

A School with Opportunity

The curriculum experience for boys is accentuated outside of the classroom. We currently offer over 43 different cultural activities, sports and clubs in the school. There is something for everyone and every ability. Young men are challenged, grow in confidence and compete on the regional and national stage.



100% Completion

*100% of the learning completed
100% of the time*



The Arts allow young men the opportunity to develop skills and confidence. Our school offers an extensive range of opportunities in the Arts from Choir to Rockquest, Debating to Drama. Itinerant music lessons also broaden the experience for our boys.

Outdoor Education

The OBHS Lodge situated in the Matukituki Valley, Mt Aspiring National Park is the jewel in our crown. All students have an opportunity to use this fantastic facility in one of the world's premier environments. Learning happens through a broad range of activities including rock climbing, abseiling and rafting.



Wellbeing

Wellbeing in our school is a fundamental part of a young man's development into a good man. Wellbeing encompasses a positive sense of purpose, values that relate to character, and tools and skills to teach resilience. With a dedicated Wellbeing Coordinator in the school and a wellbeing option in Year 10, our school focuses on the whole child. Opportunities in culture and sport outside the classroom enhance this programme.



Otago Boys' High School

Recti Cultus Pectora Roborant

Find us on 

more info > www.obhs.school.nz

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Otago Boys' High School

Prospectus



Otago Boys’ High School sits ‘above the city’. Our position as one of New Zealand’s finest state funded boys’ schools gives us the best perspective on boys’ learning. Our school roll gives us the opportunity to have a full and varied curriculum while our size allows us to know every boy. Our world heritage campus, close to the city centre, provides the best facilities for learning, for culture and for play.

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Leadership

Leadership is an important component at the school. Boys have opportunities to show personal leadership and to lead their own learning. Our sports and cultural teams have ‘captains’ and our House system allows another layer of leadership. At the top are our Prefects, a small hand-selected group of students who take great pride and responsibility in leading our

school. Junior leaders are selected and put through a specialised programme.

All staff and students belong to a House. The four Houses are all named after significant Old Boys – Aspinall, McIndoe, Park and Saxton. The House competitions add to the fine spirit in the school.

Traditional Values, Modern Learning

Our boys are expected to follow the 100% completion philosophy to give their all to everything, all the time. This value allows our school to embrace a mixture of established and modern learning practices.

We are a school that gets the balance right between traditional and contemporary learning.



‘A Heart of Oak’

The education of boys to men, the ability to learn, thrive and achieve highly are central to our school. At its core is a ‘heart of oak’: the ability to be strong, to stand through the difficult times, to maintain grace and poise, to renew and relearn when required.

A Range of Programmes

Boys learn in a variety of ways. Our school offers different styles and a range of learning programmes to suit.

In Years 9 and 10, students enjoy a wide range of options across all eight essential learning areas. In Years 11-13 the ability to design courses of learning that suit individual students is a strength.

Our dedicated careers team and learning programmes such as University courses, Gateway and the Trades Academy ensure that a range of future options is covered. A high number of our students receive University scholarships and apprenticeships straight from school.

The Keys to Success

High expectations	Strong support and encouragement
Careful course planning	Regular monitoring
Wide range of curriculum options	Opportunities for extension
“Best for Boys” teaching	Mentoring



An Academic Curriculum

We offer a wide and varied academic curriculum. Our top classes are pushed to excel, with the opportunity for our more able students to achieve NCEA standards ahead of their peers. Small classes in the middle group ensure our philosophy of extending the middle boy. Additionally our dedicated learning support team ensure those with learning issues have the same opportunity to achieve.

Communication to Parents

Parents are encouraged to communicate with the school often. Regular reporting for the seniors, credits to date, the ability to track student progress remotely, frequent email contact and the school’s PTA offer parents the opportunity to be involved. Weekly newsletters allow parents and students to see what’s going on.

School House

Our Hostel offers boys from all over the world the opportunity to live and learn together and to access the fine education the school offers. Regularly reviewed by the school and ERO, the Hostel is a safe, structured home away from home environment, where boys thrive in Hostel brotherhood. A dedicated Director of Boarding and Matron, alongside the Housemasters, ensure that the Hostel runs well and communication to parents is a priority.



Student Support

Our school takes its role in developing ‘great men’ seriously. The form teacher is involved on a daily basis, the Deans, Guidance Counsellor and Senior Leaders all work together to ensure a culture for learning. Parents are informed often, and through our Student Management System, they can track progress as often as they like.

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Otago Boys’ – Academic Excellence for Boys

Otago Boys' High School	Excellence	Academic Year	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3
		2014	23.2	17.7	27.1
		2015	19	28.0	20.9
		2016	26.3	29.1	23.5
		2017	25.0	27.4	25.8
		2018	18.7	16.8	20.0
	Merit	Academic Year	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3
National	Excellence	2014	17.9	14.4	12.7
		2015	18.8	15.0	13.8
		2016	19.7	16.0	14.5
		2017	19.9	16.3	15.4
		2018	20.5	16.5	15.1
	Merit	2014	33.3	24.6	28.3
		2015	32.7	24.2	27.7
		2016	32.8	23.7	27.2
		2017	32.9	23.5	26.6
		2018	33.1	24.7	27.1