225 points or more will receive the Barrowclough Award Certificate. In addition, should a senior student continue and earn 225 points or more in the following year, they will receive a Barrowclough Badge, one of the few approved badges allowed to be worn by a recipient on his school blazer. Finally, for those who accomplish 225 points or more three years in a row, the school will celebrate their outstanding achievement at the main prize-giving, with that student receiving the coveted Barrowclough Excellence Award in front of the entire school and guests.





DATES & CHECKLIST

2025 ENROLMENTS

IMPORTANT DATES

MONDAY 22 JULY 2024	Applications for enrolments will be received from 8:00am on this date.
THURSDAY 1 AUGUST 2024	OPEN DAY Meet at the Speirs Centre at Day Session 9:45am Evening Sessions 5:30pm and 7:00pm
FRIDAY 23 AUGUST 2024	Enrolment applications close, 4.00pm.
TUESDAY 10 SEPTEMBER 2024	Acceptance letters emailed.
TUESDAY 17 SEPTEMBER 2024	Final date for parents to accept or decline an offer of enrolment.

NEW ENTRANTS' ENROLMENT ORIENTATION EVENING

THURSDAY 17 OCTOBER 2024	A meeting will be held in the School Assembly Hall at 7.00 pm for next year's 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.
15-17 OCTOBER 2024	Entrance Tests will be conducted at PNBHS. The dates for these will be advised if your son is accepted.

ENROLMENT CHECKLIST

Parents/Caregivers will be required to complete and submit the following electronically:

- Complete Year 9 online Student Enrolment Form

Complete the required documents to assist in the completion of your son's enrolment

- 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)
- Court Order Document (if applicable)

Once Acceptance Letter is Received

- Parent Information form
- Education Outside the Classroom Form
- Sports Development Programme Form (if applicable)
- Online Subject Choice Form
- Passport and Visa/Residency documents (if not a New Zealander)
- Court Order Document (if applicable)