



2024



A TRADITIONAL SCHOOL  
WITH A CONTEMPORARY HEART

PROSPECTUS



# SIMON COE

Rector

It is a pleasure to welcome new families to Southland Boys' High School. We hope that you will always feel welcome and I look forward to seeing you around the school, and at important occasions and milestones in your son's educational journey. We look forward to sharing a partnership with you in the education of your son.

Southland Boys' High School is a traditional school with a contemporary heart. The combination of old and new, our values and the school motto, 'not for school but for life we are learning', are deeply embedded in all aspects of the school's life.

Our school was established in 1881 and is one of the oldest state schools, and the only boys' Year 7 – 13 state school, in New Zealand. For over 140 years, we have been educating young men to be independent, curious and lifelong learners.

Our focus is on personalised learning and excellent teaching. Our aim is to provide a broad education that will equip your son for the life they will lead in the future.

Southland Boys' High School is a place where boys experience as many opportunities as possible to help them develop balance in their lives, to help them learn about themselves, their future careers and their continuing education.

We encourage them to be involved in a variety of activities and challenge themselves so that they can grow into young men who will contribute positively to their future communities.





# RAY LAURENSEN

Associate Rector

To define a place is easy. You describe its features, or its inhabitants, or perhaps focus on events that brought it to significance. To define a school, especially one that has stood sentinel over a city for 143 years, is extremely difficult. So, if definition is elusive, you should focus on how it feels, how it breathes, how it governs interactions, how it evolves and where its strength lies.

The true beauty of Southland Boys' High School is that the answer to 'how it feels' is different for everyone who enters the front door. However, certain truths remain constant. The first feeling is always intimidation. With its high ivy-covered walls and turreted roof, it stares down as you walk through its front door. The second feeling is in reaction to its age. It is immediately evident that you have entered a place that remembers its past and exudes a myriad of lessons learned.

Mehemea ka moemoeá ahau. Ko ahau anake. Mehemea ka moemoeá tatou. Ka taea e tatou.

If I dream, I dream alone. If we dream as a collective, we can achieve our dream.

Southland Boys' High School has stood sentinel over Invercargill through wars, pandemics, floods, and fires. There is reassurance in that – to know that her doors have remained open regardless of how hard the world might try to shut them. For a boy, the ultimate

reassurance is stability. To know that there is a constant in your life. To know, that if respected, the school will help you unlock your future, see its possibilities, navigate its twists and turns, and give you what you need to walk that road with your shoulders back and your back straight.

For me – that is what I see. That is why I am here, and that is what I tell my students as they enter for the first time, and remind them when they leave for the last time.

When looking at schooling options for your son, take three things into account. Firstly, and most importantly, what does he want? As a rule, a happy boy is a successful boy. Secondly – will the school offer him the safety and security to be his best self? None of us know what that is yet, so will he be able to grow without being pigeonholed and forced into a category that may not suit him as he matures? And finally, will it give him a sense of belonging? In a world that can often seem huge and daunting, will the school give him a sense of belonging to something greater than him? Something that has stood up for countless students before him, and will do so for your son.

Our job at Southland Boys' High School is to answer those three questions for you, and then spend the years we have with your son proving that we were the right decision.



# RUAIRIDH MACCALLUM

Head Boy

I have always enjoyed school. From Years 1 to 6, the doors of Riverton Primary were an unwavering presence in my life, making the choice of where to acquire my secondary school education difficult. However, as soon as I walked into the hall of Southland Boys' High School for the first time, I knew I had made the right decision. Coming from a school with less than two hundred students, to one with over a thousand, was a major change to adapt to. But one I believe was pivotal in moulding the person I am today.

From an outside perspective, Southland Boys' High School had the reputation of being a 'rugby school,' which, as I did not play rugby, terrified me. After my first week, I found that this impression was not just wrong; it could not have been further from the truth. Over the last seven years, I have been provided with numerous opportunities to try new things. I have been pushed to my academic best and continued with my chosen extracurriculars, while being offered options like debating, sports teams, production, and Toa Moana. The possibilities were endless. Southland Boys' doesn't just provide these opportunities; it encourages its students to achieve at the highest level. The culture of 'giving it a go,' is something widely accepted and promoted in this school, allowing students to rise to the top of their chosen field, regardless of the activity.

One of my favourite aspects of Southland Boys' is the connection that students have to each other – the brotherhood of the school. This pride is unmatched in

any other secondary school, and reflected in events like sports day, with students willing to spray-paint themselves just for House points. Every student has encountered this feeling of brotherhood, and they support one other, without judgement, to become the best version of themselves possible.

I have also found Southland Boys' to be a place that celebrates inclusivity. Being specifically designed to cater to 'boys', I was delighted to find out that it wasn't just the stereotypical 'boy' that was provided for, but a modern-day man in today's changing world. Southland Boys' fosters diversity in a wide range of cultures, activities, and people, creating an environment in which there is somewhere for everyone.

When seeing the school as a new student or parent, the accolades of Southland Boys' students, both former and current, will be obvious to you. Attending this school isn't just a seven-year endeavour; it's a lifelong induction into the pride and culture that is Southland Boys' High School. As you walk through the halls, I hope you can feel the footsteps of those who walked before you just as I did, and truly understand what it means to be a member of such a community.

If you have the privilege of attending Southland Boys' High School, please take every opportunity you can, and remember that whatever path you choose to take, you will have the support of hundreds of boys, and men, behind you.





# ANDREA MULLIGAN

Deputy Principal

Kia ora and welcome to the Southland Boys' whānau.

At Southland Boys' we take immense pride in guiding our students as they develop, from young boys walking in through the gates of the junior school, into great men as they walk out through the gates into society.

As new students arrive at Southland Boys' in different year levels, they are quickly embraced in the 'Boys' High Way', and the brotherhood and pride that comes with wearing the Southland Boys' crest. This allows them to find their 'groove', whether it be within academics, cultural, sports or a mixture of all.

We encourage our students to break the mould and try new things. We know the importance of experiencing successes and failures, setting them up to be resilient young men as they move through the school and out into society. We encourage the boys to celebrate their individual successes, as they will in the future be someone that a younger student looks up to.

The 'melting pot' of our school is a privilege that many have not encountered before. This allows the students

to develop empathy, understanding and respect towards their classmates and peers throughout the whole school.

We are lucky to have juniors and seniors on the same site. This means that the boys are surrounded by other boys who are able to inspire and mentor them; tuakana teina through coaching, mentoring and being visible role models. This also allows us to foster relationships with staff and peers that are sustainable and built upon throughout the students time with us.

We look forward to you joining the Southland Boys' High School whānau.



# LEON DUNN

## Deputy Principal

As Deputy Principal at Southland Boys' High School, I oversee the pastoral care system. Designed to support the physical and emotional welfare of our students, a successful pastoral support program will have our boys feeling safe, happy, involved in the school community and able to perform to their full potential. If our students feel safe, they will integrate well with others and any problems can be identified and dealt with before they escalate.

Members of our Senior Management Team work closely with Tutor Teachers, Heads of Faculty, House Deans, the Guidance Counsellor, Learning Support Staff and the Careers Department.

The purpose of this collaboration is to:

- Reinforce and recognise achievement and appropriate behaviour.
- Provide guidelines about basic school standards that all staff are responsible for maintaining.
- Identify students who are not achieving their potential and put in place suitable support structures.
- Provide solutions for students with learning difficulties and behavioural issues, including the use of outside agencies.
- Identify and assist students who require counselling.
- Assist students with school-to-work transition.

The welfare of students is paramount. Should they require help in personal, academic and vocational matters, we have a Pastoral team and an onsite Guidance Counsellor available. Should extra support be required, we are in contact with local agencies.

Pastoral care at Southland Boys' High School has a tiered system as follows:

1. Tutor Teacher: general inquiries about academic, attendance, and well-being.
2. Classroom Teacher: subject specific inquiries about academic success and classroom management/pastoral issues.
3. Head of Department/Curriculum Leader: subject specific inquires for curriculum delivery, department pastoral management, and Health and Safety.
4. House/Year Level Dean: academic, attendance, or pastoral concerns across two or more curriculum areas.
5. Attendance: day to day monitoring of student absences and high-level attendance concerns, including truancy and multiple medical absences.
6. Learning Support Coordinator
7. Guidance Counsellor
8. Head Dean/Pastoral Coordinator: High level pastoral inquiries, management of Deaning team and external agencies oversight.





# SCHOOL BOARD

Nau mai, haere mai.

Welcome to Southland Boys' High School.

Founded in 1881, Southland Boys' High School is a place where tradition and a strong sense of belonging connect our students to the past whilst ensuring they are ready for their future – not for school but for life we are learning!

We are proud to be a boys' school that is focused on understanding the needs of boys as they transition into young men during their time with us. We develop programmes that recognise and provide for different learning and pastoral care needs, and our students are supported by a team of highly skilled educators and support staff that work very hard to administer the assistance and care needed. Our staff are exceptional role models and provide opportunities for all boys in academic, cultural and sporting pursuits.

The Board is dedicated in its service to school and community and work extremely hard to ensure we provide a learning environment that has high expectations of staff and students alike. We are particularly focused on building strong relationships with whānau, as we know how important strong family networks are to the success of our young men.

Southland Boys' students are a brotherhood and form lifelong friendships that carry them through their time at school and into adult life – as can be attested by Old Boys' who live both locally and all around the world.

We look forward to welcoming you to our Open Night. We encourage you to make the most of this event to seek clarity on all our school has to offer. After all, you and your son may decide to become members of our extended whānau, and we want to ensure we can do everything to support you with this decision.

**Chami Abeysinghe**  
*Co-Chair*

**Ems Smail**  
*Co-Chair*









# EDUCATING BOYS

Choosing a school is an important decision. We think that most 11 – 12 year old boys need some guidance in choosing the school that most appropriately suits their needs. Southland Boys' High School has a firm focus on what works for boys.

Students in single sex schools can stand to gain more confidence, both academically and personally, and achieve more in the scope of their ambition compared to their peers in co-ed schools.

Southland Boys' High School aspires to provide an holistic education for each student. We strive for articulate, well-rounded students who can successfully transition from the world of school into the world of work or further study.

Values are at the heart of Southland Boys' High School and underpin everything we do. Our six universal values: compassion, honesty, perseverance, respect, responsibility and service, help students understand their commitment to their family, their school and their community.

## School Donation

The school donation is set annually by the School Board. School donations help fund the running of the school and provide resources for students that cannot be met from operational grants (i.e. library books and sports equipment). It is tax refundable and a receipt can be requested from the school office. The donation is currently set at \$100 per student, or \$165 per family.

The PTA donation is also a tax deductible, voluntary payment to support the PTA in providing equipment and services to the school. The current charge is \$15 per family.

## Course Contributions

Pupils are charged for the materials that they use and keep in practical subjects such as Technology.

Curriculum based activities such as camps and field trips also rely on payment by participants to allow these activities to take place.



# CURRICULUM

Southland Boys' High School has a firm focus on its core business – education. Underpinned by the New Zealand Curriculum, we share a vision to grow lifelong learners, who are reflective, develop the skills to be adaptable and have a strong sense of self-belief.

## Year 7 and 8

Year 7 and 8 students are placed in mixed ability classes, with teachers who have strengths in the teaching of reading, spoken language, writing and numeracy, and who can use information technology to enhance learning.

Our key focus is numeracy and literacy. We strongly believe that these skills will prepare students to adequately access the curriculum in their senior NCEA studies.

## Year 9 and 10

The second stage of the secondary experience happens in Years 9 and 10. Here our focus shifts to more direct assistance learning. Our boys are placed into mixed

ability class hubs – one class with 5 core subject teachers, who work together to ensure the group and each individual are supported to excel. The teachers then focus on preparing not only classes, but individual students for NCEA.

## Year 11, 12 and 13

The senior years represent the culmination of their secondary school experience, where they can pool the knowledge and talents they have crafted with us and use it to find meaningful direction for their lives after graduation.

Southland Boys' High School has a fine history of achievement in Level 1, 2 and 3 NCEA, and when it is your turn, we will ensure that you are given the best opportunity to succeed.



YEAR 7	YEAR 8	YEAR 9	YEAR 10
Connected Curriculum (group and individual research connected to Reading, Writing and Social Sciences teaching)	Connected Curriculum (group and individual research connected to Reading, Writing and Social Sciences teaching)		
Reading	Reading		
Writing	Writing		
Science (with specialist Science Teachers in laboratories)	Science (with specialist Science Teachers in laboratories)	Science	Science
		Science Investigations*	Agriculture & Horticulture *
Mathematics	Mathematics	Mathematics	Mathematics
		Language Hub *	Language Hub *
	Japanese	Japanese *	Japanese *
Te Reo Maori		Te Reo Maori *	Te Reo Maori *
ESL (English as a Second Language)	ESL	ESL	ESL
		English	English
			Social Studies
			Enterprise Studies *
	Art	Art *	Art *
		Design & Visual Communication *	Design & Visual Communication *
Design Technology (with a specialist Technology Teacher)	Design Technology (with a specialist Technology Teacher)	Design Technology *	Design Technology *
		Robotics *	Robotics *
Digital Technology Computing	Digital Technology Computing	Digital Technology Computing *	Digital Technology Computing *
	Catering		Catering
Music		Music *	Music *
	Drama	Drama *	Drama *
Health and Physical Wellbeing	Health and Physical Wellbeing	Health and Physical Wellbeing	Health and Physical Wellbeing
		Developing Athletes Programme (by application)*	Developing Athletes Programme (by application)*
		Outdoor Education*	

**\* Optional Subjects**



YEAR 11	YEAR 12	YEAR 13
Commerce*	Accounting Business Studies Economics Agribusiness	Accounting Business Studies Economics Agribusiness
Science	Biology Chemistry Physics	Biology Chemistry Physics
Agriculture *	Agriculture & Horticulture	Agriculture & Horticulture
Mathematics	General Mathematics Algebra Statistics Financial Capability	Calculus Statistics
Language Hub *	Language Hub	Language Hub
Japanese *	Japanese	Japanese
Te Reo Maori *	Te Reo Maori	Te Reo Maori
ESL	ESL	ESL
English	English	English
History*	History	History
Geography *	Geography Law for Life	Geography  Tourism
Media Studies *	Media Studies	Media Studies
Art *	Art Photography	Art Photography
Building & Construction *	Building & Construction	Building & Construction
Manufacturing & Engineering *	Manufacturing & Engineering	Manufacturing & Engineering
Design and Visual Communication*	Design and Visual Communication	Design and Visual Communication
Digital Technology *	Digital Technology	Digital Technology
Catering *	Catering	
Music *	Music	Music
Theatre Tech *	Theatre Tech	Theatre Tech
Drama *	Drama	Drama
Health & Physical Wellbeing *	Physical Education	Physical Education
Outdoor Education *	Outdoor Education Workforce Skills Gateway (by application)	Outdoor Education  Gateway (by application)

**\* Optional Subjects**















# ARTS

## Music

Southland Boys' High School offers a variety of opportunities to learn instruments and perform with a large range of groups.

- Itinerant lessons available for a range of instruments, including Woodwind, Brass, Percussion, Strings, Guitar, Bass Guitar and Vocals.
- Partnership with Southland Pipes and Drumming Development Trust to offer Bagpipe and Snare Drum lessons.
- Choirs, targeted at different levels – Unison (Year 7 and 8), Momentum (Year 9 – 13 for all comers) and Dimensions (Year 9 – 13 for auditioned members).
- Rock bands, led by students and mentored by staff experienced in the wider Southland music scene.
- Integration of music technology – Digital Audio Workstations and Notation Software are an important component of courses.
- Multiple performance opportunities each year. These include a range of events such as RockQuest, The Big Sing, Chamber Music, Play It Strange, and school-based events.
- Students are also offered opportunities to see world class performers demonstrating their craft.

## Drama

Southland Boys' High School offers a variety of opportunities to foster both individual expression and cooperative teamwork.

- Sheilah Winn Shakespeare Competition.
- Annual Junior (Year 7 – 10) and Senior (Year 11 – 13) Productions in conjunction with Southland Girls' High School.
- Multiple performance opportunities each year.

## Theatre Tech

Southland Boys' High School recognises that there is scope for students' personal development within the arts – both onstage and behind the scenes.

- Background technologies and creative design are integral across a range of performances, events and venues.
- Senior students coordinate lighting, sound and AV for assemblies and events held in the school hall.
- Senior students assist with technical aspects of school productions. This can include a range of areas such as lighting, sound, costume, properties, set design and construction, make-up and stage management.



# CULTURE

## Pasifika – Toa Moana

Each year Toa Moana participates in Murihiku Polyfest and other school and community events.

Students from Year 7 to 13 are encouraged and supported to participate and learn about performance and culture.

Toa Moana is about uplifting Pasifika students to realise their potential, through their culture and the culture of others.

Led by the students, for the students, with the support of kaiako, Toa Moana is about uplifting Pasifika students to realise their potential, through their culture and the culture of others.

## Kapahaka – Te Ara Hou ki Mua

Kapahaka at Southland Boys' High School is a source of pride for all involved.

Each year we compete at Te Houtonga, the Otago/Southland Secondary Schools Kapahaka Regionals. Our Southland Boys' High roopu has grown over the years from four boys to 21 at our last competition. To compete at Te Houtonga, we combine with Southland Girls' High School to form our full roopu.

Growing participation and fostering a sense of whānau within the roopu is at the forefront of kapahaka. As a vehicle for learning Te Reo Māori me ōna tikanga, it is the perfect context for many to experience te reo and strengthen the level of reo they have.

Kapahaka is about taking pride in our māoritanga and showcasing our unique and beautiful culture here in Aotearoa.





# SPORT

For many of our students, the passion and commitment found in the classroom also extends to the sports field.

Sporting activities form an integral part of what makes a boys' school special, with traditional interschool events in summer and winter allowing students to experience regional competition and play their part in the school's historic rivalries.

Sport at Southland Boys' High School is not just playing the game, it is learning about life. As part of a team, you have a sense of belonging, of purpose, and of pride.

The Southland Boys' High School Sporting Academy allows elite competitors from a wide range of sports to develop their skills, and have access to high performance coaching and advice. We are proud of the high level of national and international achievement represented by our students in a number of sporting disciplines.

	SUMMER	WINTER	ALL YEAR
Athletics	▪		
Badminton		▪	
Basketball			▪
Bowls			▪
Chess			▪
Cricket	▪		
Cross Country		▪	
Cycling			▪
Football		▪	
Futsal	▪		
Golf			▪
Hockey		▪	
Moto-X	▪		
Mountain Biking	▪		
Multi-Sport		▪	
Netball		▪	
Rowing	▪		
Rugby		▪	
Shooting			▪
Snow Sports		▪	
Softball	▪		
Squash			▪
Surfing	▪		
Swimming			▪
Table Tennis		▪	
Tennis	▪		
Touch	▪		
Volleyball	▪		
Waterpolo	▪		
Water Skiing	▪		









# HOUSES

## Coldstream

*House Captain: Fraser Wilson*

Coldstream House holds a long-standing and profound legacy throughout Southland Boys' High School. The roots of the house are formed by Coldstream Hostel, and combined with the Coldstream day boys. This is what makes our brotherhood strong and gives us a point of difference.

Coldstream is known for upholding the Southland Boys' values and having a culture rich in respect and perseverance. Coldstream displays this when our brothers strive to perform to the best of their abilities both in and out of the classrooms.

We encourage everyone in our house to take every opportunity presented to them – particularly with house competitions as this is where the most pride is shown. Especially on sports day!

Our house builds memories to last a lifetime, which makes it something truly special to belong to the brotherhood of Coldstream.

## Deaker

*House Captain: Ethan Brock*

Deaker House epitomises the core school values. Those who belong to Deaker display outstanding behaviour both in and outside the classroom, while also modelling ideal mannerisms for those younger students.

A fun, embracing culture is created by all those involved in our house, both students and staff. We encourage all members of Deaker to become involved in interhouse competitions, including basketball, tug-of-war, cultural challenges, and most famously – sports day.

Deaker has a rich history of high performing in the house competition. We take pride in our actions and strive to perform to the best of our abilities. Our willingness and perseverance as a house never comes under scrutiny. We will warmly welcome your son and provide a sense of belonging, one which will be filled with fun and memories to last a lifetime.

## Grant

*House Captain: Matt Johnson*

Kia ora koutou. Grant House has a long history of upholding our school values and putting them to work, whether it be in the classroom, sports or just everyday life. Everyone placed into Grant steps into the brotherhood of the house from the beginning of



school. Grant is a mixed culture house, but we all come together as one team for our cultural competition, sports day and our interhouse competition. We are a proud bunch of boys who aren't afraid to step up when needed. We stick up for each other when times are rough – the value of brotherhood. Our seniors put into practice the art of 'tuakana-teina' to help our juniors by sharing our strengths, skills, stories and knowledge.

We are a team for life. We warmly welcome your son into a brotherhood that he will cherish and remember his whole lifetime.

## Pearce

*House Captain: Aubrey Page*

Pearce House has a long history of sporting and artistic students – from everyone participating in athletics day to trying to beat Coldstream in the House Shield competition.

Pearce House used to be a lot smaller. There was another house called Page, named after Jim Page who is also the namesake of our gym. Pearce was named after Mr T. D. Pearce, a previous rector from 1904 to 1929. Page merged with Pearce to form the larger, stronger house that we have today.

House competitions are always about giving it your all, and the brotherhood displayed throughout our house

will last for years. So far this year, we haven't placed our name under the Shield, but I'm hoping we can work together to get Pearce on there for the first time!

## Uttley

*House Captain: Gregor Rutledge*

Uttley House has a long tradition of sporting and academic excellence, while epitomizing the school's core values. Those who belong to Uttley are a part of a brotherhood that displays respectful behavior both in and out of the classroom, while creating valuable, lifelong bonds between the boys.

The Uttley House and classroom block is named after Dr George H. Uttley, who was the fifth Rector of Southland Boys' High School from 1930 to 1946. George Uttley created the legacy and brotherhood that encourages members of Uttley to be part in house competitions and other cultural challenges, ensuring we put our best foot forward and perform to the best of our abilities.

Over the years Uttley has been known as the underdog. However, this year we placed our name under the Shield for the first time. Our spirit is strong, and we hope to continue the Uttley traditions that have been passed down from generation to generation. We are looking forward to the upcoming cultural and house challenges this year. Hopefully we can retain the Shield and get some points under Uttley's name!





# COMMUNITY SUPPORT

## Old Boys' Association

The Southland Boys' High School Old Boys' Association was first formed in 1902.

It is reported in the 1903 Southlandian 'that the prime feature would be to hold an annual reunion of ex-pupils, and that it is expected that various means will be devised for benefiting the School and its pupils.'

And so it has been. Reunions are held throughout New Zealand, with a national committee based in Invercargill, and branches in Auckland, Wellington, Christchurch, Dunedin and Queenstown/Lakes District.

Each year, two Old Boys' Association Scholarships are awarded: \$1,500 to the Dux and \$1,000 to the Proxime Accessit. Other scholarships and awards, funded privately by individual Old Boys', are also presented.

## Parent/Teachers' Association

The Southland Boys' High School Parent/Teachers' Association is a group of enthusiastic parents and caregivers who plan a variety of events and activities for our students and their families.

The PTA relies on support and time volunteered from members to provide events and programs to students. The PTA meets once a month, and new committee members and supporters are always welcomed.

Any help is truly appreciated – both by the PTA, and the students.

## Southland Boys' High Trust Foundation

The Southland Boys' High Trust Foundation was established in 1996 to bring together Old Boys' and friends of the school, to generate funds for educational purposes not covered by Ministry of Education funding.









# COLDSTREAM HOSTEL

Coldstream Hostel has an illustrious history as Oldfield House – a grand house and former residence of Southland’s first Prime Minister, Sir Joseph Ward.

Although Oldfield House no longer stands, tradition and values permeate the halls of the hostel. These are the foundational building blocks that ensure that your son is supported, encouraged, and nourished during his time at Southland Boys’ High School.

Opening in 1954, Coldstream Hostel provides a supportive home environment for boarders, while encouraging independence, self-worth and tolerance. The Hostel Manager, Mrs Sue Mills, and her team provide a welcoming and well-resourced weekday home for your son.

A stable and encouraging hostel environment – combined with the boarders’ academic, sporting, and cultural activities – provides young men with a fulfilling and secure home away from home.

## Boarding Fees

The boarding fees for Coldstream Hostel are based on the cost to operate the hostel for the full year, and are decided by the School Board on a yearly basis.

Current fees are \$13,330.87 (including GST, subject to change).

## Boarding Bursary

The Rural Women NZ Forestry Committee of Southland offer a bursary to the value of \$1,500 to two Year 9 boarders each year.

Available only to those who stay at Coldstream Hostel, Year 9 boarders are asked to apply in Term 1 of each year. An application form will be issued to all new entrants.

Information on further Boarding Bursaries can also be found on the Ministry of Education’s website.



# HEART OF HISTORY

Our school Museum is the heart of history of this school, which dates from 1881. The original plans clearly show that the architect, John T Mair (who also designed First Church) intended that the top floor of the school should be a Museum and he clearly labelled it as such, in upper case letters.

You can't be involved with a school without being aware of the history. In other words, if you don't know where you've been, how can you know where you're going?

The school was just 24 years old when, in 1905, the pupils suggested that 'a room be set aside for a Museum where objects of interest collected by pupils past and present might be placed and where trophies won by pupils might be displayed'.

It has taken more than a hundred years for that wish to be fulfilled – in a world which those earlier boys would scarcely recognise.

Because of the significantly increased roll resulting from the closure of Intermediate schools in the South, the space designated by the architect as a Museum is now two classrooms. Therefore, just in time for the 125th reunion in 2006, the Museum was installed by school archivist Lynley Dear (QSM) in the Band Room – the schools' second oldest building (and at one time the school tractor shed!)

Countless former pupils have been remembered in their achievements, humour, pranks and camaraderie. Sadly, there are also two Honours Boards commemorating more than 200 past students killed in both World Wars. Invercargill's story is in there too, as well as that of the changing world which the school's history has spanned.

Our Museum is a teaching, learning and research tool for the present boys and staff – a gift to all. Lynley feels strongly that you can't be involved with a school without being aware of its history. In other words, if you don't know where you've been, how can you know where you're going?



# ENROLMENT SCHEME

The guidelines for development and operation of enrolment schemes are issued under section 11G (3) of the Education Act 1989 for the purpose of describing the basis on which the Secretary's powers in relation to enrolment schemes will be exercised.

## Home Zone

All students who live within the home zone described below (and shown on the map) shall be eligible to enrol at the school. Unless otherwise stated, the boundary is the street centre line. Proof of residence within the enrolment scheme zone may be required.

- Queens Drive from Gala Street to the Waihopai River
- Waihopai River from Queens Drive to Gladstone Terrace/Grey Street intersection
- Grey Street from Gladstone Terrace to Herbert Street
- Herbert Street from Grey Street to Kelvin Street
- Kelvin Street from Herbert Street to Gala Street
- Gala Street from Kelvin Street to Queens Drive.

## Special Programmes

This priority category is not applicable at this school because the school does not run a Special Programme approved by the Secretary.

## Out of Zone Enrolments

Each year the Board of Trustees will determine the number of places which are likely to be available in the following year for the enrolment of students who live outside the home zone.

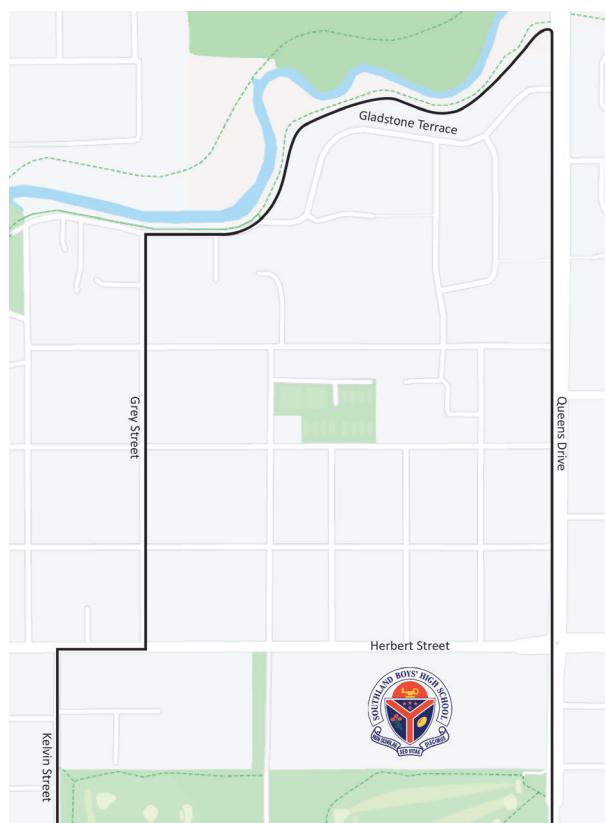
The Board will publish this information, indicating how applications are to be made, and will specify a date by which all applications must be received.

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

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

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

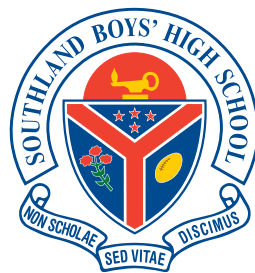
For more information visit: <https://parents.education.govt.nz/primary-school/schooling-in-nz/enrolment-schemes-zoning/>





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*Not for school but for life we are learning*



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