



## Otago Boys' High School Charter 2023

*Recti Cultus Pectora Roborant*



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## **SCHOOL DESCRIPTION**

Otago Boys' High School is a single sex state boys' school with a proud tradition of excellence. In our 159<sup>th</sup> year, the school continued to achieve highly, in challenging times, across a range of contexts. We are proud of our boys and of our school. As the school that sits 'above the city' we are a place that fosters strong, manly values, excellent learning and a wide range of opportunities for our students. Increasingly a more diverse and accepting culture is forming amongst the student body. We have students who are openly gay and non-binary. We are rightly proud of our diversity.

Ethnically, we are diverse, with over 30 nationalities. Māori represent 14% of our roll with Pasifika steady on 8%. In 2022 we managed to retain 8 International students.

The OBHS School Board elected in 2022 has a very high level of knowledge of this school and of education. Members bring a high level of inquiry and skill, which benefits the school's governance. The shift to an 18-month election cycle better reflects the need to maintain a fresh set of skills for the governance of the school.

## **SUSTAINABILITY**

Otago Boys' High School is committed to sustainable practice, cultural practices, financially, structurally and in our spirit. Connections to the various committees (9 at last count); is prefaced by our need to make sustainable change for our students. Coordinating these is a significant task, one which falls to the Leadership.

## **OUR COMMUNITY**

This school actively seeks links to the current, past and future OBHS community. The leadership's philosophy has been to engage to support the learning and opportunities for our students. In this we are supported by the Old Boys' Society and the OBHS Foundation, who are actively leading the improvement of School House facilities.

## **OBHS FOUNDATION**

This entity, along with the Old Boys' Association continues to develop strong and supportive links with the school community. Several events were held, within the Covid protocols and each created a sense of community engagement. This group actively supports the opportunity for boys to attend our school and is working alongside the school to develop it.

## **OTAGO BOYS' HIGH SCHOOL MĀORI PARENT GROUP**

This important whānau have been reengaged in 2022, with Board members taking an active part. Parents meet regularly to gain and share cultural knowledge to enhance the positive experience of students. Dialogue has seen us improve the communication to this community and we are working on our Māori Strategy document with them.

## **OTAGO BOYS' HIGH SCHOOL PASIFIKA PARENT GROUP**

This community is a real strength in our school. Well led, they have a clear strategic plan and they are actively supported by the School Board. The Tama tulai'I programme is working extremely well. The connection for this group inside the school is more than Polyfest or the sports field, it is inside the classrooms. In 2023 this will extend to the Attendance and Engagement project.

## **PROPERTY**

Otago Boys' High School manages five different sites, all with important heritage. The main school site on Arthur Street, boasts the RA Lawson Tower building, the most iconic school building in New Zealand. The tennis courts, School House, our Hostel, and the Rowing Pavilion on Otago Harbour add to the uniqueness of environment. The jewel in the crown though is the Lodge, a private building located in the Mt Aspiring National Park. The use of this facility has increased since 2018, with more visits by more groups.

## **SCHOOL HOUSE OUR HOSTEL**

The Otago Boys' High School Hostel, School House, finally celebrated its sesquicentenary in 2023, two years after the actual date. The hostel, a second home in 2022 to 134 boys was a vital part of the school. Often referred to as the 'Heart of the School' the Hostel is an opportunity for students from outside of Dunedin to attend the school and receive the quality education and opportunities they would otherwise struggle to get at home.

## **ETHNICITY**

While predominantly NZ/European, reflecting the South Island rural background of many of the families, there are a number of students (19) who identify firstly as Māori, some as Asian and a few as Pasifika. This diversity is encouraged through the country visits and selection policies of the school. Different ethnicities are represented across the staff, with the Director of Boarding and Deputy Director identifying as Māori/Cook Island and Samoan respectively. This helps to enhance the whānau type aspect to boarding.

## **OTAGO BOYS' HIGH SCHOOL HOSTEL PARENT COMMITTEE**

A strong community, Hostel parents are very supportive of both the school and Hostel. This committee reestablished in 2019 has worked on improving the facilities for students.

## **PROPERTY IMPROVEMENTS – A BUSINESS PLAN**

Development of the Hostel, including modernisation of dormitory, maintenance and improvement to the facility are key to maintaining our hostel numbers. The separate Business Development Committee of School House is charged with completing a future focussed business plan for the Hostel in 2023.

## **CULTURE**

The new strategic plan for School House actively promotes student wellbeing. Central to the plan are three distinct areas: Brotherhood, the quality and healthy relationships between the boys, Safety, wellness of culture, self and other and the facilities. I am pleased that we have, through hard work developed the idea of Thriving Young Men for our Hostel.

## **SCHOOL VISION**

### ***‘Best for Boys through the Right Learning’***

Our boys become confident, resilient men with a sense of purpose - prepared to explore, and contribute to, a changing world.

## **SCHOOL MISSION**

Our mission is to provide a dynamic, diverse learning environment that is ‘Best for Boys’ through tradition, innovation, culture and excellence.

## **SCHOOL VALUES**

Creating men of oak through: Perseverance, Excellence, Courage, Honour and Respect. These values will underpin their journey through the school and prepare them for life beyond our gates.

## **MĀORI DIMENSIONS AND CULTURAL DIVERSITY**

OBHS is committed to culturally responsive learning practices. Policies in the school will reflect the way in which tikaka Māori is a strong consideration. The creation of an academic Dean, servicing pathways for Māori and Pasifika learners in 2020 was aimed at increasing the resource and expertise that these whānau feel comfortable with and can call upon.

Tikaka Māori, recognition of Māori culture in the way we do things is a focus. The pōwhiri to welcome new learners and when the Rector opens in Te Reo Māori at important school ceremonies is a step in this direction.

The commitment to Te Tiriti and the cultural dimension was enhanced through school wide professional learning in 2022. Working with CORE Education we developed the Tu Mana programme including a resource bank for teachers and sessions on cultural appropriateness. Karakia and waiata are regularly practiced.

## **External Review**

### **Education Review Office – Review 2022**

The Education Review Office completed a full compliance review of the school, hostel and international department hostel during October 2022. There were no compliance issues.

## **ERO’s Focus**

ERO’s overall focus and area for support from 2023 is in line with the school’s work with a new curriculum in Years 9 – 11.

## **Strategic Priorities for Improving Outcomes for Learners:**

- to create a responsive and innovative curriculum;
- to meet the aspirational needs of all students, particularly Māori and Pasifika;
- to focus on literacy and numeracy as the foundation of good learning practice.

**The rationale for selecting this evaluation is:**

- to give effect to the refreshed New Zealand curriculum in ways that best address the particular needs, interests and circumstances of the school's learners;
- the development of a new school strategic plan where opportunities to expand learning to increase student engagement and achievement are to the fore.

**The school expects to see:**

The development of a school specific curriculum that engages boys in their learning and moves each boy forward, imparting a robust foundation for success in the senior school, with boys having access to powerful learning experiences that build their capabilities and capacities as lifelong learners.

**Strengths**

The school can draw from the following strengths:

- a strong pedagogical knowledge of boys' education;
- a passion for the personal and academic development of boys;
- a tradition of ongoing improvement.

**Moving forward, the school will prioritise:**

- the development of a student centred Year 9 – 11 curriculum informed by consultation with the school community, particularly Māori and Pasifika whānau;
- the strengthening of school-wide literacy and numeracy practices;
- improving systems and structures to measure progress and achievement, as well as develop the individual learner to realise their potential.

ERO's role will be to support the school in its evaluation for improvement cycle to improve outcomes for all learners. ERO will support the school in reporting their progress to the community. The next public report on ERO's website will be a Te Ara Huarau | School Evaluation Report and is due within three years.



## OTAGO BOYS' HIGH SCHOOL ANALYSIS OF VARIANCE 2022

Students here have a wide number of opportunities and learning experiences outside of the classroom, through excellent cultural and sporting opportunities.

The staff and Board of Otago Boys' High School, made strong progress towards our goals in 2022.

An obvious challenge was the coronavirus pandemic. While there was no lockdown, this year was the hardest as school attendance, mental health and wellness

of both staff and students took a real hammering.

Academically our students did well, considering the significant amount of teacher and student absence in Term 2: Level 1 (82.8%), Level 2 (87.7%) and higher rates in Level 3 (74.4%) and U.E (64.7%). Students also achieved 15 scholarships and 2 at outstanding.

Importantly for our school culture, student and staff participation in extra-curricular activities remain positive which shows the connection to the school remains strong. In 2022 we were national champions in Touch Rugby, the first South Island school to do so.

An identified issue was attendance, mainly term 2. Here were two factors at play, heightened anxiety for those already struggling and an increase in new mental health issues and the arrival of the flu, which for two years had been non-existent given the Covid lockdowns. My own son, in Year 11, in term 2 only had 8 days across the whole term where he had every teacher.

Attendance targets remain a priority for the school.

Financially, in the school and the hostel, both performed well. We were able to maintain a small surplus in both, especially given the financial support given by the Ministry for extra relief funding.

We have not yet noticed an issue with pandemic related unemployment in Dunedin. House process and construction, as well as a very strong tertiary landscape has meant that employment remains reasonably buoyant. As many boys as ever were able to leave school with a qualification and gain an apprenticeship. The primary industries sector too has done well. Luckily, most of our hostel families remain closely tied to primary industries, with less tied to hospitality or retail. We did not notice a drop off in hostel applications, but we may do in 2023 as the cost of living crisis deepens.

'Above the Hoops' aimed at a culture of positive relationships across the school is a success. PB4L Tier 2 continues to be working.

Significant PLD, aimed at cultural competency was 'enhanced' through our need to upskill quickly and collectively during the lockdown. Teachers were initially challenged to explore the pedagogical opportunities provided through this time. Departments have worked on their own priorities for introduction to the school classrooms.



The school has retained 8 international students for 2022. We have since bounced back to 16 in the first year the borders have been opened. We are continuing to use this as a financial support for the school.

Staff wellbeing is an important focus of the Board. EAP services were available in 2022, and rather than this being a negative, it *shows* that we have a culture in our staff of offering positive support.

The Otago Boys' High School Foundation continued to develop in 2022. Led by old boys with a passion for student opportunities they were able to fundraise donations from events to support current students.



Junior Recognition.



Pink Shirt Day.





# OTAGO BOYS' HIGH SCHOOL ANALYSIS OF VARIANCE 2022

**GOAL:** where we want to get to; **TARGET:** the specific outcome we want in YEAR; **THROUGH:** the specific actions we will take to get there; **TOOLS:** the school-wide or community wide tools we will use or develop; **WHO:** who will take responsibility; **BY:** when this will happen; **RESULTING IN:** what outcome we will have; **REVIEW:** the ongoing self-review and how we will improve or extend.

NELP 1: LEARNERS AT THE CENTRE – Building Healthy Environments for all							
OBHS Strategic Plan – Inclusive Environment, honouring the Te Tiriti O Waitangi							
TARGET	THROUGH	TOOLS	WHO	BY	RESULTING IN	ON/OFF Track	COMMENT
<p>Ensure places of learning are safe and free from racism and discrimination and bullying</p> <p>Development of the school values into meaning, enhancing student leadership opportunities; making them very visible across the school.</p>	<p>Focus on Well being of staff and students.</p> <p>Deliberate actions; like the redesign of the values badges using student voice</p> <p>Staff PLD and growth</p> <p>No cell phones in the school.</p>	<p>Above the Hoops</p> <p>PB4L</p> <p>OBHS Values in the junior school</p> <p>Pastoral team</p> <p>Student Leadership; using junior and senior students in more visible student leadership ways.</p> <p>Leadership camp</p>	<p>Whole school</p> <p>Staff</p> <p>EK, AK, RH</p> <p>Ak, Deans, Counsellors</p> <p>CS</p> <p>School Prefect team, Student council</p>	<p>Whole Year</p> <p>Whole Year T1</p> <p>Whole year</p> <p>T1</p>	<p>A school where staff and students feel the values of the school are lived, not just words.</p> <p>We are known in the community as a safe place.</p> <p>Students positively interacting with each other and learning how to have healthy relationships</p>	<p>C O M P L E T E D</p>	<p>Was a real success with 100's of values badges given out to Yr9 and 10 students. Grabbed their attention and meant they bought into the values.</p> <p>Very well led by a staff member who 'encouraged' staff on a regular basis to be involved.</p> <p>Our no cellphones policy was a game changer for our playground culture. More boys were more active and the number of serious incidences was lower.</p>
NELP 1: LEARNERS AT THE CENTRE – High aspirations for all learners, partnering with whānau							

**OBHS Strategic Plan – Academic Achievement for all**

<p>Deliberately target Māori and Pacific parents' connection.</p> <p>Target mentoring opportunities for these groups. Different opportunities for learning outside of the normal curriculum subjects</p> <p>Higher University Entrance attainment</p>	<p>Working on connection with iwi, with our parents and with wider community support with both Māori and Pacific families</p> <p>Accessing community funding to assist with opportunities</p> <p>Consistent academic support and connection for Year 12 and 13 to see the benefit of the attainment</p>	<p>Texting over email. Different communication strategies</p> <p>Parent steering committees</p> <p>Community mentor programmes</p> <p>Communication</p> <p>Liaison with tertiary</p> <p>Careers staff</p>	<p>Maori Dean</p> <p>Pacific Wellness tutor</p> <p>VM, RH, PP Parents</p> <p>South Pou O SSA</p> <p>OCT</p> <p>Tertiary institutions</p>	<p>All Year</p> <p>T1</p> <p>T1</p> <p>T2 and 3</p>	<p>Connection with parents, parent voice in decisions on pathways for students, healthy students.</p> <p>Students who see a positive pathway during and post school.</p> <p>Higher UE attainment and more options for students.</p>	<p align="center"><b>C O M P L E T E D</b></p>	<table border="1"> <thead> <tr> <th></th> <th>Māori</th> <th>Pasifika</th> </tr> </thead> <tbody> <tr> <td>L1</td> <td>85.7</td> <td>66.7</td> </tr> <tr> <td>L2</td> <td>81.8</td> <td>85.7</td> </tr> <tr> <td>L3</td> <td>81.3</td> <td>36.4</td> </tr> <tr> <td>UE</td> <td>68.8</td> <td>36.4</td> </tr> </tbody> </table>		Māori	Pasifika	L1	85.7	66.7	L2	81.8	85.7	L3	81.3	36.4	UE	68.8	36.4
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<p>The obvious question arising from the ethnicity statistics is L3 Pasifika. There were 12 boys who were entered into L3 overall with 4 achieving it. The most significant reason for no achievement was non-attendance. More work needs to be done in 2023 around using the Tama Tulai'I programme as a professional support for teachers and for students.</p> <ul style="list-style-type: none"> <li>Through the support of the MOE we have secured Attendance and Engagement funding to increase our Pasifika Tutor hours.</li> </ul> <p>Māori did well, a credit to the Performing Arts programme we put in place in the senior class, as well as the work of an excellent teacher.</p>																						

**NELP 2: BARRIER FREE ACCESS** – Ensure disabled learners, those with learning needs including accelerated students have success

**OBHS Strategic Plan – A review of curriculum**

<p>A review of the OBHS curriculum, Year 9 – 11 and 12 to 13.</p> <p>Developing a more engaging senior curriculum that sees our Year</p>	<p>Exploration, linking to the NZC refresh documents</p> <p>AAG and HOD input, visiting other school</p>	<p>Tapasa and Ka Hikitea documents And NZC refreshment documents</p> <p>NCEA Development</p>	<p>AAG, RH</p> <p>MOE Document</p> <p>s AAG</p>	<p>T1, T2</p> <p>T3, T4</p>	<p>A broader and deeper boy focused curriculum that engages, differentiates and accelerates.</p>	<p>C O M P L E T E D</p>	<p>Some really hard work being done in this area. The appointment of a new Curriculum Head for the school, starting in February 2023 has been a real win.</p>
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13's achieve more highly.	Curriculum and department heads			All Year		I N C O M P L E T E -	Wananga Days went very well. Early teething issues, but they were roundly supported for 2023.
More opportunities for students to access curriculum related opportunities outside of the classroom, at little to no cost	MOE Capital Works team			All Year			A real let down. We have now been over 2 years with little real progress in accessibility. The installation of two ramps was not finished until March 2023. MOE admission in January to the school and family that they have dropped the ball.

**NELP 3: QUALITY TEACHING AND LEADERSHIP – use development opportunities to build teaching capacity in te reo and tikka Maori.**

**OBHS Strategic Plan – be a responsive Treaty partner**

Greater understanding and competency with tikka and Te Reo Māori	OBHS Tu Mana programme	Tu Mana	LM	Whole Year	A more comfortable and confident staff, prepared to challenge themselves by the use of Te Reo in class and to describe learning	C O M P L E T E D	The Tu Mana electronic classroom was reasonably successful, as a resource and starting point for teacher. It was difficult for the school to maintain as a focus area with so much change occurring in the curriculum, reporting and assessment structures. The last ToD was not taken as the school felt the material was not there to warrant a full day being taken form learning.
Greater comfort and opportunity to use Te Reo Māori.	Investment in PLD for staff	Core Education PLD funding	LM	Whole Year			
	Recruitment of competent and confident staff	Pōwhiri at the start of the year	Whole staff	T1			
		Karakia to start school meetings	BOT	Whole Year			
Aotearoa New Zealand curriculum	Use of Māori stories, history and interpretation	STEM – promotion of Māori science	Science staff KT	T3	Increased success for Māori in Science, follow		Now shifting into Department led focus for 2023.

	across curriculum areas				through into higher learning		
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**NELP 4: FUTURE OF LEARNING AND WORK – The Hostel financial environment and safety systems**

**OBHS Strategic Plan – Sustainable Finances and Well Being of the Whole Boy**

Strong Hostel financial performance, leading to hostel improvements.	Learning hostel financial systems and improving financial planning.	Xero, Reach, Hostel hires 2022.	VM, MR	All year	A strong financial base, improving the physical environment without breaking the bank	C O M P L E T E D	Hostel full in 2023, with a waiting list. Very successful 150 <sup>th</sup> reunion held.  ERO review was positive.
Strong, boy friendly hostel environment	Improving hostel culture, staff, and students.	Senior Staff, Yr13 student leaders and prefects,	VM, PS, JS, Hostel student leaders	T1 - 3	The hostel of choice for parents as the current boys report back on how well it is running		



# OTAGO BOYS' HIGH SCHOOL ANNUAL GOALS YEAR 2023

**GOAL:** the where we want to get to; **TARGET:** the specific outcome we want in YEAR; **THROUGH:** the specific actions we will take to get there; **TOOLS:** the school-wide or community wide tools we will use or develop; **WHO:** who will take responsibility; **BY:** when this will happen; **RESULTING IN:** what outcome we will have; **REVIEW:** the ongoing self-review and how we will improve or extend.

## NELP 2: BARRIER FREE ACCESS – Development of an inclusive, robust and fit for purpose curriculum.

### OBHS Strategic Plan – Currently under construction

TARGET	THROUGH	TOOLS	WHO	BY	RESULTING IN	ON/OFF Track	PROGRESS TO DATE
Embedded literacy and numeracy practice in teaching Yrs. 9 - 11	An understanding of the new Literacy and Numeracy standards for 2024.  Requiring Department Heads to incorporate elements of this in planning and teaching programmes	New Standards  2023 piloting of new Literacy and Numeracy assessments  Homework diary, Literacy and Numeracy tasks on a regular basis  MOE 5 focus areas of literacy and numeracy being developed in 2023.  Common Practice Model	R Harvey, Richard Hall, Rector's PN, SCT  Department Heads  Teaching Staff	All Year	Learners equipped with literacy, numeracy skills as a the foundation of good learning practice  Higher level of academic success in both the literacy and numeracy assessments  Whole school knowledge of the Lit/Num standards  Improved teaching outcomes	ON	FEB: Both English and Mathematics departments signed up to trail the new assessments. May ToD will have a school wide session on this. Previously shared MOE Curriculum Change website.



		Involvement as an NCEA Change Hub school					
		Design of a standardised OBHS Unit template that is explicit for Lit/Num					

**NELP 2: BARRIER FREE ACCESS** – Development of an inclusive, robust and fit for purpose curriculum

**OBHS Strategic Plan – Currently under construction**

Development of a new junior (Yr 9 – 11) curriculum based on the new National curriculum.	Following the Terms of Reference as outlined Term 3, 2022.  Making decisions regarding the school timetable	OBHS Terms of Reference,  SLT and contact with other schools. Research into different Timetable models, consultation models.  Understanding the contractual obligations.	R Ha, RH, AG and the SLT, AGG, HoD/TiC groups Teaching staff  STCA 2023 if finalised this year.	T 1 – T3	A comprehensive and responsive junior curriculum that engages our students and prepares them well for the senior school.  All learners build key competencies and capabilities including communication, problem solving, critical thinking, resilience and interpersonal skills.  Cohesion with reporting and assessments	ON	FEB: Meeting with SLT, ERO and AAG. Ideas on curriculum equity and streaming discussed.
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**NELP 2: BARRIER FREE ACCESS – Reduce barriers and make use of Ministry funding to reduce parental fees**

**OBHS Strategic Plan - Currently under construction**

<p>Financial support for students who need it.</p>	<p>Improved school attendance through the Attendance and Engagement initiative.</p> <p>Retain our high level of student engagement in extra curricular activities.</p> <p>Pasifika attendance initiative</p>	<p>Development of a school wide attendance target.</p> <p>Development of a school wide attendance plan.</p> <p>Accessing community sources on a regular basis</p> <p>Access to digital resources (BYOD) as required.</p>	<p>AK, Deans, Guidance and Admin staff, Sports Office</p> <p>Mt Aspiring Camp numbers</p> <p>MR Kt, PP</p> <p>Ministry of Education funding</p> <p>Community Organisations</p> <p>OBHS Foundation.</p>	<p>All Year</p> <p>T1, T4</p> <p>T1</p> <p>All Year</p> <p>T1</p>	<p>Improved engagement of students through number attending school and school activities as well as extra-curricular.</p> <p>Every student with equitable access to a learning device.</p>	<p>ON</p>	<p>FEB: Significant community donations received for the pool project. Will prevent a cost to parents for Moana Pool. All students 'swept' by form teachers for a device.</p>
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**NELP 2: BARRIER FREE ACCESS – Reduce barriers and ensure sound foundational skills for Māori, with high aspirations**

**OBHS Strategic Plan - Currently under construction**

Establishment of clear community consultation process.	Strengthening the membership and role of the PTA	Use of electronic systems to gather parent voice.	RH, VM, AG	Term 1, 2	Well attended and run committee groups.	ON	FEB: ERO led parent meetings gave feedback as a starting point. MAR: First Māori Hui completed, well attended.
Establish Māori steering group Foster and maintain links with Māori and Pasifika Communities	Regular Hui targeting feedback from parents.  Online Te Reo and Tikanga courses lead by Core Education	Piggyback on the Ministry work regarding new strategic planning requirements	PTA  Pasifika Parent Committee  Māori Parent Committee  CORE Education  Staff laptops PLD		A new Strategic Plan that has community voice.  Leaders/teachers and staff are supported to develop their Te Reo Māori and tikaka Māori skills and competencies.		

**NELP 1: PLACES OF LEARNING ARE SAFE – a safe and well-connected campus**

**OBHS Strategic Plan - Currently under construction**

Completion of significant building work at the school.	Completion of all 5YA building activities.	MOE 5 YA Funding	RH, RP, Stefan Box	All Year	An updated and feely accessible campus that we can be proud of.		
Completion of Learning modifications for accessibility.	Funding from the School Board owned sections of the build. Completion of the accessibility project, including the Shand and the completion of 4 lifts.	MOE Capital Works funding  School Board Funding Community Trust Funding			Improved facilities for the teaching of music and drama.		

**NELP 1: PLACES OF LEARNING ARE SAFE – a safe and well-connected campus**

**OBHS Strategic Plan - Currently under construction**

<p>A plan for energy use in the hostel.</p> <p>Building development and maintenance plan for the hostel is created.</p> <p>Upgrade of heating and ventilation of Campbell dorm.</p>	<p>Planning and use of school financial resources</p> <p>Use of contractors to provide quotes</p> <p>Engagement of energy consultant</p>	<p>Ministry regulations</p> <p>Other schools experience</p> <p>Professional expertise</p>	<p>RH, VM, RP, HN</p> <p>School Board – Property Committee</p>	<p>All Year</p> <p>T1</p>	<p>Long term building development plan for the hostel.</p> <p>Campbell dorm meeting regulations.</p>		
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