NEW PLYMOUTH BOYS' HIGH SCHOOL

TE KURA TAMATĀNE O NGĀMOTU

PROSPECTUS

2026

Kia ora, welcome

Since 1882 NPBHS has been leading the way in the education of boys in a world-class environment. From the famous amphitheatre that is the Gully Ground, (the stage for the incomparable full-school haka), to the impressive Ryder Hall. NPBHS is a modern learning environment where traditional standards of achievement and behaviour are expected. We also have a proud and high-performing hostel comprising 180 boys who live on-site in unique and rich surroundings.

Our passionate and dedicated staff ensure NPBHS has an innovative and challenging curriculum which combines a testing academic programme with an exhaustive list of extra-curricular activities. It is proven that many life-skills and values are obtained through participation in extra-curricular activities. Our sport and culture programmes enable all students to shine.

We believe NPBHS prepares boys exceptionally well for life beyond school and sets a foundation for success. Values like self-control, optimism, determination, social maturity, and curiosity are woven throughout that preparation and are integral to a happy and fulfilled life.

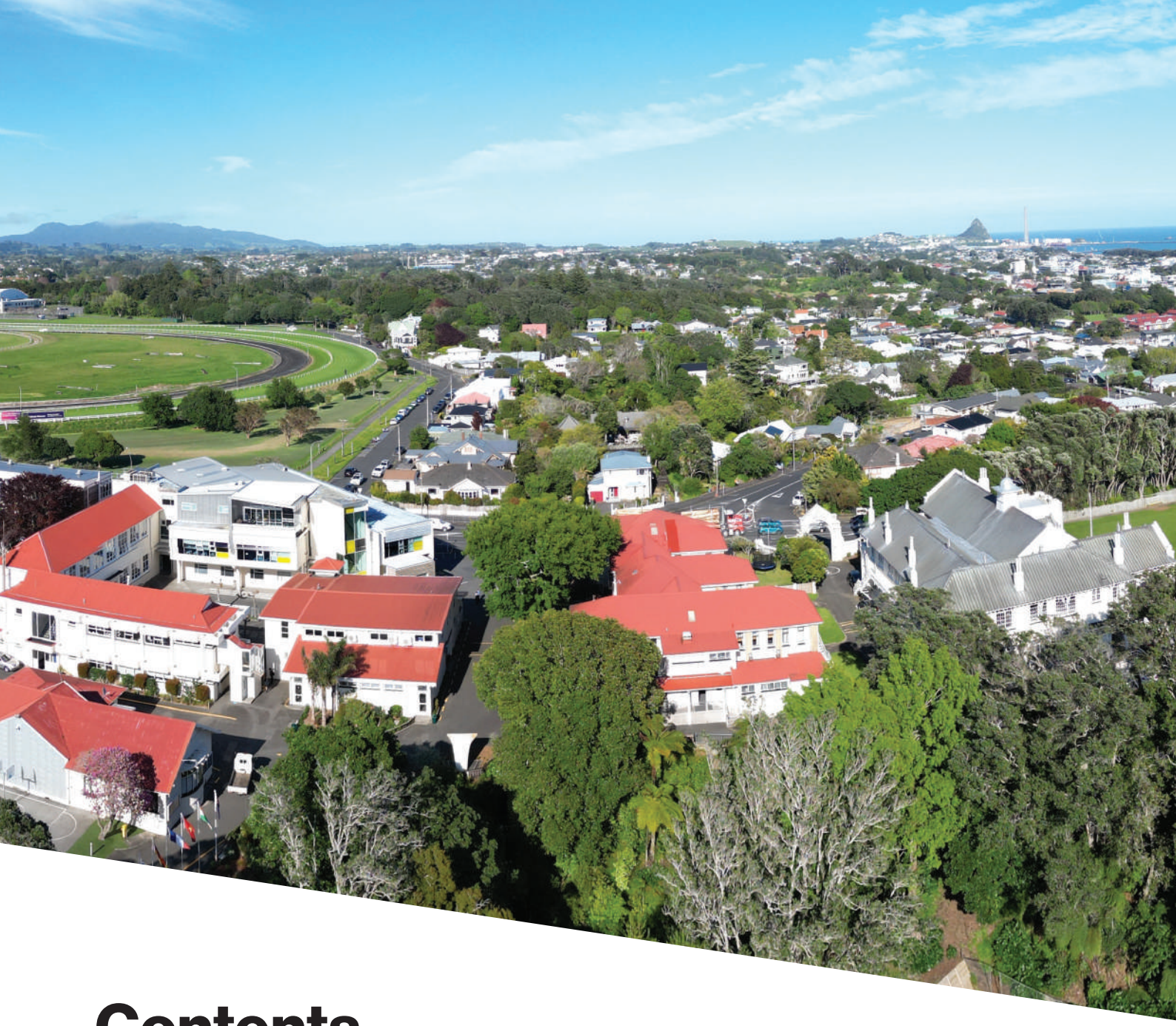
KIA TŪ HEI TAUIRA - BE THE EXAMPLE is our simple vision that covers all aspects of school life including (but not limited to) academic achievement, effort, uniform, and how we treat each other.

KIA TŪ HEI TAUIRA - BE THE EXAMPLE applies not only to the students, but to staff and all those associated with the school. We are all accountable to Being the Example. No one is beyond or above the responsibility of being the very best we can be.

If you are a parent/caregiver, you think carefully about your choice of school. Know that in your selection of NPBHS, you are choosing a school that doesn't just aim for excellence, it demands it.

I welcome contact from anyone, anytime, so please do not hesitate to get in touch with me if you have any questions.

Sam Moore
Headmaster



Contents

WHY NEW PLYMOUTH BOYS' HIGH SCHOOL?

NEW PLYMOUTH BOYS' HIGH SCHOOL IS A STRIKING SCHOOL OVERLOOKING THE CITY AND SEA. IT FEATURES WELL-GROOMED GROUNDS, PERMANENT BUILDINGS, AND ATTRACTIVE AMENITIES THAT REFLECT ITS RICH HISTORY AND CONFIDENCE. STUDENTS BENEFIT FROM SPACIOUS SURROUNDINGS, INCLUDING PARK-LIKE WALKWAYS, GARDENS, AND NATIVE TREES.

SUPPORTIVE STAFF COMMUNITY

A highly qualified, experienced, and enthusiastic staff are dedicated to the school and its students. They take a full part in the sporting, cultural and recreational activities at the school which enhance the excellent teacher/student relationships in the classrooms.

SPECIALIST CLASSROOMS

The school has excellent well-equipped classrooms. There are specialist facilities in Art, Photography, and Music, as well as wood and metal workshops and an electronics room for Technology, and drawing rooms for Graphics. There are a number of science laboratories, including those for Physics, Chemistry and Biology. AgriScience is fortunate in having, not only a specialist room, but also adjacent gardens, a shade-house and greenhouses. There is also a modern, well-equipped facility for Home Economics/Hospitality.

EXCELLENT RECREATIONAL AND SPORTING FACILITIES

The school also provides excellent recreational and sporting facilities. There are 10 acres of playing areas within the school grounds, including fields for rugby and football together with a water-based artificial turf for hockey, pitches for cricket in the summer, and an indoor cricket wicket, all of which have changing facilities nearby. Also adjacent to the changing facilities are two squash courts. These fields are supplemented by fields on the adjacent racecourse. In addition there are six astroturf tennis courts. The school possesses two gymnasia, the main one with a full-sized basketball court, six badminton courts with three volleyball courts and a large viewing gallery. The second gymnasium also includes a comprehensive fitness and conditioning centre. Adjacent to this complex is a 25-metre swimming pool with a large area for spectators.

BOYS DO BETTER IN BOYS' SCHOOLS

If you're a parent exploring school options, you may be wondering about the value of single gender vs co-ed schools.

Whilst research shows that both girls and boys do better in single-sex schools, the advantage for the boys is more significant.

The facts:

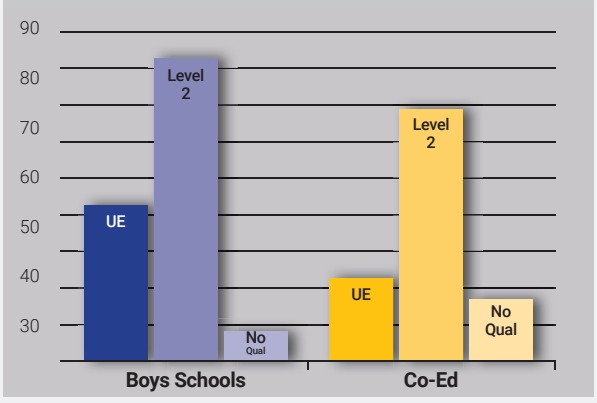
This information is based on a Ministry of Education survey.

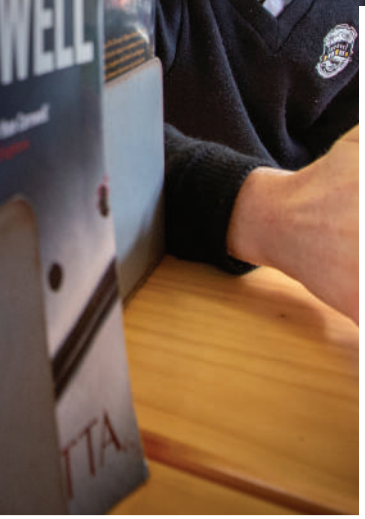
- That boys in boys schools achieved at higher rates than boys in co-educational schools.
- This held true across all school deciles.
- Māori and Pasifika students were more likely to leave school with qualifications in boys' schools than in co-ed.

A study showed similar results:

Boys in boys school's achieved higher results in NCEA at all levels than boys in a co-ed school.

The rate of University Entrance was 15% higher for boys in a boys school than boys in a co-ed school.





JUNIOR CURRICULUM

THE NEW PLYMOUTH BOYS' HIGH SCHOOL JUNIOR CURRICULUM DEVELOPS RESILIENT, SELF-MANAGING, HARD-WORKING THINKERS WHO ARE ACTIVELY ENGAGED IN LEARNING.

There is a broad range of courses offered based on student needs and interests. Students are able to choose courses of study relevant to their future pathways from Year 9 through to Year 13.

The curriculum is complemented by specialist programmes, such as the itinerant music programme, Outdoor Education (TOPEC) and the Year 9 end-of-year camps.

HUIA RŌPŪ (HUIA GROUP)

Every Tuesday or Wednesday, and Friday morning between 8:40am - 9:00am students meet in their Huia rōpū class (ie. B01) with their Huia teacher and Huia student leader. This time is set aside for the pastoral care of students from Years 9 - 13. It includes the delivery of important information regarding the day-to-day running of the school, the house competition, major school events as well as working with students to plan their future at NPBHS and beyond. Each Huia rōpū has a teacher that facilitates pastoral care of our students as well as a student leader who helps mentor the students over the course of the year. The name "Huia rōpū", derives from the Huia bird which is on our school crest.

HOMEWORK

Homework should be seen as an extension to the day's class, since it encourages the continuity of education, and establishes sound working habits of independent study. Students should have some homework, not necessarily written, to do each school night. If formal work is not set, students are encouraged to use the time to do some study. Years 9 and 10 could expect approximately one hour per night and Years 11 - 13 one to two hours each week night.

REPORTING

Parents/Caregivers receive a weekly Engagement Report via email. This evaluation indicates your son's level of engagement in each of his classes. At the end of terms 1-3, a Progress Report is also produced which evaluates general course progress, and the key competencies of relating to others and self-management in each of his classes. Finally, we offer 'real-time' reporting via the online portal. This live reporting means that academic skills, knowledge and assessments, including NCEA internal assessments, are communicated as they are confirmed. This enables parents/caregivers to be up-to-date on academic progress and achievement throughout the year.

Parent-Teacher Interviews

THE SCHOOL CONDUCTS PARENT TEACHER INTERVIEWS ON TWO OCCASIONS DURING THE YEAR.

This gives parents the opportunity to meet with their son's teachers. These interviews take place over the afternoon and early evening and involve both junior and senior students on the same day. Your son is encouraged to be part of the interview. Interviews can be booked via the portal and Schoolbridge app.

Curriculum Outline 2026

YEAR 9

COMPULSORY COURSES
English
Mathematics
Physical Education
Science
Social Science
Tikanga ā kura

SELECT 1 FULL YEAR COURSE

LITERACY AND LANGUAGE COURSES
Ancient Roman Civilisation and Language (Classics)
English Language (ESOL)
French
Mandarin
Media Studies
Literacy Boost
Spanish
Te Reo Māori
The History of War

SELECT 1 HALF YEAR COURSE

ARTS COURSES
Art
Art - Game Design
Drama
Māori Performing Arts
Music
Performance Music

SELECT 1 HALF YEAR COURSE

TECHNOLOGY COURSES
3D Computer Modelling (CAD)
Computer Science
Digital Media
DVC
Robotics
Technology Electronics
Technology Metal
Technology Wood

SELECT 2 HALF YEAR OPTIONAL COURSES

OPTIONAL COURSES
3D Computer Modelling (CAD)
AgriScience
Art
Art - Game Design
Athlete Development Programme
Black Holes, Planets, Stars and Dinosaurs
Body Works
Computer Science
Digital Media
Drama
DVC
Home Economics
Māori Performing Arts
Music
Performance Music
Robotics
The Apprentice
The Geography of Disasters
The History of Sport
Technology Electronics
Technology Metal
Technology Wood
Ultrafast Chemistry

YEAR 10

COMPULSORY COURSES
English
Health Education
Mathematics
Physical Education
Science
Social Science

SELECT 4 HALF YEAR OPTIONAL COURSES

OPTIONAL COURSES
A World of Reactions
AgriScience
Ancient Roman Civilisation and Language (Classics)
Art - Design and Photography
Art - Game Design
Art - Māori and Pacifica Art
Art - Sketching or Painting
Athlete Development Programme
Beyond the Sports Field
Computer Science
Digital Media
Drama
DVC
English Language (ESOL)
Environmental Science
French
Home Economics
Mandarin
Māori Performing Arts
Moving into the Future
Music
Music Composition/ Analysis
Our Planet
Performance Music
Politics and Power
Robotics
Spanish
Te Reo Māori
Technology Electronics
Technology Metal
Technology Wood
Tikanga ā-rohe
Who Wants to be a Millionaire?

LEVEL 1

COMPULSORY COURSES
English
Mathematics
Science *or* Internal Science *or* AgriScience

SELECT 6 UNITS OF OPTIONAL COURSES

FULL YEAR OPTIONAL COURSES = 2 Units
AgriScience
Ancient History and Classical Studies
Art - Design and Photography
Art - Paint and Illustrate
Commerce
Computer Science
Dance
Digital Media
Drama
DVC
English Language (ESOL)
French
Furniture Making
Geography
Health
History
Hospitality
Mandarin
Māori Performing Arts
Metalwork Practical
Physical Education
Politics and the Economic World
Sound and Lighting
Spanish
Te Reo Māori
Technology Electronics
Technology Engineering
Woodwork Practical

HALF YEAR OPTIONAL COURSES = 1 unit
Armed Forces and Police 1
Armed Forces and Police 2
Athlete Development Programme 1
Athlete Development Programme 2
Cooking for Entertaining
Health
Metalwork Practical
Money Management 1
Money Management 2
Music Practical
Music Theory
Outdoor Education
Physical Education
Robotics
Woodwork Practical

LEVEL 2

COMPULSORY COURSE
English (Full) *or* English for Academic Purposes (Full) *or* English for Industry (Full) *or* Half Year English (Half)

SELECT 10 UNITS OF OPTIONAL COURSES

FULL YEAR OPTIONAL COURSES = 2 Units
Accounting
AgriBusiness
AgriScience
Ancient Roman and Greek Civilisation (Classics)
Art - Design
Art - Painting
Art - Photography
Biology
Building Academy
Building and Construction
Business Studies
Calculus
Chemistry
Computer Science
Dance
Digital Media
Drama
DVC with Architecture
DVC with Product Design
Earth and Space Science
Economics
English Language (ESOL)
Furniture Making
Future Pathways
Gateway
Geography
Health
History
Hospitality
Mandarin
Māori Performing Arts
Metalwork Practical
Outdoor Education
Physical Education
Physics
Science in Action
Sound and Lighting
Spanish
Statistics
Te Reo Māori
Technology Electronics
Technology Engineering
Woodwork Practical

HALF YEAR OPTIONAL COURSES = 1 unit
Armed Forces and Police 1
Armed Forces and Police 2
Athlete Development Programme 1
Athlete Development Programme 2
Health
Mathematics
Mathematics (Statistics)
Money Management 1
Money Management 2
Music Practical
Music Theory
Physical Education
Robotics
Sport and Recreation 1
Sport and Recreation 2
Tourism 1
Tourism 2

LEVEL 3

SELECT 12 UNITS OF OPTIONAL COURSES

FULL YEAR OPTIONAL COURSES = 2 Units
Accounting
AgriBusiness
AgriScience
Ancient Roman and Greek Civilisation (Classics)
Art - Design
Art - Painting
Art - Photography
Biology
Building and Construction
Business Studies
Calculus
Chemistry
Computer Science
Dance
Digital Media
Drama
DVC
Earth and Space Science
Economics
English
English through Film
English for the Workplace
English Language (ESOL)
Furniture Making
Future Pathways
Gateway
Geography
Health
History
Hospitality
Māori Performing Arts
Metalwork Practical
Physical Education
Physics
Science in Action
Spanish
Statistics
Te Reo Māori
Technology Electronics
Technology Engineering
Woodwork Practical

HALF YEAR OPTIONAL COURSES = 1 unit
Armed Forces and Police 1
Armed Forces and Police 2
English for Academic Purposes: Reading
English for Academic Purposes: Writing
Mathematics
Mathematics (Statistics)
Money Management 1
Money Management 2
Music Practical
Music Theory
Physical Education
Robotics
Sport and Recreation 1
Sport and Recreation 2
Study 1
Study 2
Tourism 1
Tourism 2

ALL COURSES ARE SUBJECT TO SUFFICIENT STUDENT NUMBERS AND AVAILABLE STAFFING.
THE RANGE OF COURSES MAY CHANGE YEAR TO YEAR.

CULTURAL ACTIVITIES

DRAMA IS A KEY PART OF OUR CULTURE AND IS REPRESENTED THROUGH CLASSES, CLUBS, AND MAJOR PRODUCTIONS.

Our Kapa Haka, Māori Performing Arts, and Pasifika Group flourish. Debating is a key part of our culture, with junior and senior teams competing at inter house level and in regional competitions. Public speaking skills are honed through school speech finals and prestigious regional and national contests. Top performers in a huge array of cultural areas have the opportunity to participate in the annual Super 8 Cultural Festival. Arts Week is our cultural highlight, featuring debates, poetry, music, drama, and visual art competitions, culminating in the inter house singing competition that showcases our students' creativity and talent.

ARTS & CULTURE

SCAN

"NEW PLYMOUTH BOYS' HIGH SCHOOL ENSURES THAT STUDENTS WITH CULTURAL INTERESTS ARE WELL CATERED FOR, OFFERING OPPORTUNITIES ACROSS A RANGE OF AREAS INCLUDING DRAMA, MUSIC, DEBATING, PUBLIC SPEAKING, KAPA HAKA, AND MUCH MORE.

- EVAN DAVIES, DIRECTOR OF ARTS & CULTURE

What is the difference between ADP and SiE?

ATHLETE DEVELOPMENT PROGRAMME (ADP) AND SPORT IN EDUCATION (SIE) ARE TWO SEPARATE PROGRAMMES THAT ARE OFFERED AT NPBHS.

A STUDENT IS ABLE TO SELECT BOTH SIE IN THEIR CORE SUBJECTS, AND ADP AS AN OPTION.

Athlete Development Programme (ADP)

The Athlete Development Programme (ADP) is a course that can be selected as one of the two optional courses at Year 9. Students who wish to take part in the ADP will be invited to the testing on **Thursday, 6th November.**

Please fill out the ADP section on the Online Enrolment Application to be considered for this programme.

On the testing day, students will be tested for speed, endurance, and strength and then have a chance to play, or test their skills against their peers.

The course is designed to develop fundamental skills, as well as good training habits and game play understanding.

For more information please contact the Director of Sport, David Bublitz (06 758 5399) or email -

david.bublitz@npbhs.school.nz

Sport in Education (SiE)

Sport in Education (SiE) is currently offered over three year-levels at NPBHS. The Year 9 and 10 programmes focus on skill development through thematic and integrated learning opportunities. The core subject teachers work closely together to offer dynamic and engaging content which is based around sport and movement as well as thematic and project-based work.

Please fill out the SiE section on the Online Enrolment Application to be considered for this programme.

For more information please contact Michael Somers (06 758 5399) or email -

michael.somers@npbhs.school.nz

Sport and Recreation

NEW PLYMOUTH BOYS' HIGH SCHOOL OFFERS ALL STUDENTS A WIDE VARIETY OF SPORTING AND RECREATIONAL ACTIVITIES IN WHICH TO PARTICIPATE IN BOTH THE SUMMER AND WINTER SEASONS.

It is important that students take advantage of these opportunities so they can experience the satisfaction and achievement that comes from the resulting physical and mental challenges, along with interaction with fellow students in a setting other than the classroom.

The school views participation in co-curricular activities as key to a student developing into a well-rounded young man, and it is gratifying to see that such a large number of students take advantage of the opportunities available to them, so giving themselves a chance at that all-round fulfilment.

The school is fortunate to have first-class facilities available for use. These include fields on-site and on the adjacent racecourse for rugby and football. The Gully Ground features a water-based artificial turf for rugby and football, while Webster field hosts a water-based turf for hockey. There are also six Astroturf tennis courts and a 25-metre swimming pool, which is available to students at lunchtimes and after school during the summer months.

The school has two gyms. The new gym accommodates basketball, badminton, volleyball and futsal. The second gym is set up as a strength and conditioning centre that would rival any other high school in New Zealand. Also on the grounds are two squash courts.

A large number of staff are involved in the coaching and management of teams, and they are supplemented by members of the community, and senior students. Regular weekly competition is available in cricket, futsal, touch rugby in the summer, and in rugby, football, hockey and basketball in the winter. In addition, there are competitive opportunities in: adventure-racing, athletics, badminton, cross-country, cycling, golf, moto-cross, mountain-biking, orienteering, rogaining, rowing, rugby league, sailing, inline hockey, skiing, softball, squash, surfing, tennis, touch rugby and volleyball.

The school has a proud history of participation in these sports in the Taranaki Secondary Schools' competition, and many in either the North Island or NZ Secondary Schools' Championships.

For the very best sportsmen there is the opportunity to represent the school in their chosen sport's 1st team and development teams. The School has annual traditional fixtures with Auckland Grammar School, St Pats (Silverstream), St Paul's Collegiate School, Francis Douglas Memorial College, Hamilton Boys' High School, Wellington College and Palmerston North Boys' High School. Along with this, the school is involved in the Super 8 schools competition. This is widely regarded as one of the best secondary school competitions in the country where the central North Island Boys state secondary schools compete in rugby, football, hockey, golf, badminton, tennis, cricket, surfing, cross-country volleyball, chess, and basketball. These teams, as all our teams do, strive for excellence, and in doing so have achieved some fine results. Recent successes and photos are always promoted on the school website and Facebook page.

The other dimension to sport is the inter-house competition, which involves a large number of students. All students participate in the school athletics, swimming and cross-country championships in Term 1. Added to that are competitions in a wide variety of codes to find the house champion in those codes, and the overall champion as well.

It is important that students take advantage of these opportunities so they can experience the satisfaction and achievement that comes from the resulting physical and mental fitness.

Students are expected to KIA TŪ HEI TAUIRA - BE THE EXAMPLE in their co-curricular activities.

Outdoor Education

YEAR 9 AND 10

Year 9 students are offered a range of outdoor education opportunities during Year 9 Camps. Previous year's sport and recreation trips included windsurfing, kayaking, sailing, sea-fishing, caving, surfing, Tongariro, white-water rafting, mountain-biking, trips to Taupo, Bay of Plenty, and Rotorua, as well as school-based activities and one-day local activities.

OTHER OPPORTUNITIES - TOPEC

As part of their Year 10 programme students can spend a week at the Taranaki Outdoor Pursuits Education Centre (TOPEC). The TOPEC philosophy is to "provide challenging outdoor experiences for the secondary pupils of Taranaki". Two staff members go with each group of 30 students. Their role is to assist the instructors during the day, and then supervise during the evening. Activities offered may include rock-climbing, abseiling, kayaking, rafting, tubing, navigation, mountaineering, orienteering, tramping, bushcraft, and ropes courses. A feature is the overnight trip which include tenting/bivouacking in the bush, or on the mountain.

Education Outside The Classroom (EOTC)

Where an event involves risk exposure greater than what would typically be the case at school, such as adventurous activities or hazardous environments or the event continues overnight, specific consent will be required. This will be communicated with you via our SchoolBridge platform. Without your consent your son is unable to participate in the EOTC event. At the time of our seeking any further consents you will also be asked to update the health and contact information held by school.

Details on this form will remain confidential to school staff, contractors and volunteers associated with supervising activities on EOTC events. It is crucial that you provide us with up to date information, that is accurate and complete, to allow us to plan appropriately for EOTC events.

Please note that it is very important that student details such as health information and emergency contacts are kept up to date with the school office during the year, or updated on the parent portal.

Year 9 Courses

COMPULSORY COURSES

All Year 9 students study the following compulsory full year courses:

English	Mathematics	Physical Education	Pages 12-17
Science	Social Science	Tikanga ā Kura	

COMPULSORY LITERACY AND LANGUAGE COURSES

All Year 9 students must select **ONE** full year course which supports their literacy development:

Ancient Roman Civilisation & Language (Classics)	English Language (ESOL)	French	Pages 18-19
Mandarin	Media Studies	Literacy Boost	
Spanish	Te Reo Māori	The History of War	

COMPULSORY ARTS COURSES

All Year 9 students must select **ONE** half year course which supports their creative development:

Art	Art - Game Design	Drama	Page 20-21
Māori Performing Arts	Music	Performance Music	

COMPULSORY TECHNOLOGY COURSES

All Year 9 students must select **ONE** half year course which supports their technology development:

3D Computer Modelling (CAD)	Computer Science	Digital Media	Pages 22-23
DVC	Robotics	Technology Electronics	
Technology Metal	Technology Wood		

OPTIONAL COURSES

Student must choose **TWO** half year optional courses, but they **MAY NOT** repeat a choice from those selected above in Compulsory 'Arts' and 'Technology' courses:

3D Computer Modelling (CAD)	AgriScience	Art	Pages 24-47
Art - Game Design	Athlete Development Programme	Black Holes, Planets, Stars & Dinosaurs	
Body Works	Computer Science	Digital Media	
Drama	DVC	Home Economics	
Māori Performing Arts	Music	Performance Music	
Robotics	The Apprentice	The Geography of Disasters	
The History of Sport	Technology Electronics	Technology Metal	
Technology Wood	Ultrafast Chemistry		

English

Year 9 English (9ENG) is Compulsory

English is a compulsory core subject taken by all Year 9 students. The course has a strong focus on reading and writing, through the use of interactive, interesting texts. The aim is for students to enjoy the subject, whilst developing their skills and confidence in a wide variety of language situations.

CONTENT

Students will study a range of language and literature including: novels, short stories, poetry, drama, film, oral and visual texts. There is a strong focus on New Zealand texts.

The study of unfamiliar text, and encouraging students to develop the knowledge and skills to respond to language in a wide variety of contexts, is also integral to the course. Students are expected to engage in independent reading beyond the classroom.

SKILLS

- Thinking - to engage with a range of language
- Speak in a range of situations
- Writing in a variety of register
- Listening in a range of situations
- Reading a variety of genre
- Use of information technology in a range of activities for learning.
- Self-management, including planning, homework, participation, and work completion.

ASSESSMENT

Assessment is carried out in a variety of forms. While teacher assessment remains a crucial part of the course, peer assessment encourages students to take control of their own learning. This is reinforced by regular feedback from the teacher.

During the year, common assessments are conducted to monitor student progress. These assessments enable teachers to determine students' progress and to prepare them for successive years in English.

Mathematics

Year 9 Mathematics (9MAT) is Compulsory

The ability to problem-solve and make everyday decisions is aided by applying mathematics such as: developing a savings plan, living on a budget, quickly calculating a discount, checking that you have been charged the correct amount, or costing out a DIY project.

CONTENT AND SKILLS

The way in which Mathematics is taught has progressed to meet the demands of the modern world and the changing needs of our boys.

It is our goal to create an enjoyable experience of mathematics for our students by employing a range of teaching strategies, and to provide them with more meaningful and relevant learning opportunities. These include:

- Practical application of mathematical skills in "real life" scenarios.
- Thematic teaching (such as the sport in education programme, which teaches using a sporting context, design and build projects, following a building project from start to finish).
- Project based learning (Statistics in the real world, eg: understanding the Real Estate market).
- Digitally-based/online assignments (through Google Classroom).

The range of teaching styles, methods and content allow us to cater to the individual needs of our students, as well as exposing them to the vast array of skills required in our constantly changing world.

The course structure is designed to provide a strong foundation in numeracy requirements for Year 10.

ASSESSMENT

A variety of testing methods are used to gain information as to how students are progressing. These methods include the use of PAT and curriculum-level class tests. Alongside these tests classroom teachers use ongoing formative and summative assessments such as investigations and projects.

Physical Education

Year 9 Physical Education (9HPE) is Compulsory

All Year 9 Physical Education students will take part in a broad range of activities to better prepare them for an active lifestyle.

CONTENT AND SKILLS

- Team Building (Orientation and Adventure-based learning)
- Fundamental Movements (Strength & conditioning)
- Anatomy (Basic bones and muscles)
- Social responsibility (Interpersonal skills)
- Hauora (Total Well-being)
- Games from other cultures (Celebrating diversity)
- Motor-skill learning (athletics, catching, throwing)
- Movement concepts (invasion games, striking and fielding sports)

ASSESSMENT

Students progress will be assessed using a variety of methods including:

- Development of movement skill.
- Interpersonal Development.
- Self and peer assessment.
- Teacher observation.

UNIFORM

All students will be required to purchase and wear the school physical education T-shirt and shorts.

Science

Year 9 Science (9SCI1 and 9SCI2) is Compulsory

Year 9 Science is a subject where skills and knowledge are learned through practical investigation. Each content area is taught so that the theoretical aspects of Science are given in "real life" examples.

Pūtaiao
Science

CONTENT

Units studied include:

- An introduction to Science
- Chemistry
- Physics
- Biology
- Astronomy
- Science Fair

ASSESSMENT

A variety of assessments will be used.

Reports, practical work, and formal testing will help students measure their learning.

All students are expected to develop science fair entries.

SKILLS

Investigating in Science

- To plan a scientific investigation.
- To design "fair tests".
- To collect and process accurate data.

COMMUNICATING IN SCIENCE

- To be able to write concise and accurate reports, and discuss their implications.
- To record observations and measurements.
- To be able to locate information.
- To evaluate information sources.

Understanding in Science

- To be able to identify trends and relationships in recorded observations and measurements.
- To be able to use organised data and scientific ideas.
- To be able to understand scientific concepts.

Participating & Contributing in Science

- To be able to present the results of investigations.
- To be able to discuss a viewpoint on a scientific issue.
- To be able to work as part of a team.
- To use scientific ideas in the real world.

Social Science

Year 9 Social Science (9SSC and 9ssh) is Compulsory

Social Science in Year 9 is made up of two modules. Each of the modules covers aspects of Commerce, History, and Geography; the subjects that make up the core of Social Sciences in the senior school. Students are taught and encouraged to be interested and informed learners and to think critically about the world they live in.

CONTENT

Geography and Commerce: Work in this semester focuses on the place and environment and economic activity strands of th'oked at from both the local level through how they are playing out around the world. There are two compulsory modules: the challenge of changing populations and climate change. There will also be time to investigate other issues such as water and water scarcity, energy, and pollution.

Indigenous Histories: Students study past experiences, events, and actions. They investigate how interpretations of historical events change over time. This module covers aspects of the Aotearoa New Zealand Histories curriculum, focussing on the culture and collective identity and sovereignty, organisation, and government strands of the refreshed curriculum.

Topics covered (a selection of the following):

- Migration and mobility
- Identity

Comparisons will be made to other indigenous histories within the Asia-Pacific region.

ASSESSMENT

The assessment will be in the form of a mix of social inquiry projects and test-type assessments. Some of the skills being assessed involve collecting and analyzing information, examining different value positions and coming to a conclusion about the impact of decisions on groups of people.

Tikanga ā kura

Year 9 Tikanga ā kura (9TKI) is Compulsory

Tikanga ā kura is a compulsory course that all Year 9 students will experience throughout the year. Each student will receive one period of Tikanga per cycle where they will be introduced to a range of values associated with Te Ao Māori.

CONTENT

The course intent is to study the various concepts through a Māori lens and in turn, encourage students to make connections to their own values and views. Activities could include pair/group/class discussion, journalised logging of their learning, exploration of local pā sites and understanding of their significance.

By using a range of activities, it is hoped to keep interest high in the subject to challenge the students to engage in their school's heritage and build a sense of pride of who they are and their connection to the school.

We will be exploring the following concepts: localised Curriculum, through to Atiawatanga (but not limited to):

- Whanaungatanga - relationships and connections.
- Tuakiritanga - identity.
- Tūrangawaewae - place of standing, belonging.
- Wāhi hirahira - important places.
- Ngā korero o te kura - stories of the school.
- Tangata rongonui - important people.

SKILLS

- Develop satisfaction and self-esteem from learning Tikanga Māori.
- Develop knowledge and understanding of what makes NPBHS unique.
- To show a respectful and responsible attitude to learning the ideals and philosophies of Māori Tikanga.
- To reflect on their own culture and customs.

ASSESSMENT

Ongoing anecdotal assessments will be made throughout the unit.

COMPULSORY LITERACY & LANGUAGE COURSES

All Year 9 students must select ONE full year course which supports their literacy development.

Mandarin

Ngā Toi me Ngā Reo
Arts and Languages

Students will learn to understand simple spoken Mandarin (Chinese) and to speak in simple sentences about a variety of topics. Students will learn everyday phrases and expressions which will be useful in any contact with Mandarin speaking Chinese. Students will also learn to read and write in simple Mandarin characters as well as learn about the culture and people of the countries where Mandarin is spoken.

Media Studies

Te Reo Pākehā
English

The media shapes the way we perceive and think about the world. This course will combine critical media literacy; reading and writing media text, with practical filmmaking and content creation. It will cover: what the media is, how the media influences our decisions and how we go about decoding the information we find in the media - with an emphasis on social media. The course will culminate in the planning and production of a visual media product, such as a short film.

Literacy Boost

Te Reo Pākehā
English

This course is designed for students who struggle with literacy (reading and writing). The focus will be on the building blocks of literacy including grammar, punctuation, vocabulary and spelling. There will be a strong emphasis on the reading and writing skills required for accessing other subject areas, as well as for everyday life. Students will select this on the advice of contributing schools, or through identification at the beginning of the year.

Ancient Roman Civilisation and Language (Classics)

Tikanga-ā-Iwi Social Sciences

You've heard of the movies Gladiator, 300 and Pompeii. Now start to learn about the world they took place in! In this course you will look at the classical world through the study of ancient Greek and Roman daily life, government, entertainment, art and architecture. Belief systems will also be studied through religion and mythology as well as historical events such as the eruption of Mount Vesuvius.

English Language (ESOL)

Te Reo Pākehā English

This is for students whose first language is not English. This includes international students, and students who are either permanent or temporary residents in New Zealand.

French

Ngā Toi me Ngā Reo Arts and Languages

An introduction for students to the French language and daily life of French-speakers from around the world.

Spanish

Ngā Toi me Ngā Reo Arts and Languages

This course introduces students to the language and culture of Spanish-speaking people both in Spain and South America. Students develop the ability to understand and communicate in simple Spanish and to appreciate the Hispanic way of life.

Te Reo Māori

Ngā Toi me Ngā Reo Arts and Languages

Te Reo Māori is a subject that encompasses a range of skills and values associated with Te Ao Māori. The course's main focus is to develop a standard of conversational Te Reo Māori that students can use in everyday situations.

Activities could be simple, to Mau Rakau skills, Māori cooking, localised history, traditional Māori games, learning haka, and waiata.

The History of War

Tikanga-ā-Iwi Social Sciences

World history is littered with war and conflict. In this course, you will look at different periods in world history looking at why conflicts came about, how they were fought, and the consequences of conflict. It will also look at the role changing technology has played and how people and society were affected. Time will also be taken to explore NPBHS's involvement in WWI, WWII, and other conflicts.

COMPULSORY ARTS COURSES

All Year 9 students must select ONE half year course which supports their creative development.

The Arts courses are the same courses as stated later in the option section of this Prospectus. Students may not select the same course twice, however, if there is a second Arts course they wish to study, they may select it as an option.

Art

This course is practical, hands on, and provides opportunities for students to be creative, take risks, and problem-solve.

The Art department values student agency and offers group and individual activities. It recognises learning is not a linear or scripted activity, but it should have personal meaning, be challenging and fun.

Te toi whakairo, ka ihiihi, ka wehiwehi, ka aweawe te ao katoa. "Artistic excellence makes the world sit up in wonder".

Art - Game Design

This course introduces students to concept art in the game design industry, focusing on creating compelling characters and immersive environments. Through hands-on projects, students will develop their artistic skills and understanding of the game design process.

Drama

This course provides an opportunity for students to develop their personal confidence. An immensely practical course, Drama looks to encourage students to explore their voice, body-language, movement, and use of space.

Students will have the opportunity to perform and will learn the ins and out of a dramatic performance.

This course will provide a clear platform into pursuing Drama at NCEA Level 1.

Māori Performing Arts

This course is an introduction into Māori Performing Arts, it provides tauira with a significant bicultural dimension to school life. This course will give tauira the opportunity to develop their knowledge and understanding of tikanga and Te Reo Māori. Tauira will work in Māori and English through simple topics such as haka, mōteatea, waiata-ā-ringa, mau rākau, tākaro Māori, and pōwhiri.

Music

This is a practical course that involves basic guitar/keyboard playing and a little music theory.

This course is designed to actively involve students in the creative process and to foster an appreciation for Music. During this course the students will learn basic playing.

This half-year course is not intended for the student who wants to pursue NCEA Music theory in the senior school.

Performance Music

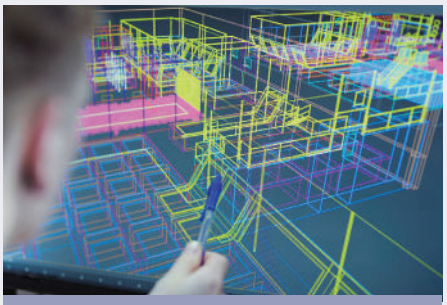
This course is designed for the music student who already plays a musical instrument and wishes to be in a band. Students who already play a musical instrument may want to begin learning another instrument. The emphasis is on reading music and practical development leading to NCEA Music.

Students are also recommended to have practical music lessons either through the itinerant programme or privately should they wish.

COMPULSORY TECHNOLOGY COURSES

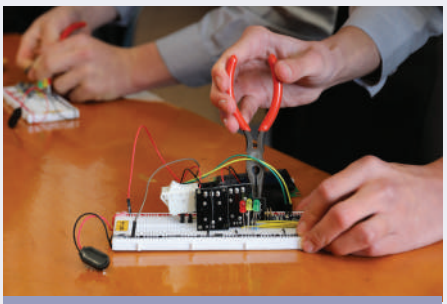
All Year 9 students must select ONE half year course which supports their technological development.

The Technology courses are the same courses as stated later in the option section of this Prospectus. Students may not select the same course twice, however, if there is a second Technology course they wish to study, they may select it as an option.



3D Computer Modelling (CAD)

3D Computer Modelling (CAD) is the process of creating three-dimensional representations of an object or a product. 3D models are made within computer-based 3D modeling software. During this 3D modelling process, the students can determine an object's size, shape, materials and texture.

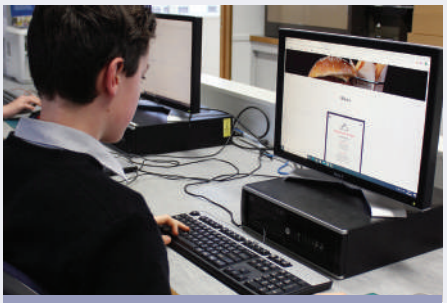


Robotics

Robotics offers a range of hardware for students to use and program. The hardware includes use of Edison, Raspberry Pi, mBot and Vex equipment.

Computer Science

The focus of Computer Science is to begin to develop an understanding of the skills needed for coding and programming. By the end of the course, students will write code in Python and use drag-and-drop programming.



Digital Media

The focus of Year 9 Digital Media is to begin to develop the skills involved in creating a range of media including: web design, coding, graphic design, coded animation, and video creation.

DVC

This course is the subject of visual communication through drawing, design, and presentation techniques. Any student considering a career or vocation where design, drawing, or the interpretation of drawings is required should consider taking the subject. Freehand sketching, technical drawing, and the use of three-dimensional computer-aided modelling, along with design and presentation skills, are all used for portfolio assessment.

Technology Electronics

In this course, you will delve into the concepts and principles of electronics, focusing on the practical application of technology to solve real-world problems.

Through hands-on projects that use a range of skills and knowledge, you will learn how to 3D model, use a 3D printer, program a microcontroller and build electronic circuits.

Technology Metal

This course will develop students' knowledge and practical skills through the process of designing and producing a product in an engineering workshop environment. Students will be introduced to fundamental fabrication techniques, including working with sheet metal to create a small toolbox. The course also introduces essential engineering drawing and sketching skills, along with CAD modelling and 3D printing.

Technology Wood

In Technology Wood the students produce a range of outcomes based in a workshop.

In consultation with parents and other stakeholders, the boys design, plan the construction and develop the outcome of their project, to their own brief. Quality control and evaluation of the outcome, by the students, is key in producing a project that meets specifications.

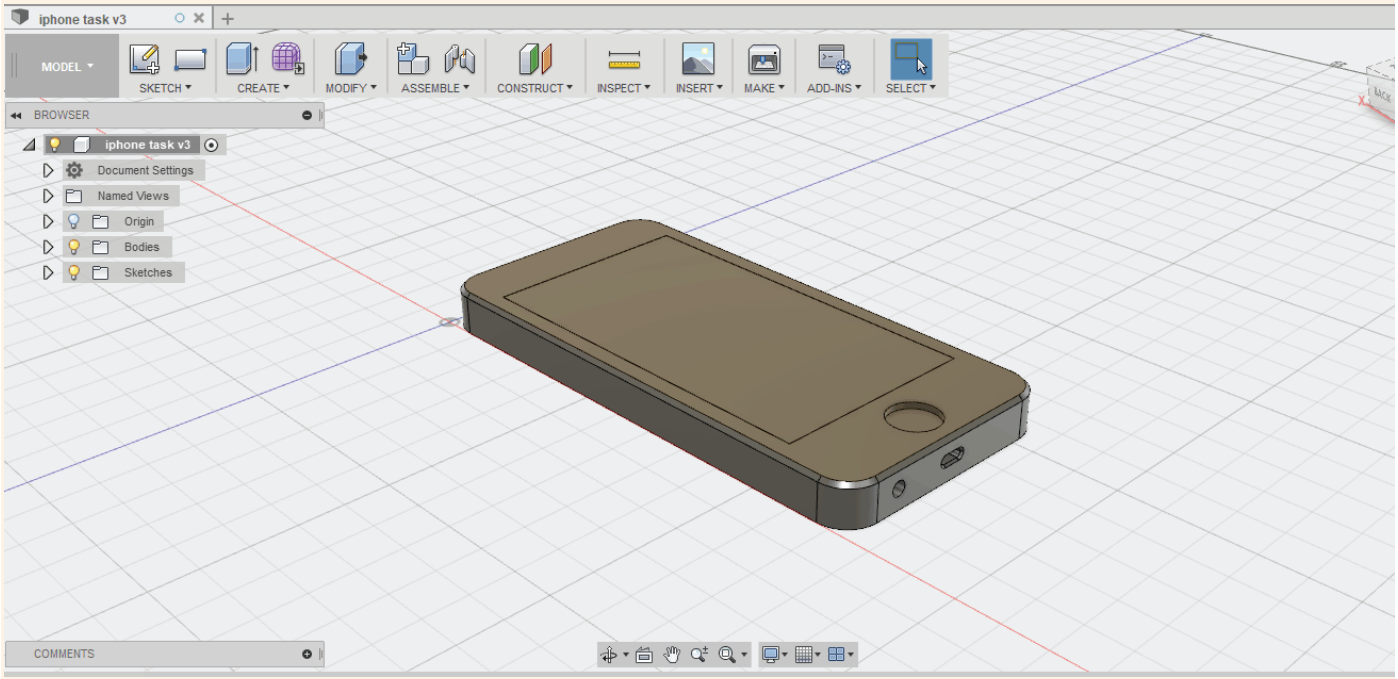
OPTIONAL COURSES

Student must choose TWO half year optional courses, but they MAY NOT repeat a choice from those selected in Compulsory 'Arts' and 'Technology'.

3D Computer Modelling

Year 9 3D Computer Modelling (9CAD) is Optional

3D computer modeling (CAD) is the process of creating three-dimensional representations of an object or a product. 3D models are made within computer-based 3D modeling software. During this 3D modeling process, the students can determine an object's size, shape, materials and texture.



CONTENT

Any student considering a career or vocation where the use of three-dimensional computer-aided modeling and 3d output and manufacturing is needed should consider taking this course. It compliments all of the other technology subjects so it is strongly recommended if you are taking another technology option.

To produce elementary 3 dimensional computer models of products and spatial environments, using appropriate software applications such as SketchUp and Fusion 360.

SKILLS

Learning the use of 3-dimensional computer modelling software to:

- Produce 3D models of parts and assemblies, and output to final drawings.
- Explain the CAD/CAM manufacturing process
- Communicating design outcomes for products which are 3D printed or have CNC output.
- Communicating design outcomes for an environment and creating an animated fly-through.

ASSESSMENT

The clarity and accuracy of the 3D models.
The function and effectiveness of any 3D outputs.

AgriScience

Year 9 AgriScience (9AGR) is Optional

The primary industries are the backbone of New Zealand's economy and our way of life. AgriScience is an applied science where students have the opportunity to learn by having hands-on experiences.

CONTENT

Learn about the exciting science behind New Zealand's primary industries. We will focus on sustainable, community-based initiatives that can be used in home gardens and commercial agriculture. NPBHS is exceptionally well-resourced with a market garden, livestock and hydroponics. You will be involved in "pasture to plate" projects, hands-on experiences and the science of plant and animal production. Be part of a future-focused course that will give you the skills you need to launch an amazing career in this fast-developing industry.

SKILLS

Investigating in Science

- To plan a scientific investigation in an Ag/Hort Science context.
- To collect and process accurate data.

Communicating in Science

- To accurately record observations and measurements.
- To be able to write a concise report based on written information and/or practical work completed.

Understanding in Science

- To be able to understand scientific concepts and apply it to real life context within the primary industry.

Participating and Contributing in Science

- To be able to work as part of a team in a sensible and safe manner.
- To be able to make real-life connections from scientific concepts taught.
- Animal husbandry

ASSESSMENT

A variety of assessments will be used to measure students' progress: reports, formal tests, practical and project-based work ensure a range of learning styles is catered for.

Art

Year 9 Art (9ART) is Optional

Art is the use of drawing, painting and digital media to communicate ideas through innovative personalised learning. Taking Art in Year 9 leads into Painting, Design, and Photography in Year 10 and the senior school.

Ngā Toi me Ngā Reo
Arts and Languages

CONTENT

The focus of Art is developing practical problem-solving skills to communicate ideas, using a wide range of handmade and digital media. Engaging in Art activities is proven to develop students' literacy and numeracy abilities as well as teaching transferable skills which will be required in many 21st century occupations. Studying Art at school can also contribute significantly to student well being.

Main areas of learning include:

- Sketching and drawing
- Painting
- Design
- Sculpture
- Printmaking
- What is art, and how do we make art to communicate ideas?

SKILLS

- Visual and spatial awareness
- Critical thinking and problem solving
- Students imagination to engage with unexpected outcomes and to explore multiple solutions.
- Skills in using a range of media, materials, processes and conventions to develop artwork.
- Improved motor and observational skills
- Self-confidence and self-expression
- Cultural literacy through appreciation and awareness of diverse artistic styles, influences and perspectives.

The Art Department is an inclusive and creative learning and teaching environment, which values student agency, offering group and individual learning activities. It recognises learning is not a linear or scripted activity, but should have personal meaning, be challenging and fun.

Te toi whakairo, ka ihiihi, ka wehiwehi, ka aweawe te ao katoa. "Artistic excellence makes the world sit up in wonder".

Art - Game Design

Year 9 Art - Game Design (9ALGD) is Optional

This course is designed to introduce students to the exciting world of concept art within the game design industry. Students will explore the fundamentals of creating compelling characters and immersive environments that bring video games to life. Through a combination of hands-on projects, students will develop their artistic skills and understanding of the game design process.

CONTENT

In this course, students will primarily focus on honing their skills using traditional hand-drawn media, emphasizing the importance of foundational techniques in character and environment design. They will explore various materials such as pencils, ink, and markers to create detailed sketches and concept art, fostering a strong understanding of basic art principles and manual dexterity.

Complementing this, the course will also introduce basic digital tools and techniques, allowing students to transition some of their work into digital and sculptural formats.

Main Areas of Learning:

- Understand the role of concept art in game development.
- Explore different styles and genres in game design.
- Create original characters from concept to final artwork.
- Develop skills in anatomy, proportion, and character dynamics.
- Learn how to convey personality and backstory through visual elements.
- Design detailed and imaginative game environments.
- Study perspective, lighting, and spatial relationships.

SKILLS

- Proficiency in traditional hand-drawn media
- Ability to use digital tools and techniques
- Strong understanding of basic art principles
- Manual dexterity
- Creativity and artistic expression
- Problem-solving and critical thinking
- Adaptability in transitioning between different artistic mediums.

The Art Department is an inclusive and creative learning and teaching environment, which values student agency, offering group and individual learning activities. It recognises learning is not a linear or scripted activity, but should have personal meaning, be challenging and fun.

Te toi whakairo, ka ihiihi, ka wehiwehi, ka aweawe te ao katoa. "Artistic excellence makes the world sit up in wonder".

Athlete Development Programme

Year 9 Athlete Development Programme (9ADP) is Optional

The course is designed to develop fundamental skills, strength and conditioning, good consistent training habits, and develop the required mindset for Long Term Athlete Development (LTAD).

Mātauranga Hauora
Mātauranga Hauora ā-tinana
Health Education
Physical Education

ATHLETE DEVELOPMENT PROGRAMME

Students who have an interest in sports will be able to apply for entry into the Athlete Development Programme option course. Selection for sport specific classes will be made following the skills and fitness testing afternoon in term 4.

The course is designed to develop fundamental skills, strength and conditioning, good training habits, and develop the required mindset for successful participation in sport.

There is a strong focus on self-sufficiency where students are expected to track their own well-being, to report and monitor their health and fitness and to seek support when required.

Participation in this course will develop a high level of understanding of what is required to become a successful athlete and a quality young man.

PREREQUISITES

Entry to the Athlete Development Programme course requires:

- Application at Year 8
- Attendance at a Year 8 skills & fitness assessment open day.
- Playing for the school in their chosen sport.

CONTENT AND SKILLS

- Fitness testing
- Strength and conditioning
- Sports-specific tactics, strategies, and skills with highly qualified and experienced coaches.
- Sport psychology:
  - Defining success!
  - Pressure is a privilege
  - Overcoming obstacles
- Injury prevention and management
- Nutrition and hydration
- Long Term Athlete Development (LTAD)

TO APPLY FOR ADP

To select this course, you must complete the Athlete Development Programme (ADP) section on the Online Enrolment Form.

Athlete Development Programme Testing
Thursday, 6th November
12.30pm - 3.00pm

Black Holes, Planets, Stars and Dinosaurs

Year 9 Black Holes and Dinosaurs (9SBP) is Optional

Physics, Science, and Astronomy combine in this course, which explores how energy and matter make up our universe. Learn about where Earth comes from, where it is, and where it's going. Discover our place from dinosaurs to volcanoes; stars and planets; light, sound, and radiation; and the possibilities of space and even time travel. This is an introductory course for those wishing to study Physics or Earth and Space Science in senior school.

Pūtaiao
Science

CONTENT

- Universe, galaxies, stars, and our solar system.
- Planet Earth's beginnings, dinosaurs, current state, and future.
- Space travel from its beginnings to future missions.
- Light, sound, energy, gravity, and radiation.
- Mission simulations and practical astronomical experiments.

ASSESSMENT

To measure students' progress, various assessments will be used, including:

- Practical investigations.
- Research-based assessment.
- Formal tests.

SKILLS

Problem-solving and Scientific Investigation:

- Plan practical investigations.
- Processing and analyse data.
- Solve future problems.

Scientific Literacy and Communication:

- Read and understand scientific texts.
- Write scientific reports.
- Present creative solutions.

Community participation:

- Work individually and in teams.
- Communicate scientific ideas.

Body Works

Year 9 Body Works (9SBW) is Optional

Explore how the body works, what can go wrong, and how it responds to disease and the environment. Focus areas include microbes, immunity, senses, and medical science. Ideal for those interested in biology or health careers.

Pūtaiao
Science

CONTENT

This Year 9 course explores the role of microorganisms in everyday life, the causes and effects of disease, and how the human body senses and responds to its environment. Students will investigate key systems including the skeletal, immune, visual, auditory, and nervous systems, and learn how medical science helps diagnose and treat health issues.

SKILLS

- Scientific inquiry and critical thinking.
- Interpreting biological diagrams and models.
- Understanding and explaining human anatomy and physiology.
- Applying knowledge to real-world health issues.

Computer Science

Year 9 Computer Studies (9COS) is Optional

The focus of the Computer Science course is for students to learn the key Computer Science tool of Computer Programming and experience how it can be applied to a range of situations to create software products.

IT REQUIREMENTS

This course is designed for students to be able to complete using a Windows laptop. Classroom desktops are also available for those without a laptop. All software is open source so will be free for students to download and install. Note: Students can take just this course, or this course and the DIgital Media course as the content is different.

CONTENT

In the year 9 computer science course, students are introduced to a selection of topics where computer programming skills are used to solve problems and develop digital outcomes. They are introduced to text-based programming languages, use specialised software to create 3D modelled animations, program and design interactive games and puzzles, and are introduced to mobile application development. Students also get the opportunity to design and make a Digital Technology project of their own choice. As well as these mainly practical aspects to the course, the science of how computers work is introduced through a selection of theory lessons.

SKILLS

- Computer programming
- Technological practice
- Testing and trialing digital outcomes

ASSESSMENT

The main assessment is a developed project of the student's choice where they are assessed on the quality of their digital product they make as well as their technological practice along the way. Shorter end of topic assessments are also included and practical in nature.

Digital Media

Year 9 Digital Media (9DIG) is Optional

The focus of the Digital Media course is for students to learn skills in software packages to develop Digital media products.

CONTENT

The Year 9 Digital Media course introduces students to a range of software packages used to develop Digital Media Products. These cover the topics of static image manipulation, sound and video editing and Digital Design for Manufacture plus more. Students complete practical tasks and learn about good technological practice to ensure fit for purpose outcomes.

SKILLS

- Use of software tools.
- Planning and design tools.
- Trialling and testing digital outcomes.

ASSESSMENT

The main assessment is a developed project of the student's choice where they are assessed on the quality of their digital product they make as well as their technological practice along the way. Shorter end of topic assessments are also included and practical in nature.

Drama

Year 9 Drama (9DRA) is Optional

This course provides an opportunity for students to develop their personal confidence. An immensely practical course, Drama looks to encourage students to explore their voice, body-language, movement, and use of space.

CONTENT

Students will have the opportunity to perform and will learn the ins and out of a dramatic performance. They will have options to play more central roles on the stage, or learn a range of backstage roles that are equally important to the success of a dramatic performance.
This course will provide a clear platform into pursuing Drama at NCEA Level 1. The course consists of:

- Voice techniques and skills to strengthen vocal expression.
- Basic understanding of drama techniques.
- Taking part in a dramatic performance.
- Working together to create a play.
- Introduction to filmmaking.

SKILLS

Students will improve vocal confidence and learn dramatic skills in order to realise a drama performance.

ASSESSMENT

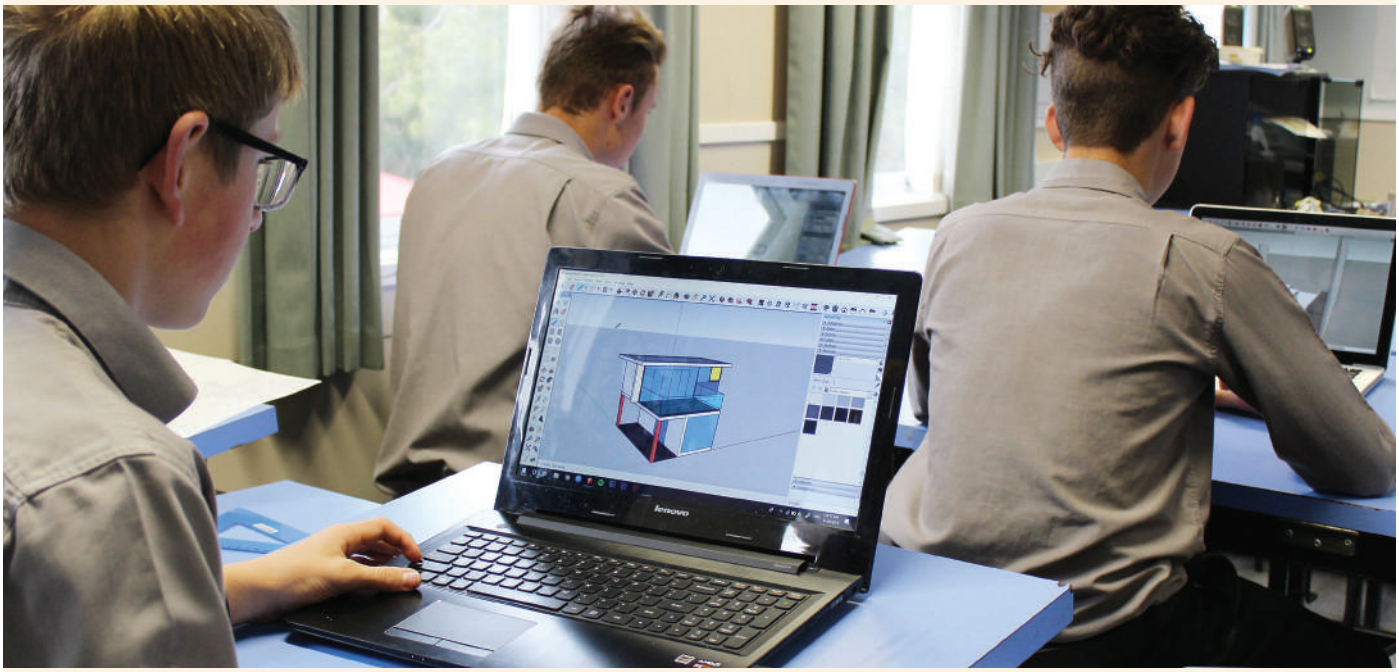
Students will take part in a dramatic performance.

DVC

Year 9 DVC (9DVC) is Optional

This course is the subject of visual communication through drawing, design, and presentation techniques. Any student considering a career or vocation where design, drawing, or the interpretation of drawings is required should consider taking the subject. Freehand sketching, technical drawing, and the use of three-dimensional computer-aided modelling, along with design and presentation skills, are all used for portfolio assessment.

Hangarau
Technology



CONTENT

During this course students will learn:

- An awareness of the principles and skills of the design process and its application in solving basic design problems.
- Freehand sketching techniques that will enable them to commit their design ideas to paper.
- To render drawings to indicate form and texture.
- The elementary use and care of drawing instruments.
- The drawing standards that are appropriate in Graphics.
- The use of multiple-views of an object to convey information needed for production Graphics.
- Basic geometry to construct angles, divide lines, construct simple polygons and understand their applications.
- The elementary techniques of isometric and perspective drawing to enable them to produce realistic presentation drawings.
- To produce elementary 3 dimensional computer models which will increase their awareness of the role that the computer plays in all forms of spatial communication.

SKILLS

Students will improve their skills in the following areas:

- Sketching.
- Instrumental drawing.
- Shading and rendering.
- The use of the computer for 3-dimensional computer modeling.
- Developing design solutions for a product design.

ASSESSMENT

Assessment will include:

- Classwork - samples marked to assess the understanding and application of the skills being taught, along with a small design portfolio.

Home Economics

Year 9 Home Economics (9HEC) is Optional

The course is designed to help students develop confidence in their cooking ability, learn about how other cultures view food, and learn how to use equipment correctly.

CONTENT

- Learning the language of hospitality.
- Developing knife skills.
- Efficient working environment.
- Keeping food safe to eat.
- Other cultures' food.

SKILLS

Students will learn good basic knife and practical skills, time management, and food safety.

ASSESSMENT

Combination of practical skills and project work.

FURTHER STUDY

Half-year course at Year 10.
Full Level 1, 2 and 3 courses and semester courses.

Māori Performing Arts

Year 9 Māori Performing Arts (9MPA) is Optional

The course is an introduction into Māori Performing Arts, it provides tauira with a significant bicultural dimension to school life. This course will give tauira the opportunity to develop their knowledge and understanding of tikanga and Te Reo Māori. Tauira will work in Māori and English through simple topics such as haka, mōteatea, waiata-ā-ringa, mau rākau, tākaro Māori, and pōwhiri.

Ngā Toi me Ngā Reo
Arts and Languages

CONTENT

Tauira will be able to perform on stage if selected in Paerangatahi, Super 8, and Puanga cultural competitions on an annual basis. They will also be able to support our Ngā Manu Kōrero speakers in this competition. The purpose of this course is to:

- Nourish, nuture, and encourage our young men to become involved in kapa haka.
- Enhance self-worth, self-esteem, pride, and a positive identity of being Māori.
- Pride of Māori cultural heritage.
- Perseverance.

Music (Introduction)

Year 9 Music (Intro) (9MUS) is Optional

This is a practical course that involves basic guitar/keyboard playing and a little music theory.

This course is designed to actively involve students in the creative process and to foster an appreciation for Music. During this course the students will learn basic playing.

PREREQUISITES

Students are encouraged to learn a musical instrument for the duration of the year. Students may choose from private tuition outside school or tuition through the school itinerant music programme, where available.

Students who enjoy Music in term 1 and 2, may elect to choose Performance Music for terms 3 and 4.

CONTENT

- Learning the basic language of music theory.
- Basic analysis of music.
- Communicating and interpreting meaning in music.
- Performance on guitar or keyboard.
- Aural skills.

SKILLS

Students will learn to read basic music and notation, analyse simple musical scores, learn basic elements of music, and explore various musical styles and genres. This half-year course is not intended for the student who wants to pursue NCEA Music theory in the senior school.

ASSESSMENT

A practical assessment.

Performance Music

Year 9 Performance Music (9PER) is Optional

The Year 9 Performance Music option is designed for the music student who already plays a musical instrument and wishes to be in a band. Students who already play a musical instrument may want to begin learning another instrument. The emphasis is on reading music and practical development leading to NCEA Music.

Ngā Toi me Ngā Reo
Arts and Languages

PREREQUISITES

All students will gain more with an instrument at home and as such are recommended. There are hire schemes available. Students are also recommended to have practical music lessons either through the itinerant programme or privately should they wish.

CONTENT AND SKILLS

For guitar players who wish to play in school ensembles such as the Jazz Big Band, reading music (not TAB) is a prerequisite and this course would be the first step towards achieving that. The course is designed to provide basic playing skills, music-reading, basic theory, solo and group performance, and aural skills. This course is intended for students intent upon pursuing Performance Music in Year 10 in preparation for NCEA in the senior school.

- Reading music.
- Group performance.
- Solo performance.
- Completion of set theory work.
- Aural skills.

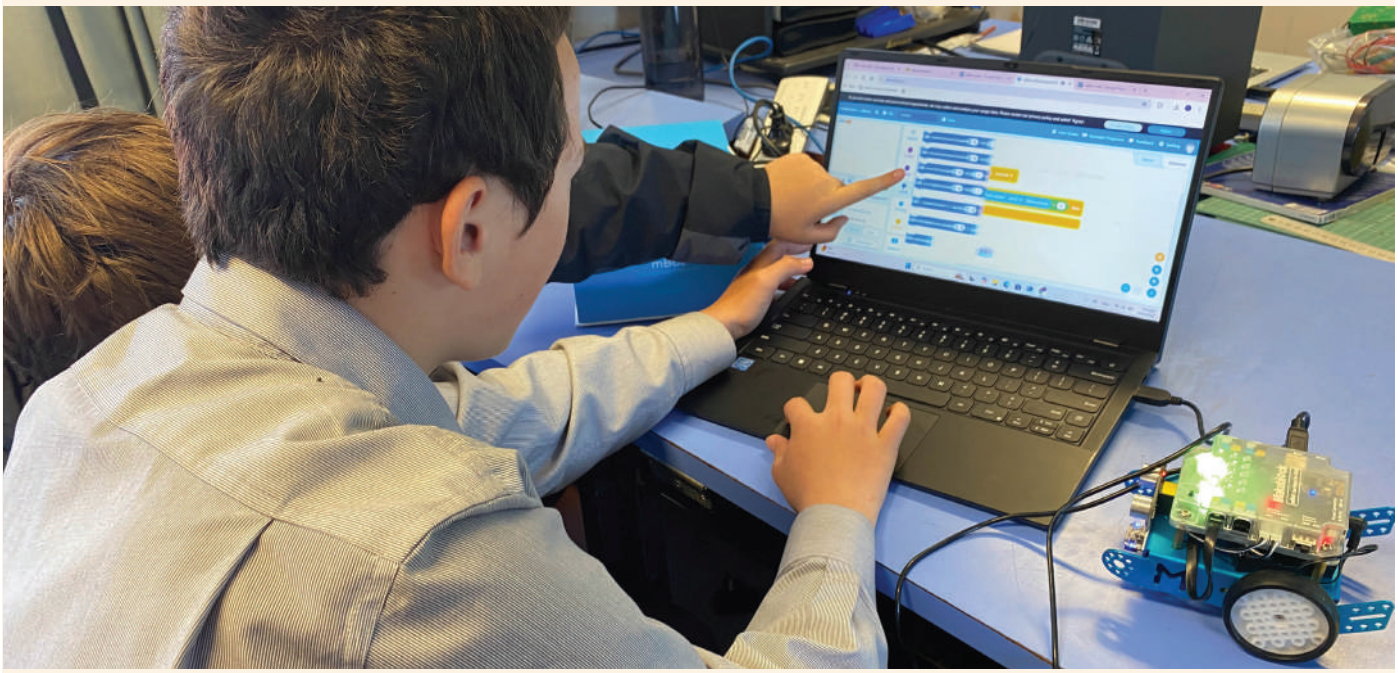
ASSESSMENT

- Progressive study pieces performed.
- Participation and ensemble skills.
- Written tests.

Robotics

Year 9 Robotics (9ROB) is Optional

The focus of Robotics is for students to learn to construct commands and behaviours in software products and apply them to physical Robotic control systems.



CONTENT

In the Year 9 Robotics course, students get introduced to the process of writing code commands for a range different robotic control systems, downloading their commands into these systems and watching their effects take place. Block coding software systems are used for the students to craft their behaviours and a selection of different educational Robotics kits are used to create fun, physical, real world effects with lights, sounds wheels and more.

SKILLS

- Assembling a wide range of simple robotic control systems.
- Using software to construct block coded computer programs.
- Transferring software modules to robotic control systems.
- Problem solving.
- Testing and trialing solutions.
- Working in groups to collaborate and share equipment.

ASSESSMENT

Students are assessed on their ability to design and develop robotic control system solutions to problems as well as their ability to effectively work and be productive in a team.

The Apprentice

Year 9 The Apprentice (9SSAP) is Optional

You've seen the show, now learn the skills to become the next big businessman! This course gives you a practical look at the basics of setting up and running a business. Students will go through the basics of goal-setting, marketing, and operating a business.

Tikanga-ā-Iwi
Social Sciences

CONTENT

This course will cover a range of the following:

- Business basics.
- The laws you need to be aware of.
- Types of marketing and working out target markets.
- The tricks and tips of advertising as well as the art of the sale.
- Success stories, focussing on local businesses.

SKILLS

- Research skills and understanding the research process.
- Literacy skills.
- Using software to create advertising and marketing material.
- Understanding different viewpoints and perspectives.
- Problem-solving skills.
- Group-work skills.

The Geography of Disasters

Year 9 The Geography of Disasters (9SSGD) is Optional

We live on a restless planet that seems to be out to destroy us all at times. At the times when the planet isn't doing this, then it's our own actions! While these disasters may seem random, in fact they have some very specific reasons behind them. In this course you will look at different natural and cultural disasters from around the world and their impacts on communities and nations. It will also focus on any disasters that are currently occurring.

Tikanga-ā-Iwi
Social Sciences

CONTENT

This course will cover a range of the following:

- Disasters caused by climate (eg. tropical cyclones, floods, droughts, bushfires).
- Disasters caused by events within the earth (eg. volcanic eruption, earthquakes).
- Health disasters (eg. pandemics).
- Man-made disasters (eg. plane, train, and other transport incidents as well as buildings and structures).
- Current disasters (that are in the news at the time). How disasters are described in film and media.

SKILLS

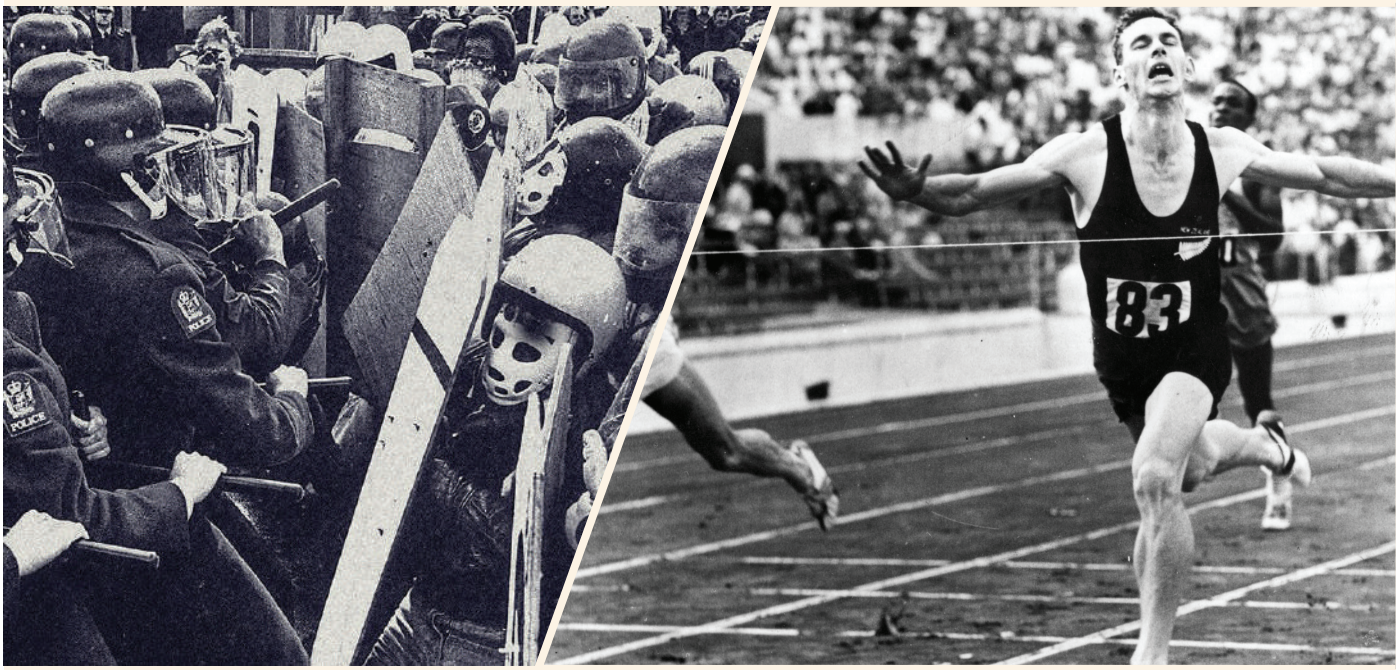
- Research skills and understanding the research process.
- Literacy skills (writing and presenting information in a variety of different ways).
- Use a variety of sources to gather information.
- Understanding different viewpoints and perspectives
- Group-work skills.

The History of Sport

Year 9 The History of Sport (9SSHS) is Optional

You may have heard the saying that sport is more than just a game, and it certainly can be sometimes. In this course you will look not only how sport has changed over time but the role that it has played in changing the world we live in, from communities right through to nations. Through time sport has also shaped our national identity (how we see ourselves as a country), and will continue to do so into the future.

Tikanga-ā-Iwi
Social Sciences



CONTENT

This course will cover a range of the following:

- History of the Olympic Games.
- NZ Historical moments in the Olympics.
- Politics and Sport.
  - 1936 Olympic games in Berlin.
  - 1980 Olympic games in Moscow.
  - 1981 Springbok tour.
  - 1986 Cavaliers tour.
- History of trophy events (eg. the Ranfurly Shield, the FA Cup).
- Sporting Champions.
- Historical sporting events - (eg. The America's Cup).
- Sport and its role in creating national identity.

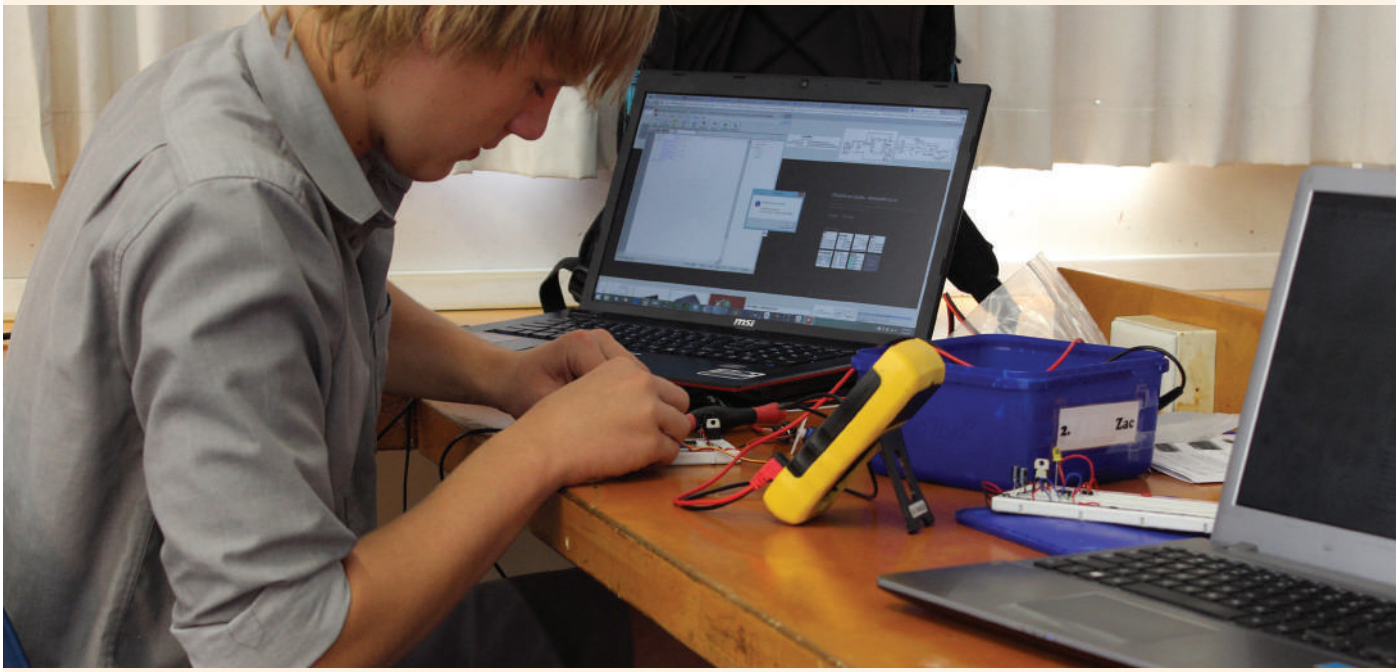
SKILLS

- Research skills and understanding the research process.
- Literacy skills (writing and presenting information in a variety of different ways).
- Use a variety of sources to gather information.
- Understanding different viewpoints and perspectives.
- Group-work skills.

Technology Electronics

Year 9 Technology Electronics (9TEE) is Optional

Are you fascinated by the inner workings of electronic devices and the technology behind them? Do you dream of designing, building your own electronic game or device? Then our Electronics Technology class is the perfect choice for you!



CONTENT

Electronics are changing the world we live in. From the way we move around to how we interact with the world around us. In this course, you will delve into the concepts and principles of electronics, focusing on the practical application of technology to solve real-world problems.

Through hands-on projects that use a range of skills and knowledge you will learn how to 3D model, use a 3D printer, program a microcontroller and build electronic circuits.

SKILLS

The course aims to cover the following topics:

- Investigate a problem and formulate designs that reflect an actual need.
- Learn about electronic components and how to use them.
- Learn to use a range of tools and software.
- Develop safe working practices in a workshop environment.

However, it is important that students appreciate the academic demands of the subject and its intention to prepare them for continuing to study Technology Electronics at Level 1 and beyond.

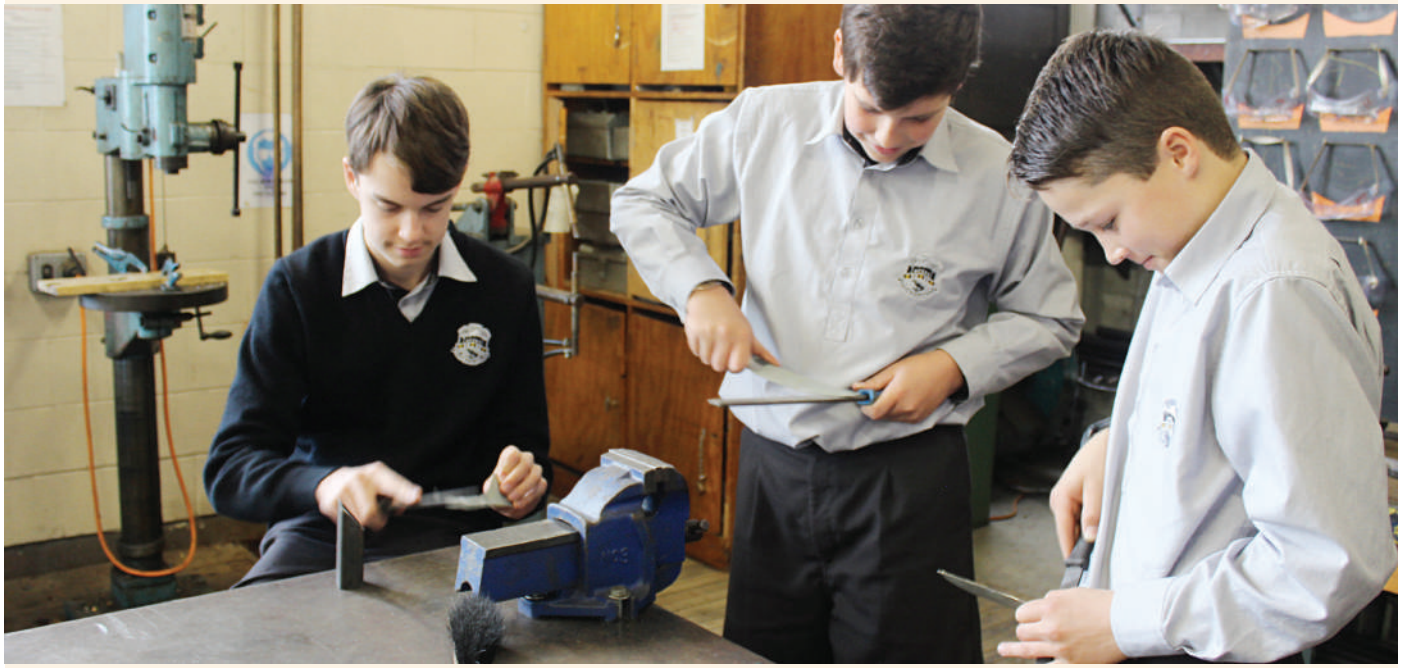
ASSESSMENT

Practical work and the student's own project are assessed formally.

Technology Metal

Year 9 Technology Metal (9TEM) is Optional

Students in this course will develop skills and knowledge through the process of making a product within an engineering workshop. It will cover a range of techniques that evolve into the completion of a finished product.



CONTENT

This course will develop students' knowledge and practical skills through the process of designing and producing a product in an engineering workshop environment. Students will be introduced to fundamental fabrication techniques, including working with sheet metal to create a small toolbox. The course also introduces essential engineering drawing and sketching skills, along with CAD modelling and 3D printing. In addition, students will learn how to read and interpret technical drawings, take accurate measurements, and implement them in their work.

Throughout the project, students will gain experience in planning, evaluating progress, and managing themselves and others effectively within a workshop setting.

SKILLS

Whilst the development of practical, design and problem-solving skills are given emphasis throughout the course, the students will also be expected to develop values such as: aiming for high standards, innovation, integrity,, and participation.

The key competencies of thinking, use of technical language and symbols, managing themselves and being responsible, working safely, relating to others, and participating and contributing are keys to learning and taking an active part in the subject of Technology.

ASSESSMENT

Students will be assessed against working safely, creatively, independently, and accurately within a workshop environment.

Technology Wood

Year 9 Technology Wood (9TEW) is Optional

In Technology Wood the students produce a range of outcomes based in a workshop. The emphasis is on Technological Practice where the students are expected to make decisions and design a project based around an opportunity or need.

CONTENT

Within the context of Technology Wood the students will show innovation and adaptation in their technological practice and specific design processes. They will make enterprising use of knowledge, skills and practices to make specific hard-materials outcomes. Students will develop an understanding of key workshop processes as well as improving practical skills in a woodwork shop.

In consultation with parents and other stakeholders the boys design, plan the construction and develop an outcome to their own brief. Quality control and evaluation of the outcome, by the students, is key in producing a project that meets specifications.

SKILLS

The Technology Wood course will allow students to be creative and show ingenuity with project work covering:

- Practical, design and problem-solving skills.
- Development of innovation and creativity.
- The safe selection and use of tools, machinery and materials.
- Participation and perseverance within group work.

ASSESSMENT

The components of each module will be assessed against the national objectives for the learning area of Technology. We will specifically assess and report on these aspects:

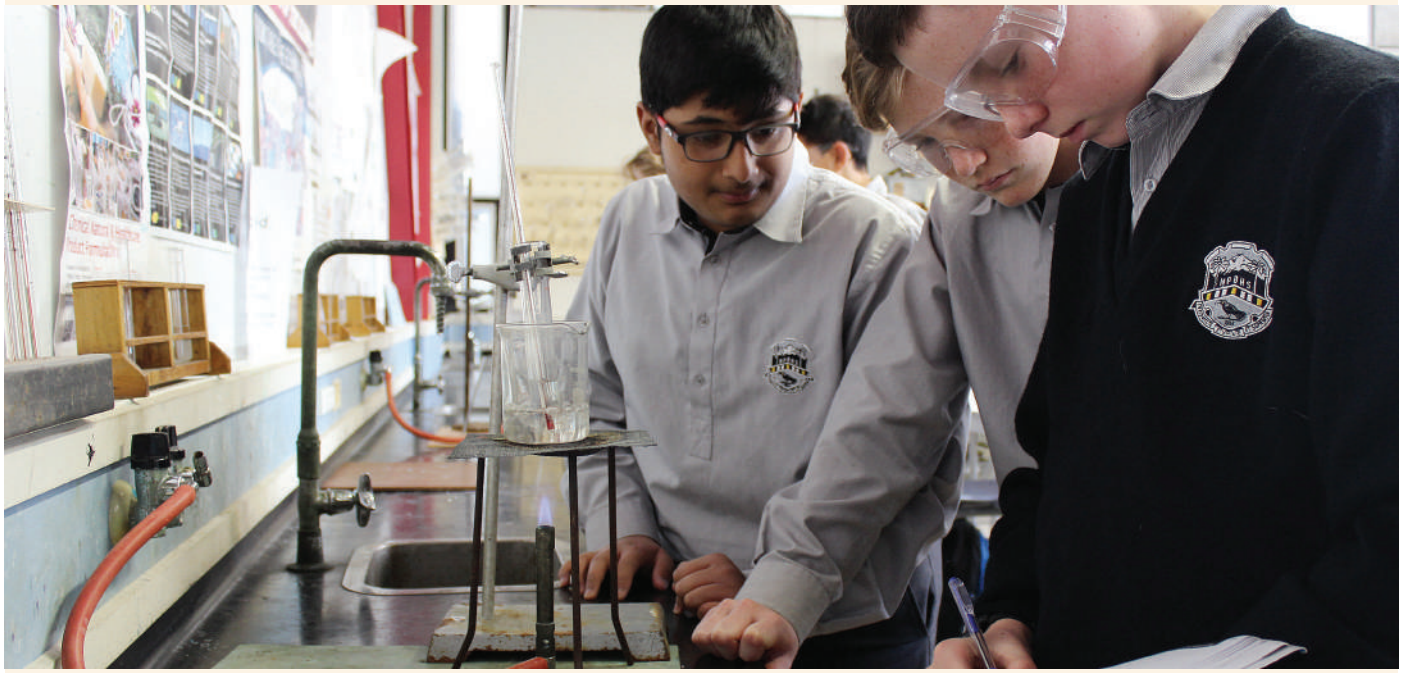
- Practical skills (covers beginning test-joints and ongoing project work; includes accuracy).
- Effective use of tools and equipment (application to all aspects throughout the course; includes knowledge of, and selection and application of, the most appropriate tools and equipment).
- Project development and procedures (technological practice; includes project planning - following stages and design specifications, practical skills in assembling the project(s), folder work, tests etc).
- Safe and appropriate conduct (ongoing and applicable throughout the year and to a range of situations).

Ultrafast Chemistry

Year 9 Ultrafast Chemistry (9SUF) is Optional

From rocketry to paint drying, chemists are at the forefront of the chemical reactions taking place. Learn about some of these reactions and how chemists make them go faster! This course is designed with our future scientists, engineers and medics in mind.

Pūtaiao
Science



CONTENT

Ultrafast Chemistry is the study of chemical reactions and how they are sped up (or slowed down) by chemists.

Reactions studied include:

- Combustion (sugar rockets and fireworks).
- Reduction/oxidation (hydrogen and oxygen).
- Chemistry "magic".

Concepts studied include:

- Collision theory with respect to concentration, surface area and temperature.
- Rate of reaction.

SKILLS

Investigating in Science:

- To plan a scientific investigation involving chemical reactions.
- To collect and process accurate data.

Communicating in Science:

- To accurately record observations and measurements.
- To be able to write a concise report based on written information and/or practical work completed.

Understanding in Science:

- To be able to understand scientific concepts and be able to apply them to real life contexts involving chemical reactions.
- To be able to understand different scientific representations for information and concepts.

Participating and Contributing in Science:

- To be able to participate and contribute as part of a team in a sensible and safe manner.
- To be able to make real life connections from scientific concepts taught.

ASSESSMENT

A variety of assessments will be used to measure students' progress: reports, formal tests, practical and project-based work ensure a range of learning styles is catered for.

Year 10 Courses

COMPULSORY COURSES

All Year 10 students study the following compulsory courses:

English	Health Education	Mathematics
Physical Education	Science	Social Science

OPTIONAL COURSES

Student must choose **FOUR** half year optional courses:

A World of Reactions	AgriScience	Ancient Roman Civilisation & Languages (Classics)
Art - Design and Photography	Art - Game Design	Art - Māori and Pacifica Art
Art - Sketching or Painting	Athlete Development Programme	Beyond the Sports Field
Computer Science	Digital Media	Drama
DVC	English Language (ESOL)	Environmental Science
French	Home Economics	Mandarin
Māori Performing Arts	Moving into the Future	Music
Music Composition/Analysis	Our Planet	Performance Music
Politics and Power	Robotics	Spanish
Te Reo Māori	Technology Electronics	Technology Metal
Technology Wood	Tikanga ā-rohe	Who Wants to be a Millionaire?

Senior School

LEVEL 1 COURSES

All Level 1 students study the following compulsory courses: English, Mathematics, Science or Internal Science or AgriScience.

Student select a combination of full year and half year optional courses, to the equivalent of six units of work - a full year course is worth 2 units of work, and a half year course is 1 unit.

LEVEL 2 COURSES

All Level 2 students study one of the following compulsory courses: English (Full Year) or English for Industry (Full Year) or Half Year English (Half Year).

Student select a combination of full year and half year optional courses, to the equivalent of six units of work - a full year course is worth 2 units of work, and a half year course is 1 unit.

LEVEL 3 COURSES

There are no compulsory courses at Level 3.

Students select a combination of full year and half year courses equal to six full year courses. ie two half year courses is equal to one full year course.

New Plymouth Boys' High School Map

107 CORONATION AVENUE, NEW PLYMOUTH

Key

- **Entrance**
  - 1 Memorial Gate Entrance
  - 2 Main Entrance
  - 3 Ryder Hall Entrance
  - 4 Wakefield St Entrance
  - 5 Hobson St Entrance
  - 6 Niger Terrace Entrance
- **Parking**
- **Wheelchair Accesible**
- **Out of Bounds**
- **Boarding Areas**

Areas

P Pridham Hall
Library, Classrooms: P1 - P13, Toilets

B Boarding Houses and Boarders Lounge
Classrooms: B1 - B2

CR Cramond Block
Ground Floor: Classrooms: CR1 - CR4,
Te Haumaru Learning Centre, International Department,
Marketing & Communications Office
Second Floor: Classrooms: CR5 - CR6

D Main Office
Reception, Headmaster, Headmaster's EA,
Visitor's Toilets

F A French-Wright Block & Alexander Block
Ground Floor: Committee Room, Guidance, Deputy Headmasters, Assistant Headmaster, Student Services, Sick Bay, Classrooms: L1 - L3, Toilets, RTLB Offices, Visitor's Toilets, Retail Shop
Second Floor: Classrooms: A3 - A9, L4 - L5
Third Floor: Staffroom, Future Pathways,
Classrooms: A10 - A14

R Ryder Hall

L6-L11 Science Block
Classrooms: L6 - L11

K Kōkiri Te Reo (KTR)

M Memorial Block
Upper Floor: Classrooms: M2 - M4
Lower Floor: Classrooms: M5 - M9, Music Practice Rooms

T Technical Block
Classrooms T1 - T8, Technology Resource Room, Toilets

H Agricultural & Horticultural Block
Classrooms: H1 - H6

C Commerce Block
Classrooms: C1 - C4

V Visual Art Block
Classrooms: V1 - V4

G Gym
Classrooms: GS1 - GS2, Strength & Conditioning Centre,
Changing Rooms 1 - 2

Te Haumaru Learning Centre

AT NEW PLYMOUTH BOYS' HIGH SCHOOL, SPECIALIST TEACHERS AND LEARNING ASSISTANTS WORK IN CLASSROOMS ACROSS ALL SUBJECTS AND YEAR LEVELS. THEY SUPPORT TEACHERS TO ACHIEVE THE BEST RESULTS FOR THEIR STUDENTS.

Our caring and compassionate Te Haumaru team assists in the delivery of programmes to support students identified through school-wide testing and referral. In Year 9 and 10, our objective is primarily aiding those students who would benefit from extra tuition, small group interventions or providing one to one learning in preparation for NCEA exams.

At Years 9 and 10 we have classes that offer an adapted curriculum and limited numbers for those students for whom the mainstream curriculum and typical transition to secondary school is challenging. The faculties of English, Mathematics, Science and Social Science work together to provide a programme, supported by skilled teachers and Learning Assistants.

Te Haumaru also provides an Extended Learning Programme for Yr 11, 12 and 13 students. This is an opportunity for selected students to benefit from supported and scaffolded learning, allowing for the best possible NCEA level outcomes and a chance for welcome respite from the challenges of the school day. Meeting our students at the appropriate emotional level with an empathetic approach is vital to their success and our ability to work with them - building positive relationships is key to all we do.

Adrian Wright

Families, students and teachers are warmly encouraged to contact Te Haumaru with concerns and enquiries.

For further information, please contact Te Haumaru Learning Centre via email at:

adrian.wright@npbhs.school.nz

Guidance Department

GUIDANCE ESTABLISHES AND MAINTAINS A SAFE AND INCLUSIVE SCHOOL CULTURE THAT RECOGNISES AND CELEBRATES DIVERSITY.

WORKING WITH STUDENTS/FAMILIES/WHĀNAU/CAREGIVERS

The guidance area is a resource for students and families/whānau/caregivers, offering both individual and group counselling/support. This work aims to ensure the best educational and social outcomes for our students.

GUIDANCE SUPPORT

The guidance counsellors work closely with deans, teachers, and administrators with pastoral duties to establish a safe and inclusive climate in the school, free of intolerance, harassment, and bullying. Where appropriate the guidance team work collaboratively with staff to provide a wraparound service which aims to support students throughout their time at New Plymouth Boys' High School.

OUR TRAINED COUNSELLORS CAN PROVIDE:

- A professional and confidential counselling service for students/families/whānau/caregivers.
- Support to families/whānau in times of crisis.
- Information about adolescent development, acknowledging the tensions, challenges, and rewards of living with teenagers.
- Referrals to outside agencies and community-based counselling services.


Sarah Darke


Greg Davis


Shelley Somers


Teo Armes

The guidance counsellors are always ready to listen if you have any issues or concerns.

For further information, please contact the Guidance Department at:

guidance@npbhs.school.nz

Community and School

WE ENCOURAGE THE CLOSEST POSSIBLE LIAISON BETWEEN PARENTS AND CAREGIVERS AND THE SCHOOL SO THAT THE MOST POSITIVE AND APPROPRIATE LEARNING ENVIRONMENT IS PROVIDED FOR OUR STUDENTS. WE THEREFORE APPRECIATE BEING INFORMED OF ANY ISSUES THAT MAY AFFECT A STUDENT'S PERFORMANCE AT SCHOOL AND WILL CERTAINLY CONTACT YOU IF WE HAVE CONCERNS OR COMMENDATIONS THAT YOU NEED TO KNOW ABOUT.

BOARD OF TRUSTEES

The Board of Trustees is the policy-making body of the school. It consists of six members elected by parents and caregivers, up to five co-opted members, a staff representative, student representative, and the Headmaster. The Board usually meets on the last Wednesday of each month at 6.00pm. Its meetings are open to the public.

The Annual Report is published in May of each year.

OLD BOYS' ASSOCIATION (OBA)

The school places great importance on maintaining connection with its past pupils, and strongly encourages students, as they leave, to become members of the Old Boys' Association which was formed in 1912 and aims to provide support for the school and a continuing link for past students throughout New Zealand and the Pacific, and indeed throughout the world.

The OBA has, through the years, contributed freely of its time, energy, and finance to provide many fine buildings and amenities for the benefit of students, thus enhancing the school. These improvements include the Memorial Gates, the Memorial Music Block, Swimming Pool Complex, Gymnasium, and Gully Pavilion, plus many other forms of assistance including an annual grant to the Student Assistance Fund, disbursed at the discretion of the Headmaster, for the benefit of all students.

The OBA over the years has organised many major functions, the 50th, 75th, 85th, Centennial, 110th, 125th and 140th Jubilees, in addition to many other social functions within the school and throughout the country, in conjunction with sport fixtures at branches of the Association.

PARENT TEACHER ASSOCIATION

The Parent Teacher Association was formed in June 1964 and has established a reputation for support to the school and its families.

All parents attending meetings automatically become members of the PTA. Teachers are also automatically included and other interested adults should contact the secretary directly. The AGM is normally held in March of each year. Nominations are accepted and the executive is elected at this meeting. All parents of boys at the school are eligible to stand. General meetings are held on the first Tuesday of each month during school term. At each meeting a guest speaker is invited. For example we have had speakers from Police Youth Aid, Netsafe, Career Services, Mental Health, DARE, Truancy Services, plus an assortment of staff and students speaking about relevant topics such as NCEA, nutrition or school activities, trips, and events. These meetings also provide an opportunity for parents to raise issues or concerns directly with the Headmaster.

Fundraising each year is accomplished with an annual Work Day which is organized by the Deputy Headmaster. This involves the students spending a day working within the community for a donation towards the school.

PTA INFO

SCAN

Timetable

FIRST BELL GOES AT 8.35AM EACH DAY. TIMETABLE BELOW IS A TYPICAL WEEK AND ARE SUBJECT TO CHANGE WITH NOTICE VIA FACEBOOK AND SCHOOL APP. PLEASE CHECK THE DAILY NOTICE EACH DAY.

TIMETABLE	MON	TUES	WED	FRI	THURSDAY'S TIMETABLE	
8.40am-9.00am 20mins	School Assembly	Huia rōpū/ Assembly	Huia rōpū/ Assembly	Huia rōpū	8.40am-9.35am 55mins	Period 1
9.05am-10.00am 55mins	Period 1	Period 1	Period 1	Period 1	9.40am-10.35am 55mins	Period 2
10.05am-11.00am 55mins	Period 2	Period 2	Period 2	Period 2	10.35am-11.05am 30mins	Interval
11.00am-11.30am 30mins	Interval	Interval	Interval	Interval	11.10am-12.05pm 55mins	Period 3
11.35am - 12.30pm 55mins	Period 3	Period 3	Period 3	Period 3	12.10pm-1.05pm 55mins	Period 4
12.35pm-1.30pm 55mins	Period 4	Period 4	Period 4	Period 4	1.05pm-1.45pm 40mins	Lunch
1.30pm-2.10pm 40mins	Lunch	Lunch	Lunch	Lunch	1.50pm-2.45pm 55mins	Period 5
2.15pm-3.10pm 55mins	Period 5	Period 5	Period 5	Period 5	No Assembly on Thursdays Early Finish 2.45pm	

Devices

The school encourages the use of personal devices in the classroom (BYOD). If you already have a device at home, there is no need to buy a new one. If purchasing a new device, we recommend a Chromebook or laptop that your son can use throughout his time at NPBHS.

For those unable to provide their own, the school has a pool of laptops available for students to borrow from the computer suite.

SCAN

RECOMMENDED DEVICES:

- Chromebook or
- Laptop

GENERAL REQUIREMENTS AND SPECIFICATIONS:

- Battery life of at least 4 hours
- Has a robust cover or carry-bag
- Wireless network capability using 802.11g
- An audio port and earbud type headphones
- Chrome web browser installed

Calculator

We recommend the Casio FX-82AU Plus II Scientific Calculator for Junior students.

Stationery

General stationery items are required for all subjects. Core subjects will utilise a device such as a laptop or Chromebook (BYOD), in addition to any other stationery items listed on the website.

GENERAL STATIONERY ITEMS:

- Red Ballpoint Pen
- Blue Ballpoint Pen
- Black Ballpoint Pen
- HB Pencil
- Pencil Sharpener
- Glue Stick
- Eraser
- Plastic Ruler 30cm clear
- 4 Pack of coloured highlighters
- 180° Protractor 10cm
- Coloured Pencils 24 Packet
- Scissors
- Two x 1B8 Exercise Books Punched 7mm Ruled
- 1E5 Exercise Book Quad
- 14K8 A4 Graph Loose Leaf Refill 2mm
- 1B8 Exercise Book Punched 7mm Ruled

STATIONERY LISTS

SCAN

Earphones

The following subjects require students to have earphones. These should be “bud” type earphones. Any low-cost pair is appropriate. The subjects are Digital Media, French, Performance Music, and Spanish.

House Deans

The Deans at New Plymouth Boys' High School fulfill several crucial roles. In addition to overseeing the pastoral care of students, they manage enrolment and absences. Our dean system follows a relational and restorative discipline approach.

DONNELLY

MR B. CORLETT
Senior House Leader

MR R. CREERY
Dean of House

MR P. ESTRABILLO
Dean of House

BARAK

MR N. CREERY
Senior House Leader

MS H. TRENT
Dean of House

MR T. SCHAARE
Dean of House

SYME

MR. M. SOMERS
Senior House Leader

MR S. RANGIWAHIA
Dean of House

MR R. CLARK
Dean of House

HATHERLY

MR J. STONES
Director of Boarding

MR L. PRICE
Dean of House

The Deans are your first point of contact for any concerns regarding your son's wellbeing, as well as for handling curriculum queries.

You can reach our Deans via email, and you can also leave them a message by calling the school office at (06) 758 5399.

SCAN

DEANS INFO

SCHOOL RULES

The School Rules outline the school's expectations in terms of the behaviour and personal presentation of students.

THE SCHOOL RULES MUST BE COMPLIED WITH AT ALL TIMES AND SERIOUS OR REPEATED BREACHES MAY RESULT IN DISCIPLINARY ACTION, UP TO AND INCLUDING EXCLUSION/EXPULSION. THE SCHOOL RULES APPLY TO STUDENTS AT ALL TIMES WHILE THEY ARE UNDER THE AUTHORITY OF THE SCHOOL. AT ALL TIMES STUDENTS BEHAVIOUR REFLECTS ON THE SCHOOL AND STUDENTS SHOULD ALWAYS ACT AND BEHAVE ACCORDINGLY.

COVERAGE OF RULES

- Students are under school discipline from the time of leaving their homes until they return.
- The rules also apply in any organised school activity beyond the school, when the activity is within the school's organisation and control.
- Any activity or online environment where you are an identifiable student of New Plymouth Boys' High School.

ABSENCE FROM SCHOOL, LATENESS, AND LEAVING THE SCHOOL GROUNDS

- Parents should phone the attendance hotline before 9.00am, or use the School App preferably on the day of the absence.
- In the case of expected prolonged absence, parents must write to the Headmaster prior to the absence requesting permission for leave. NB: NCEA assessments may not be able to be assessed at an alternative time.
- Students must not leave the school grounds without permission during school hours from 8.40am until 3.10pm. If they have to leave for any reason, such as a doctor's or dentist's appointment, they must report to Student Services with a card or note and obtain a pass.
- No permanent lunch passes are issued. Students needing to leave school at lunchtime must get a temporary lunch pass from Student Services after obtaining a note from one of the Senior Leadership team.
- Students are required to be punctual, and to be at school, in class, by 8.40am. If a student is late, ie arrives to class after 8:40am, they must report to Student Services before they report to class.

ALCOHOL, TOBACCO AND/OR SUBSTANCE ABUSE

- Offences involving alcohol and/or substance abuse including consumption, purchase, and distribution, not only are subject to disciplinary action when committed within school property but also when committed: In association with any organised school activity beyond the school, when the activity is within the school's organisation and control; and In any public place where the student is present and recognisable as a student of the school; and In any vehicle being used in the course of any organised school activity or to transport a student to or from school.
- Smoking, vaping and the possession of drug paraphernalia is prohibited.

BULLYING AND THEFT

- No student should steal.
- No student shall bully, harass, assault, fight with, or intimidate another student or staff member.
- No student shall be in possession of, or use knives or other weapons.

GENERAL CONDUCT AND BEHAVIOUR IN CLASS

- Students are expected to display a high level of courtesy and manners at all times. Loud and offensive behaviour is not permitted.
- Students are expected to 'Be the Example' in their actions at all times under the school's authority.
- They must not act in a manner that brings, or potentially brings the school into disrepute.
- Chewing gum is prohibited in or about the school grounds.
- While under the authority of the school, students must not engage in activities connected with physical attraction or intimate physical contact between individuals (including, but not limited to, kissing, any form of sexual touching and sexual intercourse).

UNIFORM REGULATIONS

- Students are expected to be in correct school uniform at all times during the school day, and to wear their uniform correctly, inside and outside the school grounds, as per the uniform regulations. See page 60 of the prospectus.

PREFECTS

- Prefects are appointed to assist the Headmaster, the staff, and the students in the efficient running of the school. Their instructions are to be obeyed.

CELLPHONES AND FIRE ALARMS

- Cellphones must be switched off and put away in bags for the day from 8:35am to 3:10pm and may not be used for any purpose on school premises without the permission of a teacher, SLT member or the Headmaster. It is the policy of the School to confiscate cellphones and personal electronic equipment should students be in breach of this rule. In the first instance, it shall be for a period of one week. On a second occasion, it will be returned after a meeting with parents/caregivers.
- The wrongful use of a fire alarm could bring to the wrongdoer costs up to $1500.00.

SICKNESS/ILLNESS AND MEDICATIONS

- During the school day, any sick or injured student must report to student services. Only when a parent is contacted, will the student be released from school.
- No student is permitted to have in his possession, or to provide to any other student, any medication or drug whether illegal or not. The exception to this is the medication prescribed by a medical practitioner in their name and/or dispensed by Student Services.

TRANSPORTATION

- Use of motor vehicles: students driving or driven by a fellow student to, or from, school in, or on, a motor vehicle, must hold a vehicle or passenger pass which may be obtained by presenting a completed application form, available from Student Services.
- Vehicles must be parked in allocated areas, and must not be driven in the school grounds.
- Bicycles must not be ridden within the school grounds and must be left in bicycle stands and locked.

PROPERTY

- Damage to school buildings and property must be reported at once to the Senior Leadership Team. Wilful or careless damage must be paid for. All clothing, books, bags and other property must be clearly named.

THESE RULES ARE A GUIDE AND ARE NOT INTENDED TO BE A COMPREHENSIVE LIST. THE SCHOOL RESERVES THE RIGHT TO AMEND/REPLACE THESE RULES FROM TIME TO TIME AT ITS DISCRETION AND ALL STUDENTS ARE EXPECTED TO KNOW THE RULES AND COMPLY WITH THEM.

Uniform Regulations

WHEN PARENTS SIGN THE ENROLMENT FORM TO ENTER NPBHS THEY ARE SIGNING AN AGREEMENT THAT THEY WILL DO EVERYTHING TO ENSURE THAT THEIR SONS OBEY THE STATED UNIFORM REGULATIONS. THESE RULES ALSO APPLY WHEN THE STUDENT IS TRAVELLING TO AND FROM SCHOOL.

IN PARTICULAR:

- The uniform of the school must be worn by all students and maintained in a clean and tidy condition.
- Shirts are to be tucked in and socks are to be pulled up above the calf. Maximum of 4 finger widths from the back of the knee.
- T-shirts or thermals worn underneath the school shirt must not be visible.
- The NPBHS school jacket (purchased from the Uniform Shop) is the only jacket to be worn with the school uniform.
- Hair should be clean, groomed, a natural colour, of no more than moderate length, off the collar and away from the eyes. Extreme styles such as: dreadlocks, braids, No1's, mohawks, mullets, colours, hair ties, raised hair, stripes or horsies/rattails are unacceptable.
- Students must always be clean-shaven.
- Jewellery, other than a wrist watch, must not be worn to school. ie. no necklaces, no wrist bands, no earrings (no facial piercing and/or no visible body piercing). No make-up or nail polish.
- The wearing and/or displaying of headphones is only permitted at interval, lunchtime and before/after school. Ear bud (inner ear) type headphones are only allowed to be worn, not headphones which sit on the outside and/or cup the ear.

School Uniform

Shirt: Grey with monogram.

Shorts: Charcoal shorts (long surfie type are not acceptable).

Jersey: Black with monogram.

Jacket: School jacket.

Black Dress Pants: Must take a crease and be worn with a black belt and black socks.

Sandals: Plain black leather with a strap around the back; no writing or advertising. To be worn with shorts only. Jandals are prohibited.

Shoes: Plain black leather (must take a shine); canvas skate shoes or sports shoes are not acceptable.

Socks: Black with bands in white and gold.

PE Gear: PE shirt available from the uniform shop.

Getting Here

THERE ARE A NUMBER OF BUSES THAT ARE AVAILABLE FOR STUDENTS FOR THEIR JOURNEY TO AND FROM SCHOOL.

TRANZIT COACH LINES TARANAKI LTD
PH (06) 757 5783

- Waitara-Tikorangi-Urenui (22) departs Coronation Ave, Tikorangi and Urenui transfer at the Waitara War Memorial Hall (23).
- Kent Road D070413 (12) departs from Coronation Ave.
- Ōakura/Ōkato (40) departs from Coronation Ave (Racecourse side).
- Bell Block & Lepperton (31) departs from Coronation Ave (Racecourse side).
- Bell Block (35) departs from Coronation Ave (Racecourse side).
- New Plymouth (51/53) departs from Coronation Ave.
- Omata & Hurford Rd - D070411 (92 or 95 Ariki Buses). Transfer to (41) at Ariki St, departs from Coronation Ave (Racecourse side, 3:20pm).
- New Plymouth City (92 or 95 Ariki Buses) Transfer to routes 1-9 at Ariki St departs from Coronation Ave (Racecourse side, 3:25pm).
- New Plymouth (54) departs Coronation Ave (Racecourse side, 3.40pm).
- New Plymouth (55) departs Coronation Ave (school side).
- Ōakura (46) departs Coronation Ave (school side).
- Inglewood (98), drops off on the Racecourse side of the road in the morning and picks up on the school side in the afternoon.

WITHERS COACHLINES
PH (06) 751 1777

- Egmont Rd, Manutahi Rd (D070402) departs from Coronation Ave, school side.
- Smart, Manutahi and Corbett Rds (D070407) departs from Coronation Ave (Racecourse side).
- Upper Mangorei Rd (D070412) departs from Coronation Ave, transfer D070412 bus at Mangorei School.
- Carrington Rd/ Frankley Rd (D070408) departs from Coronation Ave.

These schedules are correct at the time of printing the Prospectus. We suggest you contact the bus companies and TRC in January to confirm bus schedules.

TARANAKI REGIONAL COUNCIL BUSES

- The Connector runs four return trips Monday to Friday between Hāwera and New Plymouth, extending from and to Ōpunake on the first and last run.
  Info line: 0800 26 63 28

For more information visit:

trc.govt.nz/buses-transport/

Tuck Shop

The school's Tuck Shop is open before school, interval and lunchtime, and supplies sandwiches, wraps, filled rolls, fruit, and a variety of healthy pies and drinks, all at competitive prices.

Uniform Shop and Online Store

COME IN OR BUY ONLINE!

The school is the sole supplier of new school uniforms, and school sportswear.

The Uniform Shop is located in the foyer of Ryder Hall and is open during term time before school (8.00am - 9.00am) and interval.

The shop is also open in the January holidays, but hours will vary, so please check the website and Facebook for times.

The Online Store is available for school uniform and more, as an easy alternative to purchasing in the School's Uniform Shop.

ONLINE STORE

SCAN

How to enrol at NPBHS

STEP 1.

Promotional visits to contributing schools

We will visit contributing schools for promotional purposes from Tuesday, 15th July, until Tuesday, 22nd July.

STEP 2.

Come to our Open Evening on Wednesday 23rd July

You and your whānau are warmly invited to attend New Plymouth Boys' High School's Open Evening.

The Open Evening begins at 3.30pm in Ryder Hall, with tours starting at 3.45pm.

STEP 3.

Complete the Online Enrolment Form

Please complete the online enrolment form by Friday, 1st August. The form takes approximately 15 minutes to complete.

SCAN

https://www.npbhs.school.nz/year-9-enrolment

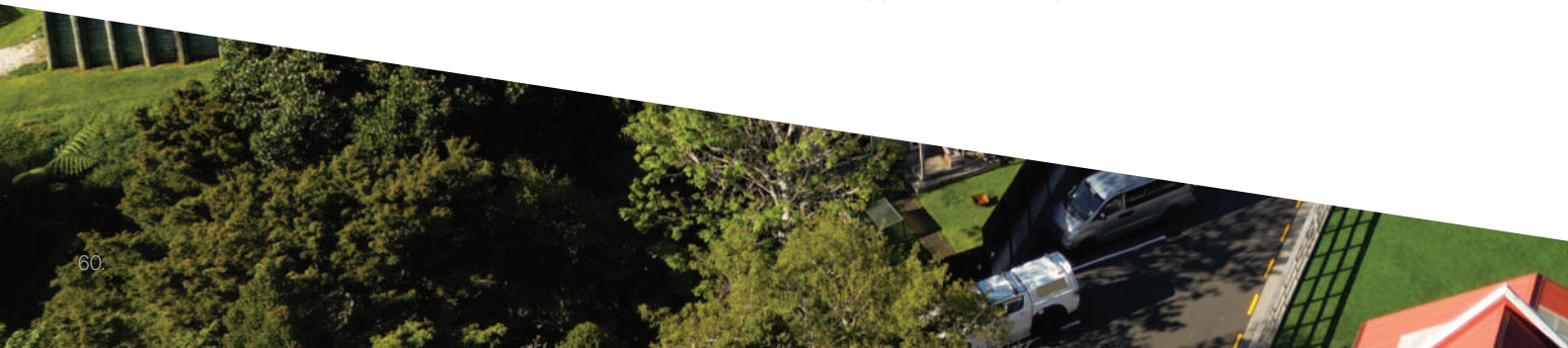
Once you have filled out the online enrolment form, please ensure you click 'Submit'. *It may take up to 20 seconds to process.*

Please note: Enrolments at all levels will only be considered if submitted via the prescribed online application form.

STEP 4.

We acknowledge your Online Enrolment Form

You will receive an acknowledgement email from us, directing you to the Year 8 Enrolment Interview booking portal on Schoolpoint.



We've created a simple step-by-step guide to help you through the online enrolment process.

STEP 5.

Book your son's Year 8 Enrolment Interview

Enrolment interviews will take place at your son's current school and can be booked online. Parents are expected to attend the enrolment interview with their son.
Please note: if you have already had a Hostel Interview, you do not need to book an enrolment interview.

SCAN

https://npbhs.schoolpoint.co.nz/

- Please select your school from the 'External Conferences' tab, located in the black box on your device.
- Enter the registration code provided for your school.
- You will then be able to select an enrolment interview time. *Scroll across the screen to view later times.*
- Complete the details on the registration page and click 'Register'.

If your school is not listed, please select a Reserve Day. If you are unable to attend on one of the Reserve Days, please contact the New Plymouth Boys' High School office to arrange an alternative interview time.

enrolments@npbhs.school.nz
Phone 06 - 758 5399

STEP 6.

What Happens Next: Key Dates

- Acknowledgment email sent at the end of Term 3.
- Athlete Development Programme Testing - Thursday, 6th November, 12.30pm - 3.00pm.
- Information packs posted at the end of Term 4.

School Dates and Codes for Enrolment Interviews

Mangorei	4th August	Code 1dd41b1f
Highlands	5th August	Code ad7968a1
Devon	6th August	Code a278b6f4
Omata	11th August	Code 7f6d3c0e
Oakura	11th August	Code f58a00eb
Puketapu	12th August	Code c65a0bbc
Bell Block	12th August	Code 15c6511f
Manukorihi	12th August	Code 2f2ebec5

If you are unable to attend the Enrolment Interview at your school, the following reserve dates are available.

RESERVE DAY 1	8th August	Code 9a3bf2ba
RESERVE DAY 2	15th August	Code 95f15dee

NEW PLYMOUTH BOYS' HIGH SCHOOL
TE KURA TAMATĀNE O NGĀMOTU

Phone 06 758 5399
npbhs.school.nz

Enrol now
npbhs.school.nz/year-9-enrolment

Connect with us now: