



St Paul's
COLLEGIATE SCHOOL

THE INFORMER

KEEPING THE ST PAUL'S PARENTS AND STUDENT COMMUNITY INFORMED

ISSUE 1 | MARCH 2019

DEAR PARENTS AND GUARDIANS

IT IS MY GREAT PLEASURE TO PRESENT TO YOU, THE FIRST NEWSLETTER FOR 2019. WE HAVE MADE A SUPERB START IN OUR SIXTIETH JUBILEE YEAR AS A SCHOOL; WITH A RECORD ROLL; IMPRESSIVE EXTERNAL EXAMINATION RESULTS AND WITH QUITE A NUMBER OF EXCITING CHALLENGES BEFORE US OVER THE NEXT TWELVE MONTHS.

Our roll is the highest it has been in the school's history, with 744 students (i.e. up from 722 at this time last year). We have started with a Year 9 cohort of 116 students and 148 female students. Very pleasingly, we have secured small average class sizes at each of the Year levels, with 19 in Year 9; 18.2 in Year 10; 15.3 in Year 11; 14.2 in Year 12 and an average of 14 students in Year 13 option classes.

In the most challenging of secondary school examinations, our senior students excelled, gained 46 subject Scholarships – our second best result ever. Three students were selected as Top Scholars – top 56 in the country, with Tony Wu the highest ranked, placed 11th. In NCEA Level Three, our pass rate at 89% was similar to previous years, as was the 54% who gained either a Merit or Excellence endorsement, but impressively our University Entrance (UE) pass rate rose to 82% in 2018. At Level Two, an encouraging 95% gained their national certificate, while at Level One, it was slightly lower at 94%, but with 68% gained an endorsed certificate – our best ever result.

Over the December/January period our rowers, athletes, 1st XI and Colts cricket and musicians spent a considerable

amount of time in competition and camps in preparation for the challenges of the new school year. Our elite athletes competing in the NZSS Track and Field championships in Dunedin in December gained nine top ten finishes, with Ben Strang (silver in the junior boys' 300m hurdles) and Mattheus Pio (silver in the senior boys' 200m and gold in the 300m hurdles) gaining podium finishes. Our combined St Paul's-Dio Get-2-Go once again finished fourth in New Zealand, in the finals held at Great Barrier Island in December. Our Colts cricketers, in the Vettori Shield tournament enjoyed victories over Hutt International Boys' School and Wellington College, with our junior batsmen providing three centuries. While our 1st XI enjoyed a clean sweep of victories over St Peter's School, St John's College and Mount Albert Grammar School in the North Island Cricket Festival.

The Special Character highlight was the incredibly successful mission and outreach trip to Cambodia in December. Twenty-two of our seniors and four staff, once again spent a few weeks working in the slums of Phnom Penh. It proved to be a very confronting, but hugely rewarding experience working with a group of young children who come from



highly deprived backgrounds. We are extremely appreciative of Mr Mathew Hewett's leadership and coordination of this expedition and the crucial assistance provided by Mr Carl Neethling, Reverend Peter Rickman and Miss Stacey King.

The first month of the new school year has started extremely smoothly and productively; with the 60th Anniversary of the school's establishment marked by an overhead photo and the unveiling of a historical timeline in the Sports Centre. The hosting of the highly successful athletics standards and championships; the Powhiri and welcome for new students and staff on the first day were other highlights over this period. There is an excellent feeling around the school and the student body have quickly settled into a productive, focused work pattern and have proved eager and enthusiastic for the challenges that 2019 poses for them.

INTRODUCING SCHOOLTV: A FREE PARENTING RESOURCE, NOW AVAILABLE TO ALL OUR PARENTS

We recognise that never has it been more challenging for parents to raise happy, healthy and resilient children. Parents need to be informed with clear, fact-based information on the many challenges faced by today's youth. Topics such as youth anxiety, depression, self-harm, drug and alcohol use, cyberbullying and many others need clear explanation and guidance.

SchoolTV is a new ongoing resource that is now available to our parents. Each edition will address a major topic with expert interviews, fact sheets, parent quiz's, recommended apps, books and much more. SchoolTV aggregates information from many great resources such as BeyondBlue and ReachOut, among others. SchoolTV provides a single stream of independent factual information that saves parents time and the confusion of searching online across multiple sites for information.

The link to our SchoolTV site is: stpauls.nz.schooltv.me

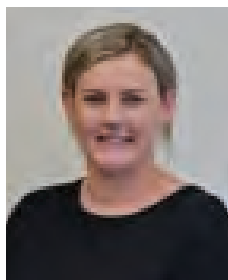
The topics currently available for you to view fall into the following categories:

- Mental health: Suicide and self-harm; depression; anxiety
- Cybersafety: Internet addiction; online pornography; social media and digital reputation; cyberbullying
- School survival: School transitions
- Healthy body: Sleep; body image; physical activity and exercise; diet and nutrition.

As SchoolTV releases new editions, these will be published and made available on our SchoolTV site for you to access. We will keep you informed of when new editions are available either via our Informer newsletter or other school communications. SchoolTV, labelled as 'parenting resources', can also be accessed via the St Paul's website (under 'Important Links' in the 'Current Parents' section), as well as via the Parent Portal (under 'Quick Links').

NEW STAFF 2019

HAMILTON CAMPUS



Mrs Jarna Old (Art Teacher)

Jarna is a third-year teacher, who in 2018 was teaching at Northcote College. Jarna has her Bachelor of Visual Communication Design from Massey University. She has very strong Digital Art skills, which will be useful in the delivery of both the Art Design and Photography programmes, but is also comfortable in teaching Painting. Jarna was brought up in Morrinsville, went to St Peter's School in Cambridge, after attending Southwell School.



Mr Guy Johnstone (Mathematics Teacher – Sargood Housemaster)

Guy was the Head of Outdoor Education and a Mathematics teacher at Hamilton Boys' High School, where he had been teaching since 2010. An Old Collegian (Sargood 1990-1994), Guy gained his Bachelor of Science at the University of Auckland, taught for three years as a Mathematics teacher and Outdoor Instructor at our Tihoi Venture campus (2000-2002) and subsequently at Campbell Park (UK) and Waitaki Boys' High School, as a Mathematician.



Mr Simon Tyndel (Physical Education – part-time)

Science (MPhil), having previously gained his first class honours BSc Sports Science for Performance Coaching at Sheffield Hallam University. A few years ago, he undertook his teaching training, successfully having a section at St Paul's Collegiate School. Last year, Simon assisted with the coaching of the 1st XI football side, taking sole charge at the NZSS tournament in Christchurch and was the Head of Sports Science and Lead Academy Coach at Melville United FC. Simon has had extensive experience in the coaching and coordination of football in Auckland, Wellington, Perth, Sheffield and London.



Mr Zachary Jacobson joins us as a teacher trainee in Mathematics from the USA for Term One

Zach comes from Minnesota, where he has lived for the past 12 years, most recently attending college at the University of Minnesota Morris Campus, where he has been a Community Adviser for two years, before being promoted to Hall Director in his senior year, looking after freshmen students living in the Halls of Residence at the university. Zach has a real interest in football and played in all four years while at college.



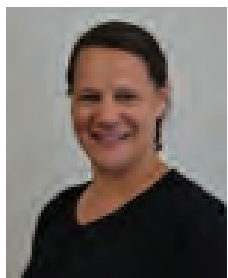
Mrs Sandra Ardern (Sporting Administrator)

Sandra joins us from the Hamilton City Council, where she has had a position for the past 15 months in Payroll/HR administration and support. Prior to that, she had significant educational experience, working at Hamilton Boys’ High School for 18 years, where she was the Dean’s Secretary.



Mr Alby King (Strength and Conditioning Coordinator)

Alby has gained his Bachelor of Exercise Sports Science degree from the Universal College of Learning and spent 2014 as an intern and boarding tutor at St Paul’s. Alby has had experience working with high performing teams and individuals; has been the lead strength and conditioning coach for the Kiwi Ferns rugby league team and the Cook Island’s women’s sevens side. Since 2016, he has been the lead performance coach at Athlete Nation Sports Centre.



Mrs Sonya Noble (Director of Netball)

Sonya has been coach of our Open A premier girls’ netball team for the past three seasons, while running a netball coaching group, ‘Pivotal’ based at St Paul’s and a netball shop at Minogue Park. Sonya has had extensive coaching experience at representative age level and for the Becko Magic Development side. Under her role at St Paul’s, she will take over the duties of Marg Landon in overseeing the organisation, resourcing, coaching, promotion and development of netball in our School. As such, Sonya will have a much greater presence on a weekly basis within the school.

TIHOI CAMPUS

We welcome back Mrs Emma Malcolm from maternity leave. Emma will be a 0.5 FTTE and her husband Ryan will drop to a 0.8 FTTE load to juggle parenthood.

INTERNAL RESPONSIBILITY CHANGES OF NOTE

- Mrs Katie Lilley is taking on the position of Deputy HOD Mathematics, vacated by the retirement of Mrs Annelise Visagie at the conclusion of 2018.
- Mr Chris Foot will take over as Housemaster of Clark Boarding House, with Mr Tim Carpenter taking over the Assistant Housemaster’s role.
- Mr Guy Johnstone takes over as Housemaster of Sargood Boarding House, with Mr Regan Standing taking on the Assistant Housemaster’s role.
- Mr Brad Emslie takes up the role of Deputy Housemaster of Williams House and in Term Two, Mr Hardman will be replaced by Mr Matthew Holdgate when he joins us from Australia.
- Mrs Jackie Lock takes over as Housemaster, with Mrs Katie Lilley acting as her Deputy in the girls’ Boarding House.
- Mrs Heidi Lewis will be the new Housemaster of Harington Day House, with Miss Stacey King taking up one of the Deputy Housemaster’s roles, with the other being held by Mrs Elizabeth Pitu.
- Mr Daniel Teka will be the new Deputy Housemaster of School Day House, replacing Mr Foot who has moved into the boarding environment.

PASTORAL CARE SUPPORT TEAM

One of the special features of St Paul's is the strength of our Pastoral Care system. We have provided our day and boarding students with a house common room that they can use each week-day before, during and after school. Each common room has a Housemaster's office attached (Day Houses) or close by (Boarders). Each house meets at 8.05am on Mondays, Wednesdays and Fridays for a roll call, to discuss house activities and to allow Housemasters to catch up with their students. Each of the houses are quite small (i.e. approximately 70-90 students) and have a Housemaster, Assistant Housemaster(s) and Tutors who will support the students in their care for the period of time that they will be at St Paul's.

A student's Housemaster should be the first port of call for a parent with an enquiry about their son or daughter's progress.

Housemasters for 2019

Boarding

Williams House:	Mr Craig Hardman (Term 1) <i>Mr Matthew Holdgate (from Term 2 onwards)</i>	Housemaster	957 8816
	Mr Brad Emslie	Deputy Housemaster	
	Mr Frans van der Merwe	Assistant Housemaster	
Clark House:	Mr Chris Foot	Housemaster	957 8822
	Mr Daniel Harper	Deputy Housemaster	
	Mr Tim Carpenter	Assistant Housemaster	
Sargood House:	Mr Guy Johnstone	Housemaster	957 8823
	Mr Michael Rameka	Deputy Housemaster	
	Mr Regan Standing	Assistant Housemaster	
Harington House:	Mrs Jackie Lock	Housemaster	957 8836
	Mrs Katie Lilley	Deputy Housemaster	957 8804
	Miss Karen Lock	Assistant Housemaster	

Day Houses

Fitchett House:	Mr Colin Lewis Dr Jason McGrath	Housemaster Assistant Housemaster	957 8895
Hall House:	Mr Carl Neethling Mr Ben van Meygaarden	Housemaster Assistant Housemaster	957 8815
Hamilton House:	Mr Ian Campbell Mr Kelvin Hogg	Housemaster Assistant Housemaster	957 8819
Harington House:	Mrs Heidi Lewis Mrs Elizabeth Pitu Miss Stacey King	Housemaster Assistant Housemaster Assistant Housemaster	957 8874
School House:	Mr Andrew Gibbs Mr Daniel Teka	Housemaster Assistant Housemaster	957 8840

If you have a generic question about Curriculum or Assessment, you are welcome to contact one of the St Paul's Management Team.

- **Mr Peter Hampton – Deputy Headmaster – Curriculum and Assessment:**
 - Subject option selection
 - Year 13 Scholarship programme
 - Senior examinations
 - Internal examinations
 - Cambridge International
 - NCEA
 - Reports and assessment

- **Mrs Helen Bradford – Assistant Headmaster**
Junior curriculum and assessment
Junior internal examinations, entrance testing and class placement
Liaison for Year 9 boys and Year 11 girls new to St Paul's
- **Mr Jeremy Coley – Acting Deputy Headmaster – Pastoral Care (Term 1):**
Mr Craig Hardman will take over this role fulltime from Term 2 onwards
Tihoi liaison and intake placement
Pastoral care/discipline for Boarding students
Coordinator for our residential community
- **Mr Ainsley Robson – Associate Headmaster:**
Pastoral care/discipline for Day students
Day-to-day oversight for the school's operation

STUDENT LEADERS FOR 2019



Adam Jefferis
Head Boy
Junior Portfolio



Kate Healy
Head Girl
Environment Portfolio



Henry Mandeno
Deputy Head Boy
Academic Portfolio



Caroline Kolver
Deputy Head Girl
Sport Portfolio



Temple Beauchamp
Head of Clark
Boarding Portfolio



Jack Collins
Head of Fitchett
Sport Portfolio



Isaac West
Head of Hall
Spirit/Publication



Jack Bowick
Head of Hamilton
Spirit/Publication



Julia McLean
Head of Harington B
Boarding Portfolio



Isabel Mallett
Head of Harington D
Arts Portfolio



Miah McDonald
Head of Sargood
Boarding Portfolio
Social Portfolio



Max McLean-Bluck
Head of School
Junior Portfolio



Nick Karton
Head of Williams
International
Portfolio
Boarding Portfolio



Annie Hantz
Chapel
Mission Portfolio



Daniel Rickman
Chapel
Worship Team
Mission Portfolio





Jana Stokes
Chapel
Mission Portfolio



George Wilson
Chapel
Social Portfolio



Lily Carr Paterson
Social Portfolio
Spirit/Publication



Tepaea Cook-Savage
Sport Portfolio
Social Portfolio



Harry Coxhead
Social Portfolio
Junior Portfolio



Rico D'Anvers
Sport Portfolio
Environment Portfolio



Madeleine Dickie
Academic Portfolio
Environment Portfolio



Simon Han
Academic Portfolio
Arts Portfolio
International Portfolio



Fritz Jooste
Spirit/Publication
Junior Portfolio



Elliot Leighton-Slater
Academic Portfolio
Environment Portfolio



Jana McLeod
Social Portfolio
Spirit/Publication



Christopher Penno
Academic Portfolio
Arts Portfolio



Te Waiti Rawiri
Spirit/Publication
Te Kaea Portfolio



Campbell Smith
Arts Portfolio
iTeam



FOCUS FOR 2019

PASTORAL CARE:

Further to the Headmaster's prize-giving speech and follow-up article in the December issue of the Informer newsletter, on the theme of Hauora or wellbeing, we have instigated a number of significant changes.

Hauora Grouping

We have moved away from vertically organised House mentor groups to Year level groupings with a mixture of students from different core classes/Houses. These Hauora groups will meet around midday on twenty of the Wednesday slots (i.e. between 12.15pm and 1.00pm), specifically five times in the second half of Term One, seven times between Weeks 4-10 in Term Two, five times between Weeks 2-6 in Term Three and for the first three weeks of Term 4. Each Hauora grouping will have two staff (i.e. 50 teaching and support staff have been paired up for each group) that will work with them on age specific topics.

In Years 9, 10 and 11, the programme will have character development and an emotional intelligence enhancement components, as well as dealing with age specific learning topics such as digital citizenship and developing into a gentleman (Year 9), through to 'what legacy do I want to leave?' and addiction issues (Year 11). The Year 12 programme ranges in topics from managing pressure of expectations; staying cool under pressure; through creating strong healthy relationships.

Year 13 students, during this timeslot, will take part in a life skills programme, which looks at topics such as managing money, through to career guidance. Outside speakers and facilitators will be sourced for a range of topics/issues being covered.

House meetings will now be held during the same slot each Tuesday, with on Thursday in Term's One and Four, students will receive a 'take-away' lunch to more easily facilitate intra-House and House organised activities between 12.15pm and 2.00pm.

Emotional Intelligence (EI)

With the widening of the number of staff delivering information on EI at both Year 10 and Year 11, we will be looking to provide professional development through Mr Andrew Gibbs to enable a greater number of staff to have a better understanding of the principles, components and significance of emotional intelligence for our youth.

ACADEMIC:

(1) Purposeful staff professional development

During the Hauora time slot each Wednesday (12.15pm to 1.00pm) the other half of our teaching staff will be involved in a professional development programme, coordinated by Director of Teaching and Learning, Mr Jeremy Coley and Deputy Headmaster, Mr Peter Hampton. This programme will have a focus on:

(A) Enhancing confidence and understanding of Te Reo Maaori and Tikangi Maaori

We want to maintain the momentum that we have been able to establish as a staff over the past two years. We are proud of the commitment of 15 of our staff who are involved in a formal study in He Papa Tikangi Maaori (i.e. NCEA Level 3) through Te Waananga o Aotearoa, at Te Awamutu.

(B) Digital Learning initiatives

Continue the growth of staff digital learning skills. Building on the initiatives and the use of Google classroom in lesson delivery; fostering an enhanced familiarity and consistent use of 'Classwise' software to ensure student engagement; encouraging the use of Google sites as a possible learning resource within the classroom. Encouraging the use of digital technology to support and deliver an engaging curriculum.

(C) Improving reflective practice

Utilising 'Appraisal Connector' as a tool to improve teaching and learning. Successfully integrating it into the staff performance management system. Embedding teaching as inquiry as our key platform for improved classroom practice.

(2) Reducing the influence of mobile phones in the classroom

Reinforce the revised school policy on mobile devices. Enforce the removal of access to mobile devices in the junior school (i.e. within the St Paul's campus). Ensure the consistency of practice in the insistence of placement of senior student's Smart phones in boxes provided at the front of classrooms.



(3) Reinforcement of homework practices

Review, clarify and reinforce the type of meaningful homework that we want our students to complete. Continue to promote the active use of the electronic homework diary.

(4) Investigate alternative qualification frameworks in light of the government NCEA review

Investigate the feasibility of Cambridge IGCSE and other options as external qualifications for our Year 11 students to aspire to.

Ensure all teachers keep the online assessment schedule up to date and are cognitive of the academic pressures of assignments timing within particular Year levels. Work to ensure that we minimise the level of internal assessment and achieve the desired balance between internal, external achievement standards and mental wellbeing.

PEOPLE:

(1) Employment of HOF Physical Education/HOD Learning Enhancement Unit

Seek and employ top quality replacements for the two vacancies for the middle management roles within the PE/Health curriculum area and Learning Enhancement and support area.

(2) Integrate new Deputy Headmaster

Support and successfully integrate Mr Craig Hardman into his new role as Deputy Headmaster into the Senior Leadership Team.

(3) Support for new staff

With four new fulltime teachers, a new part-time teacher and changes to sport administration, matron role and netball development, we need to be mindful of the support and assistance that will need to be provided when key milestones occur over the year

SPECIAL CHARACTER AND CONNECTIONS WITH THE SCHOOL COMMUNITY:



Heritage Trail

Collegians and Marketing have developed 15 signs (800m x 1200m) that during the month of February have been installed on buildings or on posts. These will provide the history of iconic areas of the school (i.e. tower block, Chapel, quad, etc).

Historical Timeline

Seven boards have been developed, one for each of the decades from the 1950's to the present day. The top third of each of the decade boards have historical milestones for the world and New Zealand, with the bottom two thirds highlighting key moments of each year in the life of St Paul's Collegiate School. The timeline is installed on the southern wall of the gymnasium.

60th Reunion Celebrations

These commenced with an overhead drone photo of the 2019 school community on 8th February, an unveiling of the historical timeline on 12th February (i.e. the actual day 60 years ago that the school was opened) and will continue with the weekend celebrations with Collegians and past staff from Thursday, 7th through to Sunday, 10th March. On 14th October (first day of Term Four), we will unveil a commemorative sculpture that has been commissioned to be completed by acclaimed artist, Paul Dibble and which will be installed in the 'tear drop' (i.e. where the main driveway forks towards the Student Centre).

40th Celebration of Tihoi Venture School

On Saturday, 14 September, we have scheduled a celebration down at Tihoi to mark four decades of outdoor education at our Venture campus. At this event, we will unveil a sculpture, by well-respected Maori artist, Fred Graham, which will be installed in the Tihoi Dining Room.

SUPPORT FOR ST PAUL'S PARENTS:

Guest speakers for parents

We have arranged for Paul Dillon, from Australia, to speak to parents, staff and students on Drugs and Alcohol on 9th April. We are looking to bring a high profile Australian Psychologist and specialist in parenting adolescents – Dr Michael Carr Gregg and clinical psychologist – Dr Andrew Fuller, who has done extensive work on developing resiliency in teenagers, into the school later in the year.

Fundraising for the new Learning Hub

We are looking to raise \$1.5m for the Learning Hub project over the next five years. As part of this initiative, we will be offering the naming rights to permanent seating within the Chapel of Christ the King, with donors getting a small plaque, recognising their gift, installed on the back of Chapel chairs.

School communications

We are looking to redesign our school website to enhance its functionality, including the ability to undertake a virtual tour of St Paul's and to allow more video content. In addition, we are looking, through use of the school app, to offer greater push notifications to parent's mobile phones to help remind families of key events and activities and to inform them of changes to our programme.

Service

We want to further strengthen the service programme as part of our school, by continuing to consolidate the 'Over the Fence Ministry' programme with local primary schools, rest homes, Waikato Hospital and groups feeding the city's most vulnerable. While exploring the development of a new Year 9 service component around an environmental theme and exploring opportunities to support the Waikato Diocese initiative in the Solomon Islands via SIMM.

CAPTIAL IMPROVEMENTS:

Major capital works undertaken over the past few months include:

Removal of the old Drama Room/Assembly Hall

The school's first assembly hall/Chapel was demolished over the Christmas period to make way for the new Learning Hub. More recently this building, which was situated between our Mathematics and Science blocks, was used as our Drama Centre.



Relocation of Tihoi classroom

The third new classroom for the Venture campus was shifted from the Hamilton to the Tihoi campus over two days (15/16 January 2019), completing the upgraded teaching and learning complex at Tihoi. This final room will be used for English teaching and house the Tony Hart Library, providing the boys with a much needed, quiet indoor recreational area. Over the next few months, decking and covered verandahs will progressively be added to the three classrooms.

Demolition of the Sick Bay

The old sick bay was demolished and removed over the holiday period. A new four-bedroom residence for the School Nurse will be built in this space, as the Year 13 Construction class project for 2019. The old nurse's residence will eventually be converted into the boys' health rooms. We will take the opportunity of widening the driveway outside Rose Cottage to provide for two lanes for traffic coming in from St Paul's Road. The hospital/sick bay for male students will be temporarily housed in a school-owned residence on the boundary closest to the old gym.

New Drama and Dance Centre

This long-awaited modern new facility (i.e. attached to the Chapel of Christ the King), was completed earlier this month and provides us with a multi-use teaching space as well as an area to serve supper for functions held in the Chapel. The complex holds a Drama/Dance room that could comfortably accommodate 130 people, two breakout rooms/offices, and a large storage area for props, costumes and scenery flats. The \$1.85m project was completed on budget and we feel sure will prove a really great asset for the school.



Hockey/Football Pavilion

In 2018, this was the Year 13 Construction class project. Responsibility for its completion will now be taken up by the school carpentry team and it is hoped that it will be ready for use in July. When finished, the ground floor of the building will house two large changing rooms, visitors' toilets, storage rooms. The first floor will include a large viewing gallery, offices for Midland's Hockey and a function room.

Laying of a new Hockey Turf

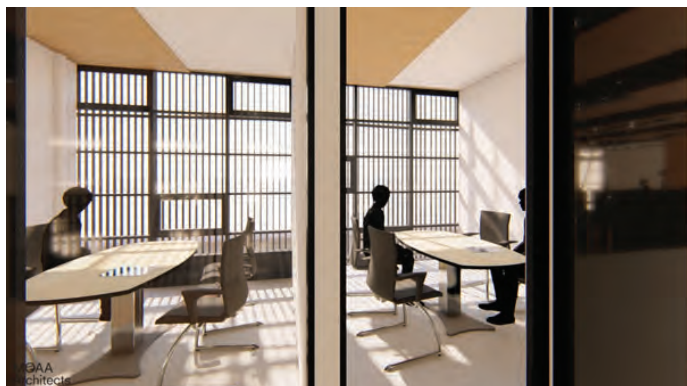
The existing astro-turf surface has been uplifted. Laid in 2007, it has recently had major ponding issues. A new surface will be laid over the next couple of months at a cost of \$300k and will have a lifespan of just over 12 years.



MAJOR CAPITAL WORKS IN PLANNING:

New Learning Hub

This will be one of the most ambitious projects undertaken in the new millennium. This huge, two storey centre for learning in the school (i.e. just over 1,000 square metres in size or the equivalent of ten classroom spaces), will include three classroom size spaces that can be isolated for specific group delivery and eight break-out rooms that will accommodate 6-8 students. The new Learning Hub will facilitate collaborative learning experiences for our students as well as having a tiered seating area to listen to guest speakers that we bring into the school. A preliminary design has been drawn up which is being progressed to detailed drawings to get a better idea of the cost of the project. The Waikato Anglican College Trust Board has put aside \$5.5m for the project. Once final sign-off has been given, the Reg Hornsby Library will be demolished and it is hoped that construction might start around September, with a 12-month build period. During construction, the library will be temporarily located in the Long Room.



Strength and Conditioning Centre / Covered PE and Sports Space

One of the other projects that we are undertaking a feasibility study on is for a covered structure for the three tennis courts closest to the dining room. This project would effectively provide an additional two covered teaching spaces for the teaching of Physical Education classes (i.e. equivalent to two full size basketball courts) and with LED lighting built into the structure, could be used in the evening for Futsal, Indoor Hockey, Tennis, Netball and Basketball. This would enable the conversion of our older gymnasium into a large strength and conditioning area for our students. A decision on this \$1.0m project will be made in the next six months.





EXCELLENCE

OVERALL ACADEMIC PERFORMANCE

NCEA

Our 2018 results in external qualifications are very similar to the excellent performances that have been achieved by our seniors in recent years.

Our Year 13 cohort's performance was particularly impressive. In the demanding A level English examinations, three students gained an A* result (Dylan Woodhouse, Conor Horrigan and Tony Wu). The University Entrance pass rate of 82% was the best for a number of years, while 89% gained their Level Three certificate. 54% gained either a Merit or Excellence endorsement – 2% higher than the record levels in 2017 and 2016. Excellence endorsements at 18% were slightly down on the past two years (i.e. 20% and 22% respectively in 2017/2016).

At Level Two, the 95% pass rate was consistent with other years, with certificate endorsements the second best achieved at 55%. In AS English and Mathematics, all but one student in each subject gained a pass, with five gaining A grades.

At Level One, 94% gained their national certificate which is our lowest percentage for a number of years, but 68% gained either a Merit or Excellence endorsement, our best ever result. While similarly, in Cambridge IGCSE, our students gained a 94% pass rate with 14% gaining marks of 90% or better (similar to previous years) and 41% gaining results of 80% or better (a significant improvement on 2017).

A summary of provisional pass rates for each of the levels is:

	2018	2017	2016	2015	2014	2013	2012
Level 3	89%	93%	93%	96%	92%	93%	86%
UE	82%	76%	78%	83%	80%	91%	91%
Level 2	94%	96%	98%	95%	96%	97%	89%
Level 1	94%	95%	98%	98%	98%	96%	94%

Note: For University Entrance in 2014, the MOE changed the criteria for tertiary entrance (UE) and appropriately made it more difficult to achieve.

Summary of Certificate Endorsements 2018

	SPC 2018	SPC 2017	SPC 2016	SPC 2015	SPC 2014	SPC 2013
Level 1 with Excellence	18%	14%	19%	17%	16%	14%
Level 1 with Merit	50%	51%	45%	46%	42%	46%
Level 2 with Excellence	18%	19%	17%	16%	15%	11%
Level 2 with Merit	37%	35%	41%	30%	31%	29%
Level 3 with Excellence	18%	20%	22%	14%	10%	11%
Level 3 with Merit	36%	32%	30%	32%	28%	35%

These results are only interim ones and we will not be able, until 1 April, to definitely compare the performance of our students against the national averages, but preliminary indications are extremely encouraging.

Using NZQA's new standardised enrolment based measurement tool:

	St Paul's	Decile 9/10	National
NCEA Level 1	94%	80%	70%
NCEA Level 2	94%	83%	76%
NCEA Level 3	89%	75%	64%
University Entrance	82%	63%	46%

While enrolment based gender decile indicators show that both our boys and girls are outperforming those in similar decile schools around the country.

Boys performance

	St Paul's	Decile 9/10	National
NCEA Level 1	94%	75%	66%
NCEA Level 2	91%	79%	73%
NCEA Level 3	87%	68%	59%
University Entrance	77%	55%	40%

Girls performance

	St Paul's	Decile 9/10	National
NCEA Level 1	94%	86%	75%
NCEA Level 2	98%	88%	80%
NCEA Level 3	94%	81%	68%
University Entrance	90%	71%	52%

Very pleasingly, our Maori students also performed well above their counterparts nationally:

	St Paul's	Decile 9/10	National
NCEA Level 1	94%	71%	56%
NCEA Level 2	84%	79%	67%
NCEA Level 3	85%	68%	51%
University Entrance	70%	50%	27%

EXCELLENCE ENDORSEMENTS

To gain an Excellence Endorsement, a student needs to achieve 50 credits at that level.

Year 13 (Level Three Excellence Endorsements)

(30 Compared with 27 in 2017, 29 in 2016, 23 in 2015, 12 in 2014 and 14 in 2013)

Katie Begbie	Patchara Jirapanayut
Christa Brandt	Alex Johnson
Jansen Cao	Heath Johnson
Briana Cardon	Marcus Li
Victoria Chanwai	Toby McDonald
Raymond Chen	Bevan Muirhead
Temwa Chileshe	Zahyra Osborne
Sophie Egan	Sasha Patil
Alice Emeny	James Sandford
Oliver Goldfinch	Genevieve Scott-Jones
Madeleine Gordon	Niamh Shalloe
Anna Hamilton	Lucy Street
Isabella Heskett	Dylan Woodhouse
Scott Hitchcock	Tony Wu
Conor Horrigan	Zihan Zhong

Year 12 (Level Three Excellence Endorsements)

(34 Compared with 37 in 2017, 23 in 2016, 24 in 2015, 27 in 2014 and 12 in 2013)

Jess Allen	Max McLean-Bluck
Marnie Best	Henry Mandeno
Alice Cao	Hannah Mayer
Sophie Chisholm	Dillon Mulgrew
Lachlan Crean	Aidan Nelson
Madeleine Dickie	Abby Payne
Sarah Gajzago	Christopher Penno
Fengyuan (Simon) Han	Lucy Simmonds
Kate Healy	Holly Skelton
Darcy Hunter	Campbell Smith
Adam Jefferis	Jana Stokes
Charleis Kingston-White	Aaron Taylor
Olivia Knowling	Victoria Tucker
Michelle Kong	Benjamin Tustin
Elliot Leighton-Slater	Orla White
Sarina Liang	Ryan Young
Julia McLean	Yaotang (Alex) Zhong



Year 11 (Level 1 Excellence Endorsements)

(27 Compared with 22 in 2017, 29 in 2016, 24 in 2015, 24 in 2014 and 29 in 2013)

Veronica Bagley	Samuel Kalma
Brooke Batters	David Koshy
Rahat Boonwipas	Trey Lincoln
Nikky Cho	Ben Littlejohn
Kemachart Chungsuwanich	Phoebe McColgan
Lachlan Coleman	Angus Riordan
Jai Fitzwalter	Jack Sturm
Lucas Goodwin	Lucas Taumoepeau
David Gough	Caleb Weck
Ayla Hall	Juntong Wei
Sophie Hine	Dion Xue
Nathan Ingham	James Yearsley
Matthew Johnson	Andrew Yip

SCHOLASTIC CENTURIONS

To achieve Scholastic Centurion status, a student needs to get Excellence grades in all of the Achievement Standards for a particular subject or an A* grade in an IGCSE or AS Cambridge subject.

NCEA LEVEL 1 AND IGCSE RESULTS - ONE SUBJECT

Kaylee Morrison	NCEA Level 1	Science Year 10 2018
Ethan Bidois	NCEA Level 1	History
Nikky Cho	NCEA Level 1	Visual Arts
Jonathan Chong	Cambridge IGCSE	Mathematics
Lachlan Coleman	NCEA Level 1	Computer Science
Chloe Davis	NCEA Level 1	Sports Science
Elizabeth Deadman	NCEA Level 1	Sports Science
Jai Fitzwalter	Cambridge IGCSE	Mathematics
David Gough	Cambridge IGCSE	Chemistry
Julian Harker	Cambridge IGCSE	English
Amelia Hunt	NCEA Level 1	Sports Science
Nathan Ingham	NCEA Level 1	Science
Lachlan Lamont	Cambridge IGCSE	Chemistry
Charles Leng-Uch	NCEA Level 1	Computer Applications
Zara Leong	NCEA Level 1	Geography
Jeff Lester	NCEA Level 1	Computer Science
Trey Lincoln	NCEA Level 1	Visual Arts
Thomas McAdams	NCEA Level 1	Computer Applications
William Miller	NCEA Level 1	Sports Science
Arna Morris	NCEA Level 1	Sports Science
James O'Callaghan	Cambridge IGCSE	English
Joshua O'Donoghue	NCEA Level 1	Sports Science
Justin Su	Cambridge IGCSE	Chemistry
Lucas Taumoepeau	NCEA Level 1	Music
Juntong Wei	NCEA Level 1	Computer Applications
James Yearsley	NCEA Level 1	Music



TWO SUBJECTS CENTURIONS

Luke Finlayson	NCEA Level 1 IGCSE	Computer Science Mathematics
Gustav Jooste	Cambridge IGCSE	Biology Chemistry
Ben Littlejohn	NCEA Cambridge IGCSE	Accounting Chemistry
Greta Simpson	NCEA	Geography Science
Dion Xue	NCEA Level 1	Computer Applications Music

THREE SUBJECTS CENTURIONS

Lucas Goodwin *	NCEA Level 1 Cambridge IGCSE	Computer Science Mathematics Physics
Andrew Yip *	NCEA Level 1 Cambridge IGCSE Cambridge IGCSE	Accounting Chemistry Physics
Ayla Hall *	NCEA Level 1	Computer Applications Visual Arts Level 2 Sports Science
Caleb Weck *	NCEA Level 1 Cambridge IGCSE Cambridge IGCSE	Accounting Chemistry Mathematics

FOUR SUBJECTS CENTURIONS

David Koshy *	NCEA Level 1 NCEA Level 1 Cambridge IGCSE Cambridge IGCSE	Accounting Economics English Mathematics
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NCEA LEVEL 2 AND CAMBRIDGE AS

Jess Allen	NCEA Level 2	Art Painting
Marnie Best	NCEA Level 2	Computer Applications
Jacob Gibbs	NCEA Level 2	Sports Science
Kate Healy	NCEA Level 2	Photography
Darcy Hunter	NCEA Level 2	Sports Science
Adam Jefferis	NCEA Level 2	Economics
Charleis Kingston-White	NCEA Level 3	Sports Science
Caroline Kolver	NCEA Level 2	Sports Science
Sarina Liang	NCEA Level 2	Computer Applications



Henry Mandeno	Cambridge AS	Mathematics
Abby Payne	NCEA Level 2	Photography
Christopher Penno	NCEA Level 2	Computer Science
Te Waiti Rawiri	Cambridge AS	English
Maxwell Roach	NCEA Level 2	Computer Applications
Campbell Smith	NCEA Level 2	Computer Science
Jana Stokes	Cambridge AS	English
Aaron Taylor	NCEA Level 2	Computer Science

TWO SUBJECTS CENTURIANS

Simon Han	NCEA Level 2 NCEA Level 3	Economics Level 3 Mathematics with Calculus
Dillon Mulgrew	NCEA Level 2 Cambridge AS	Computer Science Mathematics
Orla White	NCEA Level 2	Biology Music

THREE SUBJECTS CENTURIANS

Lucy Simmonds*	NCEA Level 2	Biology Chemistry Physics
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FOUR SUBJECTS CENTURIANS

Henry Mandeno*	NCEA Level 2 Cambridge AS	Chemistry Computer Science Physics Mathematics
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(*) Denotes student will receive their Academic Colours

CAMBRIDGE EXAMINATION RESULTS

A Level

We had seven of our students sit A level English. Dylan Woodhouse topped the group with 94%, while Conor Horrigan (90%) and Tony Wu (90%) also gained an A* and Genevieve Scott-Jones an A grade (83%). 100% of the students passed this challenging examination.

AS Level

Five of the six students passed AS Mathematics, with Henry Mandeno topping the subject with 91%. Henry, Alex Zhong and Dillon Mulgrew all got A grades. Six of the seven passed AS English, with Jana Stokes topping the group with 87%. Jana and Te Waiti Rawiri gained A grades.

IGCSE Results

With an overall pass rate of 94% (93% 2017, 96% 2016, 95%

2015 and 99% 2014); 14% gained an A* grade or better than 90% (compared with 12% 2017, 19% 2016, 21% 2015 and 22% 2014); 41% gained an A grade or better or above 80% (28% 2017, 42% 2016, 47% 2015 and 48% 2014).

Individual Highlights

All gained an A* in two subjects:

- Lucas Goodwin
A* in Physics and Mathematics with an average of 91%
- Gustav Jooste
A* in Biology and Chemistry with an average of 90%
- David Koshy
A* in English and Mathematics with an average of 93%
- Caleb Weck
A* in Chemistry and Mathematics with an average of 93%
- Andrew Yip



A* in Physics and Chemistry with an average of 90%

Top Subject Performances

Biology	Gustav Jooste	90%
Chemistry	Gustav Jooste	95%
English	David Koshy	91%
Mathematics	Jai Fitzwalter	96%
Physics	Andrew Lucas	90%

Subject Highlights

Biology

All 17 of the Biology students gained a pass grade (E or better). Note that 11 out of 12 in 2017 and 21 out of 23 in 2016 achieved this feat. Two students gained an A* or A grade (i.e. 4 in 2017, 6 in 2015, none in 2014, 5 in 2014, 1 in 2013 and 3 in 2012).

Chemistry

34 of the 39 students gained a pass grade (E or better)

compared to 28 out of 31 in 2017 and 46 out of 49 in 2016. Seven students gained an A* (4 in 2017, 12 in 2016, 8 in 2015, 12 in 2014, 13 in 2013 and 4 in both 2012 and 2011) and impressively thirteen students gained A or better (10 in 2017, 18 in 2016, 14 in 2015, 9 in 2014, 8 in 2013, 4 in 2012 and 12 in 2011).

English

Excellently, all 12 of the English students gained a pass mark (E or better) compared to 16 out of 17 in 2017, 23 of 23 in 2016). Like 2017, three gained an A* (compared to 10 in 2016, 7 in 2015, 5 in both 2014 and 2013, 3 in 2012 and 6 in 2011). Eight gained A grades or better (10 in 2017, 18 in 2016, 14 in 2015, 9 in 2014, 8 in 2013, 4 in 2012).

Mathematics

31 of the 32 Mathematicians gained a pass mark (E or better). For the three years prior to that 100% had passed. Six students gained an A* (4 in 2017 and 2016, 7 in 2015, 8 in 2014, 12 in 2013, 4 in 2012 and 6 in 2011). An impressive 20 students gained an A or better.

SCHOLARSHIP RESULT 2018

Scholarship is the most demanding and prestigious of secondary school examinations and is sat in subjects studied by the candidate.

In 2018, nineteen of our senior students, of which four were only in Year 12 at the time (i.e. Alice Cao, Jana Stokes, Victoria Tucker and Simon Han) achieved 46 single subject Scholarships between them, of which seven were Outstanding Scholarships. In 2017, we gained just 28 Scholarships, while our best ever result prior to this were 47 in 2015 and 43 in 2012.

While the number of Scholarships gained is absolutely pleasing, even more so is that three of our senior students, (i.e. including 2018 Dux of St Paul’s Collegiate School, Alice Cao) have been named as “Top Scholars” in New Zealand, having achieved five Scholarships and being ranked in the top 56 academic students nationwide who undertook these most prestigious of examinations – the other two students were Tony Wu and Conor Horrigan. Tony Wu’s results ranked him an impressive eleventh best candidate in the country.



The full set of results was as follows – Note that (O) = Outstanding Scholarship:

Divakrin Naicker	Biology, Chemistry
Temwa Chileshe	Digital Technology
Briana Cardon	Geography, History, Physical Education
Conor Horrigan	English (O), Art History, Media, Classics, Physical Education
Genevieve Scott-Jones	English, Geography, Classics
Alice Cao (Year 12)	English, Biology (O), Chemistry, Physics, Statistics
Jana Stokes (Year 12)	Agriculture/Horticulture
Dylan Woodhouse	English, Geography, Classics
Toby McDonald	Chemistry (O)
Tony Wu	English (O), Art History, Media (O), Geography (O), Classics
Priya Singh	Agriculture/Horticulture
Rachael McLanachan	Biology
Joseph Harris	Statistics, Geography
James Sandford	Geography, Physical Education
Raymond Chen	Biology, Chemistry, Physics, Statistics (O)
Madeleine Gordon	History
Anna Hamilton	Music, Geography
Victoria Tucker (Year 12)	Spanish
Simon Han (Year 12)	Chinese, Calculus, Geography

SCHOLARS TIES LEVEL ONE 2017

Calculated using grade point average of best five subjects including English and Mathematics. A total of 62 awards will be made to our 2018 Year 11 cohort.

+ Students who attended other schools in 2018.

Honours Board = 3 x Scholastic Centurion (total of 3 subjects or more – 100% NCEA; A* Cambridge) or attaining a Scholarship, for students who attended SPC.

Ethan Bidois	70%	Juntong Wei	77%	Sophie Stocker	84%
Mitchell Clark	70%	Aidan Leuschke	78%	Lachlan Coleman	85%
Harrison Cullen	70%	Will Miller	78%	Matthew Johnson	85%
Toby Grindlay	73%	James O'Callaghan	78%	Tiaki Rhodes	85%
Declan O'Sullivan	73%	Hugo Shale	78%	Jack Sturm	85%
Samuel Taylor	73%	Kaley Caulfield	79%	Lucas Taumoepeau	85%
Brooke Batters	74%	Luke Finlayson	79%	Dominic Dumble	86%
Primo Singh	74%	Julian Harker	79%	Molly Nelson	86%
Charlie Leng-Uch	75%	Charlie Jackson	79%	Greta Simpson	86%
Joshua O'Donoghue	75%	Phoebe McColgan	81%	Veronica Bagley	87%
Hannah Simpson+	75%	Justin Su	81%	Bobby Chungsuwanich	87%
Jack Caldwell	77%	Chloe Davis+	82%	Jai Fitzwalter	88%
Sam Kalma	77%	Libby Deadman	82%	Nathan Ingham	88%
Ben Kimpton	77%	Troy Glasson	82%	Zara Leong+	88%
Tim Lamb	77%	Jeff Lester	82%	Arthur Yearsley	88%
Lachlan Lamont	77%	Net Boonwipas	83%	Gustav Jooste	89%
Arna Morris	77%	Sophie Hine	83%		
James North	77%	Angus Riordan	84%		

Achieving Personal Bests – High Achievers 2018 – Year 11 (calculated using best 5 subjects including English and Mathematics)

Ayla Hall (Aggregate 89%)	Computer Apps	100%	Trey Lincoln (Aggregate 91%)	Art Design/Photo	100%
	Sports Science	100%		Graphics	96%
	Visual Arts	100%		English	95%
	English	75%		IGCSE Mathematics	85%
	Mathematics	71%		IGCSE Chemistry	80%
	Honours Board				
	3 x 100% Scholastic Centurions				
Ben Littlejohn (Aggregate 91%)	Accounting	100%	David Gough (Aggregate 92%)	Economics	96%
	English	92%		Accounting	95%
	IGCSE Chemistry	90%		IGCSE Chemistry	92%
	IGCSE Mathematics	89%		IGCSE Mathematics	89%
	IGCSE Physics	85%		English	86%



<p>Dion Xue (Aggregate 92%)</p>	<p>Computer Apps 100% Music 96% English 95% IGCSE Mathematics 91% IGCSE Chemistry 86%</p>	<p>Andrew Yip (Aggregate 93%)</p>	<p>Accounting 100% Computer Science 96% Mathematics 95% IGCSE Chemistry 90% English 86% IGCSE Physics 90%</p> <p>Honours Board 3 x 100% Scholastic Centurions</p>
<p>Nikky Cho (Aggregate 94%)</p>	<p>Art Design 100% Economics 96% Science 95% English 91% Mathematics 86%</p>	<p>Lucas Goodwin (Aggregate 95%)</p>	<p>Computer Science 100% IGCSE Mathematics 95% Accounting 94% English 94% IGCSE Physics 91%</p> <p>Honours Board 3 x 100% Scholastic Centurions</p>
<p>Caleb Weck (Aggregate 95%)</p>	<p>Accounting 100% English 100% IGCSE Mathematics 95% IGCSE Chemistry 90% Graphics 86%</p> <p>Honours Board 4 x 100% Scholastic Centurions</p>	<p>David Koshy (Aggregate 96%)</p>	<p>Accounting 100% Economics 100% Level 2 History 96% IGCSE Mathematics 94% IGCSE English 91%</p> <p>Honours Board 4 x 100% Scholastic Centurions</p>

SCHOLARS TIES LEVEL TWO 2017

58 awards will be made to our 2018 Year 12 cohort. *Scholars tie received for Level 1 2017.
+ Students who attended other schools in 2018.

Max Roach	71%	Hannah Dawson	79%	Charlotte Miller*	84%
Molly Clements*	73%	Katie Grant*	79%	Jess Allen*	85%
Jack Deane*	73%	Jasmine Fountaine*	80%	Gus Hanham*	85%
Eddy Yip	73%	Sophie Chisholm*	81%	Dillon Mulgrew*	85%
George Elstob	74%	Rico D'Anvers*	81%	Campbell Smith*	85%
Sam Ogilvy	74%	Jacob Gibbs*	81%	Hannah Mayer*	86%
Michelle Kong*	75%	Darcy Hunter	81%	Christopher Penno*	86%
Caroline Kolver	76%	Jeremiah McDonald*	81%	Elliot Leighton-Slater*	87%
Jack Morton*	76%	Max McLean-Bluck*	81%	Sarah Gajzago*	88%
Olivia Knowling*	77%	Jana McLeod*	81%	Holly Skelton*	88%
Kaiden Yearbury*	77%	Louis Brown*	82%	Madeleine Dickie*	90%
Annie Hantz	78%	Harry Coxhead*	82%	Julia McLean*	90%
Sarina Liang*	78%	Edwin Wills*	82%	Ryan Young	90%
Kaitlyn Sosa+	78%	Madison Bailey*	83%	Adam Jefferis*	91%
Lily Carr Paterson*	79%	Nicholas Karton*	83%	Aidan Nelson*	91%
Lachie Crean*	79%	Charleis Kingston-White*	83%	Ben Tustin*	91%



Achieving personal Bests – High Achievers 2018 – Year 12 (calculated using best 4 subjects including English)					
Kate Healy* (Aggregate 92%)	Photography	100%	Victoria Tucker* (Aggregate 93%)	Spanish	100%
	English	95%		Sport Science	95%
	Mathematics	87%		Level 3 Spanish	93%
	Media Studies	86%		English	83%
				Honours Board Scholarship: Spanish	
Henry Mandeno* (Aggregate 95%)	Physics	100%	Abby Payne* (Aggregate 95%)	Photography	100%
	Chemistry	100%		Calculus	95%
	AS Mathematics	100%		English	94%
	English	81%		Biology	90%
	Computer Science	100%			
	Honours Board 4 x Scholastic Centurions				
Orla White* (Aggregate 95%)	Biology	100%	Marnie Best* (Aggregate 99%)	English	100%
	Music	100%		Computer Apps	100%
	Physics	95%		English	99%
	English	84%		Agribusiness	95%
Lucy Simmonds* (Aggregate 97%)	Biology	100%	Aaron Taylor* (Aggregate 99%)	Computer Science	100%
	Chemistry	100%		English	100%
	Physics	100%		Physics	100%
	English	96%		Calculus	95%
	Honours Board 3 x Scholastic Centurions				
Jana Stokes* (Aggregate 99%)	Ag/Hort	100%	Simon Han* (Aggregate 100%)	Calculus	100%
	AS English	100%		Economics	100%
	NCEA English	100%		English	100%
	Chemistry	96%		Geography	100%
	Honours Board: 3 x Scholastic Centurions Scholarship Ag/Hort			Honours Board 4 x Scholastic Centurions Scholarship: Calculus, Chinese, Geography	



ST PAUL'S CAREERS SERVICE

Students at St Paul's are provided with careers guidance and support in making vocational/educational decisions.

The Careers Advisor (Mr Paul Wilson) provides students with a range of opportunities and experiences, which encourage them to make informed choices about their future education, training and career pathways within and outside school.

Career education is offered at all levels of the school curriculum. Students and parents are welcome to come and discuss subject choices and first step options post-secondary school. The careers department arranges tertiary liaison visits from universities and other providers (the NZ Defence Forces for example) as well as the biannual Careers Expo. If students are interested in a GAP year, we have presentations from both Latitude and Tutors Worldwide. Both companies offer great overseas experiences from three to 12 months.

The Careers Room, located in the Student Centre, has up to date information on courses and qualifications for all tertiary providers. The careers staff also provide support to students on course enrolments, applications to Hall of Residence and available scholarships.

CAREERS RESOURCES

On the student portal site students can access a number of inter-active websites that can assist in their subject choices, career planning and University courses.

The Careers staff use a computer aided careers guidance programme – 'Bulls-Eye', which is available to all Year 11, 12 and 13 students. This is seen as a very useful tool in the students' decision making process, both for subject choices and career planning. (See below)

CAREER CENTRAL

The programme 'Career Central' is available to Year 11 – 13 students.

Transitioning from school can be a stressful time. There are so many choices for young people that it can sometimes seem overwhelming. Career Central is a tool to assist students to explore their options as they develop their career plans. The platform also allows teachers and careers advisors to see student's skills, values, goals and interests (including occupational and tertiary interests) in order to assist them in making informed choices as they transition through and beyond school.

The following link gives a great overview of the Career Central programme: <https://app.fishbole.io/p/Cr20R2LeV>

Students go to cc.school.nz choose St Paul's from the list of schools and login with their school email address and password.

If parents are interested in in-depth career consultation, outside providers Swivel offer this service.

Swivel Careers is a personalised, in-depth career-coaching programme, designed to assist secondary school students establish their career path. Swivel Careers challenges them to look beyond their current career aspirations and ensures they walk away feeling confident they have made informed, well-researched career choices. The programme offers holistic, scientific and practical guidance for students, based on psychometrics of their academic and natural abilities, personality and occupational interests. Swivel Careers specialises in the education sector and works with both secondary schools and individual students alike. Many students have completed the Swivel Careers programme and come out with the confidence, clarity and motivation to embark on the next chapter of their lives.

If you want to learn more about the programme, call St Paul's Collegiate dedicated Swivel Careers Account Manager - Adela Knottenbelt on 09 601 1000, or go to www.swivelcareers.co.nz



So many options, so little time...

There is no doubt that the breadth of career options available to young people has grown immensely over the last few decades. This breadth of choice and abundance of opportunity while incredibly exciting, can also be quite overwhelming! In addition, the time commitment and increasing costs of training and tertiary qualifications creates pressure on young people and their parents to 'get it right first time' - to choose training options and career paths which are 'guaranteed' to lead to well-paid work and that are a 'good fit' for the individual. The lofty ideal tertiary education as an exploratory learning and life experience, where young people could 'try out' various subject areas before settling on a course of study, and pursue areas of interest with no clear employment pathway may be becoming a historical 'luxury' (in a post-GFC world).

Finding focus before investing in further education.

With a multitude of diverse career paths and highly technical and specialised jobs, the increasingly complex world of careers has become quite difficult terrain to navigate (especially for teenagers and their parents). There has been a strong emphasis in recent years on 'following your passion' and while that is a valid concept to a point, a more relevant and useful proposition is to help young people connect areas of

interest, with areas of natural skill and strength, and then use this combination as a launch pad to explore a targeted range of career paths with a focus on areas with strong future prospects.

For me, there are six steps to a robust approach to career planning (relevant to teenagers and adults alike!)

1. Understand Self
2. Identify Interests and Passions
3. Understand Talents
4. Understand the Career Implications (of 1, 2 & 3)
5. Identify Potential Career Paths
6. Consider Future Demand of Potential Career Paths

In terms of the above six steps, I would recommend asking and answering the following questions:

- Who am I? (focus on understanding your personality)
- What am I most passionate about or interested in?
- What are my natural skills and abilities?
- What does this combination of personality, interests and talents lend itself to, career-wise?

Of the career areas identified, what areas are in demand and/or are predicted to have strong employment prospects in the future?

How to work all this stuff out?

A good diagnostic assessment is a great start to helping teens focus on these questions. There are lots of tools around both paper-based and online as well as many career consulting companies who can provide advice and assistance. The best approach for you will depend on your particular circumstances, preferences and budget.

At BULLS-EYE we have developed an online tool which uses a quiz-based format to help young people work their way through the six steps outlined earlier. Our research told us that the internet is where teenagers prefer to go for their information. With a topic like careers where teens may lack direction and/or confidence, we think an online tool is a particularly good idea. BULLS-EYE steps them through the process of reflecting on their personality, interests and talents, then introduces them to the career paths likely to suit them best. We have developed a resource page for more than 40 separate job families (with information on more than 400 jobs). We encourage teens to action plan, and get out in the real world to discuss and experience these areas for themselves; and, we provide up to date information on projected demand for as many career paths as we possibly can.

YEAR 13 CAREER PLANNING FOR 2019

This year will be the busiest of your time at school. Your time is precious and if you do not get started now, you will run out of time later in the year and make major life decisions based on little or no information.

Make an appointment to see Mr Wilson this term. The booking sheet is on the door of the office in the Career Suite. Note that Mr Wilson is available for times listed on the booking sheet every day, except when teaching. Please book a time during your study period if possible. Make sure you have completed the Career Central profile. Don't rely solely on the school career service. Gather as much information as you can so that you are well informed. Check online sites – No Major Drama, Careers NZ, School Connect to help you.

1. Draw up a list of goals – long term, medium term and short term goals, plus how you intend achieving these. This list should be on your noticeboard at your desk. This is not restricted to career goals only.
2. Keep your CV up to date and make sure it contains all the information required for a school type CV. Get several people to check it for you to ensure that it is appropriate.
3. Start researching scholarships. Check Moneyhub. Remember that scholarships are not only awarded to the

very academically able (although this does help). Many average, hard working students earn some very generous scholarships. If you don't apply you will not get!!

4. RESEARCH, RESEARCH, RESEARCH. This includes paper/ internet research into career areas of interest, but also interviewing people in the industry and doing volunteer work with people employed in jobs of interest. Remember to write up your experience after an interview/job shadow and file this.
5. CONTACTS, CONTACTS – these are essential in your quest for work/money over the next few years. Get yourself out there and make a point of meeting new people – particularly in your career interest areas.
6. Making training decisions with little or no information will cost YOU big money. Every year spent training costs about \$20,000. Add to this cost, what you may have earned if you hadn't gone to Uni/Polytech/Workplace Training. A four-year course can cost you over \$100,000.
7. Try to get some work experience in potential careers of interest. This gives you real insight into what a job actually is about.
8. Have a good year – get involved (but not over-involved) work hard, and enjoy your final year at St Paul's Collegiate School.



IMPORTANT DATES:

During Term One all of the Universities and Wintec will visit St Paul's to give a presentation to students. This is an opportunity to find out what each Faculty has to offer.

University Liaison visits - here is the list of University visits this term:

- Lincoln University 25 February
- Massey University 26 February
- Wintec 5 March
- AUT 18 March
- Waikato University 27 March
- Canterbury University 1 April
- Victoria University 4 April
- Auckland University 5 April
- Otago University 8 April

OTHER ACADEMIC HIGHLIGHTS:

- Sasha Patil, as a result of her NCEA Level Three results gained an ATAR score of 99.9% (ranked in the top 0.1% of Australian and New Zealand students) and has gained acceptance into Griffith University on the Gold Coast, as one of 30 students, to pursue a double degree of Bachelor of Medical Science and Doctor of Medicine. An outstanding achievement by this impressive scholar.



Friday 22 March 2019

- 10.00am - Morning tea in dining room
- 10.35am - Family photos
- 11:35am - Tour of the school with grandchildren
- 12.20pm - Chapel service and musical performances
- 1.00pm - Day concludes

PLEASE RSVP BY FRIDAY 8 MARCH 2019

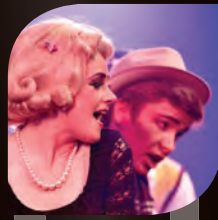
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St Paul's
COLLEGIATE SCHOOL





MUSIC CAMP 2019 – A RESOUNDING SUCCESS

Report by Student Leaders, Christopher Penno and Campbell Smith

On 18 January, students from the Big Band, Concert Band, Guitar Group and Drumline participated in the 2019 Music Camp. Following the success of last year's camp, we returned to the main school campus, utilising the new music block.

Our repertoire was brand new, in preparation for a busy year. With opportunities like the Gold Coast Aspire tour, and many festivals and competitions spanning the North Island (National Jazz Festival, Hawke's Bay, Festival of Bands, ITM Festival, and NZCBA National Festival). In preparation for these events, we found ourselves facing more demanding music, which gave many challenges to new to school and long term students. Over two and a half days of intensive rehearsal, limits were pushed and everyone gained experience. All of this culminated into an awesome performance in front of family, staff and the wider St Paul's community.

We all arrived bright and early on Friday morning and were greeted by over six hours of gruelling rehearsals. After unpacking into Clark House, we began off the day with receiving new music and having a go at sight-reading. By the time rehearsals for the day came to an end, everyone was tired and ready for bed.

Saturday brought another day of long six-hour rehearsals. However, we happily dodged the heat by relaxing in the school pool. We started to see the musical pieces coming together and were able to work more cohesively as a team.

On Sunday - after clean up and a quick three-hour final rehearsal, camp ended. Concluding with a grand concert showcasing the work of the students and teachers. Each group performed several pieces from the 2½-day camp and blew the audience away.

The pieces the groups learn were:

- Drumline: Marching Patterns, Rocky Beat.
- Guitar Group: Caballero, A Minor Journey Fiesta.
- Big Band: Hooked on a Feeling, Uptown Funk, Chameleon, Treasure.
- Concert Band: Triumphant Fanfare, Music of the Night, Adventures.

On behalf of the Year 13's in the bands, thank you to all the students and teachers that made our last band camp the roaring success that it was. To Miss Spenceley, Mr Stoneham, Mr Haywood, Mr Shaw, Mr Smith - thank you for conducting and leading the groups through the many rehearsals. Thank you for your tireless organising - we all appreciated your effort.

Overall, music camp gave us a head start into the new school year, which will no doubt prove to be very beneficial to the future of our music department. We look forward to the future successes that this camp has built us towards.

NZSSSO SELECTION FOR YOUNG MUSICIAN

Matthew Chanwai (Year 9) has been selected to be a member of the New Zealand Secondary Schools Symphony Orchestra (NZSSSO) 2019. Matthew auditioned last year for a place in the 2019 Orchestra, and is thrilled to have been selected as one of 16 cellists in this large orchestra made up of 104 musicians.

The NZSSSO course runs for six days in Christchurch in the April school holidays, during which students participate in a variety of practical sessions – culminating in two public performances. Each year the standard reached has remained high, with full-scale orchestral works being performed. It is widely regarded as a significant training ground for young players aspiring to membership of the New Zealand Youth Orchestra and

ultimately to a career as a professional musician. The NZSSSO offers a valuable opportunity for some of New Zealand's top secondary school orchestral musicians to represent their school, and receive the opportunity to experience playing in a full Symphony Orchestra.

Matthew loves playing the cello and has played it most of his life. Last year as a 12-year-old, Matthew gained his Associated Board of Royal Schools of Music (ABRSM) ARSM Diploma in Cello with Distinction, after passing Trinity College Grade 8 Cello with Distinction two years prior to that. He is really looking forward to performing big orchestral works with like-minded musicians from other schools in New Zealand.

SPORTING ENDEAVOURS



ROWING REPORT, CAMBRIDGE TOWN CUP / NORTH ISLAND CLUB CHAMPS REGATTAS

St Paul's Collegiate Rowing took part of the Cambridge Town Cup Regatta from 25-27 January and the North Island Club Champs from 26-28 January at Lake Karapiro. The participation of all our crews were outstanding both on and off the water.

Cambridge Town cup

- GU 18 2- A Final 1st
Jasmine Fountaine, Madeleine Dickie.
- GU 18 4+ A Final 4th
Jasmine Fountaine, Alison Mills, Abby Payne, Madeleine Dickie, cox Isobel Knowing
- BU 15 4+ A Final 5th
Ryan Mitchell, Joe Harcourt, Logan Spencer, Conner Irving, Hetekia Te Ua
- GU 18 2x A Final 6th
Alison Mills, Abby Payne
- BU 18 4+ A Final 6th
Adam Jefferis, Seth Peake, Isaac West, Jeremiah McDonald, cox Gus Hanham
- GU 17 4+ A Final 7th
Awatea Gudgeon, Abby Bartels, Ellis Watson, Hannah Finlayson, cox Isobel Knowing
- GU 16 2x A Final 7th
Awatea Gudgeon, Hannah Finlayson (Photo of this crew below)



North Island Club Champs

Men's Novice 8+ gained a Silver Medal - Tom Haycock, Luther Yates, Ryan Mitchell, Campbell Colquhoun, Alex Gunn, Tom Matthews, Joe Harcourt, Logan Spencer, cox Hetekia Te Ua (Photo of this crew below)



Mens Intermediate 4+ won a Bronze medal - Tom Haycock, Luther Yates, Alex Gunn, Tom Matthews, cox Sam Ward (Photo of this crew below)



Mens Novice 4+ A Final 4th
Tom Haycock, Luther Yates, Alex Gunn, Campbell Colquhoun, cox Hetekia Te Ua
Women Club 1x B Final 1st
Alison Mills (Photo of this crew below)



1st XI CRICKET - WAIKATO VALLEY CLUB

On Saturday, 26 January, the 1st XI prepared to play the first game of the two-day competition, after winning the toss and electing to bowl first. St Paul's dismissed Hinuera for 221. The pick of the bowlers was Curtly Harper on debut, taking four wickets for 29 runs and Campbell Robb grabbing his first five wicket bag for the 1st XI. With the bat, St Paul's managed to put on 224/8 behind solid batting performance by Sam Lints (53) and Jack Collins (45), before declaring and asking Hinuera

to bat again. This time Hinuera had no answer to stop the pure pace of Shivam Achary getting not only a hat-trick, but claiming four wickets in four balls, and St Paul's dismissed Hinuera for 162. St Paul's managed to chase down the required runs losing only three wickets behind Dave Hancock 38 not out, but the day belonged to Kuwyn Price scoring a match-winning 101 not out including 17 fours. St Paul's won by seven wickets

NORTH ISLAND CRICKET FESTIVAL

On Monday, 28 January, St Paul's 1st XI took on St John's for the start of the Cricket Festival competition. After winning the toss and batting first, St Paul's managed to put on 302 in the 50 overs behind the batting efforts of Jack Collins (39), Oliver O'Meeghan (49), but once again it was Kuwyn Price's day, scoring 102 off 96 balls for his maiden century. With the ball, St Paul's was able to make quick work of the St John's batting line up, not allowing anyone in St John's to score over 16 and dismissed St John's for 103, giving St Paul's a 199 run victory.

Tuesday, the boys knew, would be the hardest of the tournament against Mt Albert Grammar. St Paul's was put into bowl first and after a good start having Mt Albert 6/2, Mt

Albert was able to get away to 111 before being bowled out. George Ott was a gun in the field with two direct run outs. St Paul's was able to chase the runs down in 28 overs, winning by five wickets.

On Wednesday, St Paul's won the toss and batted first and put up an impressive 310 runs behind. Sam Lints (58), Campbell Robb (58) and Jack Sturm with 76 really put St Paul's on the front foot and St Peter's was under the pump after being 3/13. St Peter's really had no answer for the two quicks with David Hancock picking up three wickets for just 12 runs and Shivam Achary 4 wickets for 11 runs and St Peter's were rolled for 82 giving St Paul's a 228 run victory.

1st XI CRICKETERS SELECTED TO REPRESENT THEIR REGION

Three St Paul's boys made the Northern Districts Under 17 team and were selected to take part in the national Under 17's tournament held at Lincoln – David Hancock, Shivam Achary and Kuwyn Price.

The men's national Under 17 tournament is a development opportunity for the best young cricketers from around New

Zealand. For many players, this tournament is their first opportunity to test their skill at a national level, against peers from other provinces.

At the tournament, the Northern Districts team won two of their five games – against Wellington by 86 runs and Canterbury by 21 runs.

LINDISFARNE COLLEGE ANNUAL EXCHANGE

1st XI CRICKET REPORT

After losing the toss and being put into bat, St Paul's 1st XI were on the back foot from the outset, losing consecutive wickets. However, Will Potter was able to make short work of the Lindisfarne bowling attack, making a very composed 45. St Paul's were bowled out for 137.

Lindisfarne came out firing and declared after 80 overs on 291. The pick of the bowlers was Campbell Robb who picked up three wickets for 59 runs. George Ott was outstanding in the

field, getting three catches, including one off his own bowling. St Paul's were on the back foot, being 154 runs behind halfway through the second session on the second day - needing a draw to maintain the Duff Trophy. The boys fought hard to reach 319/8, behind Ollie O'Meeghan 30, and a solid 82 run partnership between Declan O'Sullivan and Jack Collins. However, Jack Collins was able to steady the ship notching up 135 off 257 balls, allowing St Paul's to make it to 319/8 at the end of day three and retain the Duff Trophy.

COLTS XI CRICKET REPORT

First innings – St Paul’s Colts XI batted first on a hot day. The top order went to work trying to put Lindisfarne under pressure. Logan Orsler got going, scoring 67 with support from the other end from Michael Robinson (32). George McNeil (35) and Hunter Doull managed to push our score to 200/5. In reply, Lindisfarne College Colts started off losing their opening batsman, but fought back into the match, scoring 176/8 off their 60 overs. Wickets were shared with Ben Urlich 2/41, Murray Myburgh 2/37 and Michael Robinson 2/11.

Second innings – In our second time at bat, we pushed the run rate trying to set a high target, scoring 105/5 off 15 overs. St Paul’s were not able to penetrate Lindisfarne’s batting line up, with the match ending in a draw.

ST PAUL’S DEVELOPMENT XI REPORT

St Paul’s won the toss and elected to bat. Tom Glenn and Laurence l’Anson took charge with the bat, setting the tone. We lost Tom early. However, we were able to maintain the intent with Laurence scoring 45 and Neelay Mistry picking up 55 off 76. We lost the momentum of the game, but it was restored by the power hitting of Toby Robb, scoring 72 off 69 balls, hitting 13 boundaries. Caleb Weck (35) and Hunter Singh (30) were able to finish the innings off with a team total of 318 for nine. In reply, we bowled with control, preventing Lindisfarne from any opportunity to score easy runs. We knocked Lindisfarne over for 124/10. We decided to have another crack with the bat, putting on an extra 93 runs from 10 overs. Lindisfarne needed to score 288 for victory. Lindisfarne came out with a survive attitude which is always tough to execute. We managed to take the 10 wickets required for the match with only four overs remaining. Laurence l’Anson was

the pick of the bowlers, taking four wickets for four runs. We bowled Lindisfarne College out for only 42 runs. We caught extremely well and our boys should be very happy with how everyone was able to contribute to such a great win.

TENNIS REPORT

The temperature on the courts on Monday, 11 February in the tennis exchange with Lindisfarne College was close to 40 degrees, but our players fought for every point. In the junior doubles, Fergus Williams and Ashton Robinson were defeated, as were Fred Phillips and Harrison Gower, in three tough sets. Hayden Fladgate and Ollie Storey won their match comfortably.

In the junior singles, Ashton Robinson, Hayden Fladgate and Fred Phillips had excellent wins. Fergus, Harrison and Ollie had losses. The overall junior result was a narrow loss – five matches to four.

The senior team was dominant however, against a number of representative players from Lindisfarne. Although Simon Han and Carlin Vollebregt went down in their doubles match, Nic Kyon with Stark Sun and Matthew Forward with Nathan Ingham had tiebreak wins.

Simon Han was the only player to be defeated in the singles. Carlin, Stark and Matthew won in three torrid sets, while Nic and Nathan only needed two sets to win.

This gave the seniors a seven matches to two victory and an overall victory to St Paul’s of eleven matches to six.

SCHOOL ATHLETIC CHAMPIONSHIPS 2019

The weather had been hot in the weeks leading up to the annual athletic championships, and so it wasn’t surprising that it dawned hot and sunny on Wednesday, 13 February. This meant that conditions were good for the athletes as there was little to no head or tail wind to contend with. For

the championships, students could compete in a maximum of four events (not including relays) with a maximum of 36 points up for grabs. All athletes competed with real courage and determination in the 31 degree conditions.

Field event cups:**Girls**

Caroline Kolver (36)
Chloe Davis (13)
Ellis Watson (10)

Junior Boys

Joe Harcourt (20)
Joel Marsh (16)
Fred Coxhead (16)

Intermediate boys

Sitiveni Lose (25)
Lincoln Winter (24)
James Findlay (16)

Senior Boys

Campbell Robb (25)
George Ott (18)
Temple Beauchamp (16)

Championship Cups:**Junior Boys:**

1st: Ray-Ven Tipene (25)
2nd: Fred Coxhead (23)
3rd: Jerry Pereira (22)

Intermediate Boys:

1st: Harrison Bond (36)
 2nd= James Findlay and Sitiveni Lose (32)

Girls:

1st = Brooke Batters and Caroline Kolver (36)
 3rd: Amelia Hunt (31)

Senior Boys:

1st: Mattheus Pio (36)
 2nd: Temple Beauchamp (30)
 3rd: Campbell Robb (25)

Girls relay trophy:

School House

House Relay trophy:

1st: Sargood
 2nd: School
 3rd: Williams

Boys 4x100m relay trophy:

School House (42 points)

Boys 4x400m relay trophy

Clark House (38 points)

Overall winner: Meiklejohn Cup – School House

7 Fitchett 266 points
 6 Hamilton 298 points
 5 Hall 310 points
 4 Clark 334 points
 3 Sargood 377 points
 2 Williams 432 points
 1 School 440 points

ST PAUL'S SWIMMERS HAVE A BUSY SUMMER SEASON

St Paul's had several swimmers in action over the December to February period.

Queensland State Age Group Championships

Ben Littlejohn and Thomas Griffin competed in the Queensland State Age Group Championships held in Brisbane as members of the Waikato swimming team. Queensland is recognised as the powerhouse of Australian swimming, so the meet attracted several international teams. Ben Littlejohn took out the gold medal in the boys 16 years 100m fly in a thrilling race, setting a new Waikato record. He also finished fourth in the final of the 400m freestyle and swam personal best times in six other events. Thomas Griffin performed very well to make the final of the boys 16 years 200m fly, finishing 10th and swam in six other events, achieving some excellent swims.

Victorian Age Group Championships

Boston Tordoff competed in Melbourne at the Victorian Age Group Championships as part of the St Paul's Swimming Club team. He swam in seven events, making three finals to finish sixth in the 200m fly, seventh in both the 100m fly and 200m breaststroke. This was a great experience and Boston performed well in his first overseas meet.

NZ Open Water Champs

In early January, St Paul's had six swimmers compete in the NZ Open Water Champs at Lake Taupo, achieving seven top 10 finishes in individual events. Competition distances ranged from 1km to the endurance 10km swim which takes about 2.5 hours. Relays were also included for the first time this year. It was a fantastic result overall for the St Paul's Swimming Club, finishing third in New Zealand for the club points trophy.

Individual results were as follows:

Thomas Griffin:	1st boys' 15-17 years 7.5km 4th boys' 15-17 years 5.0km 1st 4x1km 16 and under boys' relay
Kaitlyn Sosa:	6th open women's 10km 3rd girls 15-17 years 10km 1st 4x1km open relay
Ben Littlejohn:	3rd boys' 15-17 years 2.5km 16th boys 15-17 years 5.0km 2nd 4x1km mixed relay
Sam Peoples:	10th boys' 13-14 years 5.0km 14th boys' 13-14 years 2.5km
Ben Haskell:	11th boys' 12-14 years 1.0km
Boston Tordoff:	4th boys' 12-14 years 1.0km 9th boys' 12-14 years 2.5km

New Zealand Secondary Schools Open Water Swimming Championship

St Paul's Collegiate School had a squad of six swimmers entered for this championship held at Mt Maunganui on Saturday, 9 February, in the 500m, 1.25km and 2.6km races to count as points for NZ Secondary Schools ranking.

Boston Tordoff and Matthew Chanwai also entered the "Amphibian" - an event involving a 500m swim and a 4.5km run.

Although the day initially was overcast and comfortable, sea conditions were very challenging with course changes being necessary. There were 58 secondary schools represented along with many adult competitors who were racing in the national open water series.

Ben Littlejohn and Thomas Griffin had to change their event schedules owing to sickness and injury. However all of the squad found their events challenging.

In the 500m event and competing in the 16-19 age group, Kaitlyn Sosa was 4th and Ben Littlejohn was 5th.

In the 1.25km event and competing in the 12-13 age group, Boston Tordoff was 6th and Matthew Chanwai was 8th.

In the 2.6km event Kaitlyn was 4th in the female 16 – 19, and in the male 14-15 age group, Sam Peoples was 12th and Isaac Reay was 15th.

In the Amphibian race (Open Men), Boston and Matthew were 1st and received a gold medal.

St Paul's finished the day with a NZ Secondary Schools ranking of 11th out of the 58 schools competing. A tremendous accomplishment for all those students involved.

OTHER SPORTING HIGHLIGHTS

- Sitiveni Lose performed outstandingly in the recent Colgate Games (i.e. for young people under 14 years of age, gaining a gold medal (and new PB) in the high jump with a jump of 1.80m; silver medal (and new PB) in the hurdles with a time of 14.86s; and another silver medal as a member of the relay team.
- Travis Cashmore played representative touch rugby for the Waikato U18s in their nationals lead up Tri Series Tournament against BOP, Thames Valley and BOP U18s, with the Waikato team ending this round as the winners.
- Both Frazer and Elliot Tam have been selected to represent New Zealand for Inline Hockey. Elliot for the U14's will be going to Hawaii for the Junior Olympics and Frazer for the New Zealand Junior Men's team travelling to Barcelona for the World Championships Roller Games.
- On Sunday, 2 December 2018, Thomas McAdams and Riley Wills, combined with a cyclist from Rototuna Senior High School to form a Hamilton City Cycling Club team to compete in the Under 17 Boys division of the Waikato Bay of Plenty Team Time Trial. The event was held in Gordonton on a flat, fast course. Thomas and Riley's team finished first, thereby gaining a gold medal in this event. They raced over a distance of 20 kilometres in a time of 31 minutes and 38 seconds at an average speed of 37.9kph.
- Marcus Ross won Gold at the first round of the Mountain Bike NZ National Downhill Series in Dome Valley on Saturday, 2 February. He is to be congratulated on this magnificent accomplishment.
- Adrian Kennedy represented his local Raglan community in the 32km James Bhutty Moore-morial Race, an open ocean Waka Ama race that attracted 130 paddlers this year. Adrian, who only started paddling 18 months ago, has come a long way due to an incredibly supportive training crew and also having made the decision to make Waka Ama his sport of choice. He completed the race in an impressive 3:38 minutes and placed third in the Under 21 division.
- On Saturday, 9 February, four St Paul's athletes competed in the Porritt Classic, an event where athletes from all round the country come to compete. Highlights included Brooke Batters winning the 50m hurdles; Caroline Kolver 3rd in the U20 Shotput; Mattheus Pio 4th in the Open Men's 200m sprint and Sitiveni Lose 3rd in the Men's hurdles.

CHAPLAIN'S COMMENT *by Reverend Peter Rickman*

Kia Ora E Te Whanau

Happy New Year everyone, I hope you have all had rewarding, restful and refreshing holidays.

In my first article for the 'Informer' newsletter for this year, I have been asked to share a little of the experience of the school service trip to Phnom Penh in Cambodia.

The day after prize-giving last year, 22 students and four members of staff took a flight to Cambodia via Brisbane and Taipei to spend two weeks experiencing something of the history and culture of the Kingdom of Cambodia, alongside engaging with the work of Flame. Flame is a charity based in the slum districts of the capital city, Phnom Penh and yet a charity which has strong links to New Zealand and the Waikato from its creation and ongoing operations.

The Kingdom of Cambodia has a long proud history and we learnt something of that whilst there. We experienced the magnificence of the temples of Angkor Wat; the world's largest religious buildings, once originally dedicated to the worship of the Hindu gods and now centres of Buddhism; built and completed in the 12th century.

We also experienced something of Cambodia's more recent troubled past. Many of us will remember and are well versed in the story of the genocide of the late 1970s. We were shocked, challenged and appalled by what we experienced during our visit to the S21 detention centre and one of the many "Killing Fields" which took the lives of over three million Cambodians from 1975 to 1978. This experience led us into deep moments of silent contemplation as we wept for those victims and their families.

In this context, in the heat and humidity of this beautiful nation, we spent many days working with Flame Cambodia in their education centres set up in or adjacent to the slums. Once again, the participants in this adventure were confronted by an assault on the senses whilst visiting the slums. Being amongst some of the world's poorest people, living in some of the most appalling conditions, challenged and inspired all of us. Amongst such poverty and degradation though we discovered something else quite remarkable: we discovered Flame, their workers and their centres.

Flame: "We believe that every person has the potential to become a resilient and confident person who can contribute meaningfully to society. We are relentless in our belief that their shattered past must not determine their future but increase their resilience, that ultimately they can become the leaders of the generation. There is nothing more potent to inspire and spark potential as those who have already walked the journey, who are now serving their communities by leading others".

These words from Flame are exactly what we encountered. At the three education centres, our group split into smaller groups and engaged with teachers, and students who will become the next generation of teachers. Through play, music, art and interaction we were able to make a positive contribution to the work of the teaching staff and the lives of the children of the slums. In addition to that, more importantly, we were transformed ourselves by the experience.

One of the most remarkable aspects of the Cambodia experience was to discover the joy and happiness of these children, who by so many of our own standards, do not have much to be happy about. However, this was not the case, their smiles, playfulness and joy was incredibly infectious and resultant from the work of Flame. They were quite literally overjoyed to be in education, perceiving their education to be their passport; the way out of the slums so they could make a future positive contribution to their society and nation.

One of the personal highlights for me was to see the St Paul's Collegiate School Book Tuk Tuk (mobile classroom) at work in the slums. Funded by St Paul's, and kept on the road by the proceeds of the annual Boarders' Charity Relay, this remarkable project takes teachers and education right into the heart of the slums, into some of its darkest corners and brings light, hope and life into those places. It is my hope and prayer that as a community we keep this mobile classroom resourced, well funded and operating into the future. It is also pertinent to offer here a word of grateful and sincere thanks from the children of the slums of Cambodia who are receiving an education as a result of our support for this project.

We made many friends, we shed many tears, we laughed until it hurt and I think all of us made a commitment to hopefully return again one day. We were inspired, we were confronted, we were challenged and we were transformed by all that Flame and Cambodia afforded to us.

It was a joy and a privilege to be there; to see our amazing, remarkable, awesome students participate so positively and make such a massive contribution; to have such fantastic colleagues from St Paul's to lead and accompany me on the trip and above all to see what is possible when those whom Christ has called respond to that call.

God bless Flame
God bless you
Have a wonderful new year and term.

Arohanui

Blessings

Revd Peter Rickman
Chaplain



WAITANGI DAY CHAPEL SERVICE *by Mrs Christina Nicolaas*

We are all one people
 There is no need to distinguish anymore
 We are all kiwi, no need for iwi
 We should move forward
 It is time to move on
 Let's put a deadline on all claims so we can get this over with
 Waitangi day is just a "day off"
 Let's abolish Maori scholarships, that's race based privilege
 I would be more inclined to feel sorry for Maori if they weren't
 the ones dealing drugs, and filling our prisons in New Zealand
 Most of the Maori people claiming their land back, don't even
 understand the treaty themselves
 But Maori traded muskets for their land, they can't now
 just demand the land back. If that is the case- we want the
 muskets back.
 Why should we be the ones paying for what generations
 before us did?

These statements are all statements that I have heard in my classroom over the years when teaching Te Tiriti o Waitangi, or the Treaty of Waitangi. These statements I have read in the media; in letters to the editor even. And if I am being honest, many of these statements have been spoken in the past by a more ignorant, racist, and naive version of myself.

Morena e te Whanau. Today I stand here before you feeling somewhat daunted at my task. I stand here before you as a Pakeha teacher charged with the challenge of commemorating Waitangi Day appropriately. Despite the fact that for many years, I never did so myself. Charged with the challenge of trying to impart the significance of this day to you. Despite the fact that for a long time I never understood it myself. I am to help impart the significance of the past, of the history and of the events ascribed to this day. Except, as we should all at least know, it is not history. It is so very much the present. Our present. Our confronting and challenging present.

I stand here unsure of how honest I should be with you. You see, like many of you have probably said about Waitangi Day - as a child, as a teenager and even as a young adult, I thought of it as little more than a day off. I would contend, it's not my history. And for a long time I felt that Waitangi Day was a day to make the white person feel guilty. It wasn't my fault, it wasn't my ancestors that signed the treaty, or fought the wars. As I "progressed" in maturity, I could acknowledge that while it was an important day for "them" and therefore only right an opportunity was given for Maori to have this time to remember, for me, god willing, it would be a day of low wind and flat water and a good water ski!

For my family, Waitangi Day was a family day. In fact, this day fell one day after the anniversary of my twin sister's passing, and therefore provided a great opportunity for my family to go water-skiing and remember her. Ironically, most likely on one of the very lakes stolen from Maori by Pakeha.

As a history teacher, I shied away from the topic. Any topic in fact, that had anything to do with the colonization of New Zealand, the treaty, the conflict, the dishonesty, the treachery, the trickery, the murder, the massacre, the rape, the seizure of Maori land, the deliberate and systematic actions to ensure Maori would depend on Pakeha. That's right: The deliberate and systematic actions to ensure Maori would depend on Pakeha. To ensure that Maori prosperity was undermined.

But, on the other hand - I had no trouble teaching students about the indigenous Australians plight, and the horrific way in which Australian aborigines had been taken from their parents and had the colour breed out of them. I taught how Australia Day should not be one of celebration, but one that needed to centre on the idea of saying sorry and making amends. Two notions that I, as a Christian, was well familiar with. I knew it was right to say sorry and make amends. Yet here I was struggling with the way New Zealand was making amends in Aotearoa. I was struggling with the huge amount of compensation paid to Maori. The special scholarships for Maori, the giving them back Mount Tarawera and other iconic landmarks, the special seats in parliament. The list goes on! I thought Don Brash was being pretty reasonable with his argument that we should try to get all the claims in and sorted, and move on. That we were one nation. That it was time to talk kiwi, not iwi.

So what changed all this? Why is it, that now the Treaty is the most important topic I teach at junior level, and I will always have some of the more confronting colonial New Zealand content as part of my classroom curriculum? Why my change of attitude to Waitangi Day? The answer is, I got educated. Properly. Slowly. But properly. And it made me realise just how many New Zealanders needed this same education.

And I think one of the biggest changes for me, was when at a conference I was at, I was asked to do, what I am about to do with you all right now....

I want you to imagine, your favourite place. Your most special place. Bring this place to mind. The place with the fondest memories attached to it. Perhaps it is a beach house that has been in the family for generations, a grandparent's house, a family farm. Bring this place to mind. Perhaps it is a place in which people you loved have died, been buried, or had their ashes scattered. It is a place you or your family own. Or at the very least you and your family share with others. Or have access to. Bring this place to mind. Every time you go to this place, it is like a homecoming.

Now it's gone. Your access denied. The buildings or structures there destroyed. New roads or buildings built right through the middle. Not only do you not have access to it anymore, or own it anymore, but someone else does! Not only have you

lost this place, but your children and your children's children have also been denied the chance to make memories or connections with this place. With little care for its connection to you, the new owners, the thieves who stole it from you, they now use it to make money from it, for themselves.

How do you feel? Angry? Sad? Aggrieved? That an injustice has been done? Are you likely to feel goodwill toward the thief? Or that a sorry will do? An apology is enough? That no compensation is needed? And that the money will make up for what is lost? In the 19th century this happened to Maori across Aotearoa. Land robbed from them. Land that not only was of special connection to them, their whanau, hapu and iwi, but also their livelihood. This was the way in which I began to understand how deep the hurt and scarring ran for Maori in Aotearoa New Zealand. I began to understand the anger and the sadness. I began to understand even those who had fallen into a deep sense of hopelessness. And I began to understand that this sort of pain would be inter-generational, whether consciously or subconsciously, this sort of pain would last across generations for well over 170 years. And yet despite this obvious wrong doing, for a long time the Crown ascertained that Maori did not have their power and land stolen from them, but that Maori GAVE it to them in the treaty. I ask you, the St Paul's community, how many of you, would wake up and decide to give someone all your land and treasures away, willingly, with full knowledge it would never come back and would never be treated with the respect you would have treated them with? How likely is this? Why then have so many New Zealanders chosen to accept the arguments that the Crown had made right up until the later decades of the 20th century, that this is what Maori did? That the English version of the Treaty is the one to be followed?

And after all of this....after all of this, St Paul's - Would sorry really be enough?

Yes, Maori are over represented in unemployment, in the social welfare system, in domestic violence, in prisons, in drug use and addiction, in poverty and crime. Yes, they are. And these facts also shaped or justified what I can now see were my racist opinions and attitudes. But through education, I came to realise that this too was a result of the systematic oppression of Maori by Pakeha. There was the denial to the full education that would allow them to enter professions rather than jobs, the denial of access to their land, the destruction of the thriving businesses and advanced exports they had established with places such as New South Wales, their exclusion from the voting system. The evidence of this oppression is immense. This disenfranchisement and marginalisation was not an accident. It was deliberate. And it has resulted in the statistics and situation that we have in our country today.

And so, St Pauls, when we take some time on Waitangi Day to remember, let us take some time to remember the truths. The facts. As confronting, and controversial as they are. We need to face them. We need to know them. We need to correct those who continue to propagate the falsities and untruths, the stereotypes and the ignorance on this issue. We need to be part of the change. That means we need to be educated on the facts. And, making amends might begin with sorry, but it ends with action.

Kia Ora.

ADVERTISE WITH US



NETWORK MAGAZINE

Network is our school magazine produced twice a year and distributed to more than 7000 Old Collegians, current families and Friends of St Paul's throughout New Zealand.

There is an opportunity for you to advertise your business. Please email us for a copy of the rate card.

If you wish to advertise in the 2020 St Paul's calendar or the Network magazine please contact marketing@stpauls.school.nz

CHARACTER

SPECIAL CHARACTER



TIHOI 2019

The third classroom arrived at the Tihoi campus on Wednesday, 16 January to complete the replacement of the academic buildings. This has been a much anticipated event as Tihoi farewelled the old prefabs in October last year. Memories of the negative classroom temperatures and wet whiteboards are well gone, as new modern learning environments now take centre stage at Tihoi. The three classrooms have been built by the SPC Year 13 Construction class. The first moved on site in 2016 and has excellent ablutions and laundry facilities attached; classroom two arrived in October 2018 and has a Chromebook charging area and a break out space for teaching; classroom three will be the home to English and we look forward to opening the Tony Hart Library in September this year – celebrating 40 years of

Tihoi. The facilities are state of the art and we are very proud that these complement the opportunities that we have in our incredible centre.

2019 Intake One are enjoying these modern teaching spaces for academic classes. Sixty-seven boys have settled into the Tihoi lifestyle as they embark on their life-changing journey. Whilst modern facilities adorn the campus, the ethos of 'Back to Basics' reigns on. Cooking on the Stanley Coal Range cookers, bivvying out in the bush, rock climbing, abseiling and kayaking are just some of the early adventures these boys have completed.

CAMBODIA SERVICE TRIP THROUGH THE EYES OF THE STUDENTS

In the words of Annie Hantz

The fear of insects; a foreign culture; an uncomfortable climate; a poverty stricken third world country; were all common worries amongst my friends and I. Yes Cambodia... so I'm up here today to give you a brief introduction about an incredibly diverse, fascinating and educational trip, which was going to Phnom Penh in Southeast Asia, Cambodia. From the 2nd to the 16th of December, 2018 we spent time with the Flame charity visiting their centres and supporting their commitment to changing and in educating the young lives of those being raised in the poor slum areas.

My biggest highlight was forming connections with all of the kids at Flame. To see these kids with so much joy just makes you realise how much you have and how little we really should complain! If someone had asked me before the trip if I was nervous I would have said "a bit yes" but now, fast forward two months, I would do it all over again in a heartbeat. The slum experience reflected why we were really there; to serve others and this was the most rewarding part of going to Cambodia. Everything we did in the village allowed us to better the lives of those living there. From teaching English to children of all ages, to playing New Zealand and Cambodian games and more

While I can't change the world or heal Cambodia, I'm a firm believer in the 'pass it on' theory and that if I influence or help just one person who can make a better life for themselves, then they too will go on to also help others in the same way. So give it a go, it is the trip of a lifetime. and now we will have a reflection from Holly followed by a short video of our time in Cambodia.

In the words of Holly Skelton

Transformational service. Two simple words, but somehow each of us have such a diverse understanding of its meaning. For many of you here today, service is merely an accessible opportunity for recognition, acknowledgement or maybe even the initial buzz of helping someone in need. Before this trip, I did not truly understand the effect that service can have on a community, nor the positivity it can reinforce on our own lives. As we drove through the busy streets of Phnom Penh, I observed as parents, teenagers and children rummaged through enormous heaps of filthy rubbish, scavenging for any potential resource that their creative minds could find useful. With houses perched on stilts that towered over a rushing, brown river of defecation, to shacks constructed of thin cardboard walls and rusted tin roofs, we were surrounded by the horrifying reality of almost seven million people. However, despite being constantly burdened with the responsibility of survival, the children we visited were among the happiest I have ever seen. Unlike our own society, they did not find

comfort in materialistic ideals, but instead with the enjoyment of going to school, playing games and singing songs. From travelling around the slums of Cambodia on the St Paul's book tuk tuk, to visiting the temples of Angkor Wat, this was a truly life-changing experience that I will cherish throughout my life. So I urge you, embrace this opportunity with open arms and I ensure your interpretation of transformational service will be redefined forever.

In the words of Kate Healy (Head Girl)

What is something you simply could not live without? I could bet \$100 that many of you (although you won't admit it) would have thought of your phone or your car or any other superficial object. Now I'm not shaming you. In fact, I will be the first to admit that I would find life quite a bit harder if I were to not have these objects. But in the scheme of things, a phone is just a phone and a car is just a car. This is something I realised when we first arrived in Cambodia, but that only really sunk in when we entered the slums. These children were wearing the same clothes day in day out, covered in dirt and grime caused by the fact that they had to build a home and lifestyle on top of an open sewer. So why is it that these children appeared to have more happiness than one of us when we get the new I-phone? It is a question I don't have the answer to. What is it these children have to be happy about? Now, I know it sounds cliché, but maybe it is hope? The hope that with every time the book tuk tuk comes into the slums that they are one step closer to leaving the sewer, to building a lifestyle worth living. We spent this time in the slums teaching the children math, English, music and with every new thing they learnt, a wider smile crossed their faces. The smell, the sounds and the flies did not seem to faze these children. They weren't going to let something as small as that hinder their chances at a better life. When our time was up, we left the slums. A simple action for us. But one many of those children might never take.

In the words of Liam Waide

Flame. To ignite the spark in young children, to create a flame that will burn forever. That is what Flame does. With a generation wiped out across Cambodia as a result of the Khmer Rouge, Flame is one of many organisations that is helping get Cambodia back to what was once a powerful leading nation. Flame goes to those kids, teenagers even young adults who want to make a change in their life; to find success and hope. Flame takes a tuk tuk into the slums to offer free education to those who have nothing. Accompanied by three centres across Phnom Penh which facilitate as classrooms. With the help of St Paul's, these classrooms are a luxury! This inspirational act is reflected by the kids who

attend these sessions for a few hours a day; who arrive with smiles, enthusiasm and a positive attitude to learn. For those in slums, their classroom is the environment around them, but Flame transforms that space into a space of fun learning and reward. The circle in Flame's logo is more than just a shape. It represents the circle of success and completeness. A fraction is the kids, teenagers and young adults who are keen to make a change. Another part are those who have taken up the challenge to teach these kids who complete the circle, but also who give the slum kids hope and faith in themselves and that there's more to life than what they have been handed. Huge thanks to Sue, Nicola and Thai-and of course the Flame crew. We were honoured enough to spend an evening getting street food with the young teacher/adults of Flame. A few told their story of how they found Flame and how they got to where they were. One story I won't forget is when one of the guys told us about how his parents passed when he was a young boy in the slums and how he saw his mother pass in front of him and how vulnerable and useless he felt that he couldn't help or do anything to save her. The same young man is now in his last few years of a doctorate in medicine so he can help prevent the same thing happening to young people in the slums, just like he was. Fair to say after those stories a lot was put into perspective. So we headed off on an adventure out to the late night streets to grab some dinner. Entrees consisted of oil and garlic fried crickets, slugs, cockroaches and these little white things that explode in your mouth. Just have to tell yourself it tastes like chicken. We then all separated and found little local street restaurants and had some traditional Cambodian food and deserts. The lesson taken from spending time with the young adults of Flame suggests that there isn't such thing as barriers between cultures or language and that no matter where you come from you can do whatever you want as long as you put your mind to it.

This experience and opportunity is seriously a once and a lifetime trip. It is so worth every cent funded and put in, the things you learn about yourself, but also about another countries culture is really precious knowledge to have. It grows your appreciation and awareness of the world, things and people around you.

In the words of Lily Carr Paterson

For a week and a half, we had been faced with many emotional challenges in Phnom Penh, that left many beautiful, sad and peaceful memories with us. We had time to slip in a few small tourist attractions while in Phnom Penh, such as visiting Silk Island and going on a boat cruise. To get to Silk Island, we travelled by tuk tuk, and by a ferry, which took us over the world's third most polluted river. Silk Island is an island that makes silk from silkworms. The creative women who make the silk scarves sit all day at a seat crafting beautiful patterns to add to the scarves. We also had the opportunity to sit and have dinner on the top of a boat with the Flame helpers, which was a great way to get to know them, and where they came from. While these sights were so great to see in Phnom Penh, there were also some very heart-breaking sights to see. Before going to this site, many of us barely had any

knowledge on the great affects the Cambodian civil war had on Cambodia. Half the day was spent at a torture museum that was originally used as a school, but later turned into a place for imprisonment and torture for any of those who in their eyes were against the revolution of Cambodia. The most heart-breaking of all was seeing the killing fields in the afternoon, where 17,000 thousand children, women and men were all murdered right where we stood. Coming away from that day, all of us were in shock. We couldn't wrap our heads around the fact that a human could treat another human like that. With the Flame children's smiles still in our hearts, we departed the Lovely Jubbly Backpackers on the Tuesday morning of the second week, ready for the six-hour bus ride that awaited us at the front gate.

In the words of Daniel Rickman

As you have all heard, the Cambodia trip is truly an amazing experience, and I urge anyone to go. However, the experience is not the same for everyone. Each member of the trip went through their own individual journeys, and challenges. Unlike some, I personally didn't change much until the end of the trip, despite seeing the disgusting slums and smelling the stench of the open sewer, but weirdly I didn't feel changed, I expected this to be the case. It was when we were being tourists in Siem Reap, the change or realisation really hit me.

There was a small group of us walking through the night market, when we came across a ring of beggars. Each one was holding a small child, some even shaking them as if to make them cry. One in particular was an extremely deformed child, who had a deep scar running down the centre of his face, but the worst was his eyes. He had a look of utter hopelessness, shared by all the young children in the beggars ring. They all seemed dead inside, without hope. This was when I realised that the reason I was not affected in the slums, was because of the kids. Despite their living conditions, they were full of laughter, smiles and most importantly, hope. This is the hope the Flame gives them, the hope that they will have a better future. In addition, it inspired me to know that as a school, St Paul's is contributing to making a difference in these kid's lives. As a school, we support Flame and pay for the book tuk tuk to bring education to the slum kids each year. If you take one thing from our experiences in Cambodia, know that St Paul's is making a difference and that we are able to give people hope. I really encourage you to go on your own journey and I hope to hear some of your stories next year, thank you for your time.



GIRLS' CAMP REPORT *from student leaders Julia McLean and Isabel Mallet*

145 girls sauntered through the doors of Harington House, many with eyes slightly glazed. Surrendering a week of our holiday was certainly not everyone's preference. However, the excitement of the much anticipated Girls' Camp helped us overlook this reality. The adventure began with an array of new and old faces lighting up in a mixture of delight and worry. Hugs and smiles shared eagerly and seats keenly taken. Shortly, after the House rules were established and a speech was given by Mr Lander, the two hour bus ride began. Returning girls given the chance to relive holidays, joys with friends, whilst new girls began to scope out some friendly faces, breaking the ice with those around them. Once arriving at Tihoi the girls got settled into their houses before competing in a camp classic, the Billy Can Challenge. A test of fitness and cooperation between these newly formed houses, with Sargood ultimately taking home the win. After a multitude of house and icebreaking activities the girls settled in for a good night sleep, needing to prepare for the action packed week that loomed.

The Year 13 girls woke early, preparing for an exciting day. Beginning with a leisurely stroll around the stunning Blue Lake, prior to a thrilling raft down a range of rapids and a seven metre waterfall at the Kaituna Cascades, before returning back to the Tihoi campus. On the third day, Year 13's once again had an early rise in order to make our way over to the National Park. Unfortunately, due to strong winds reaching 70 kmph the Tongariro crossing was simply off the cards. However, this was not going to stop us from enduring an Alpine adventure, so instead we walked to the much more sheltered Tama Lakes. A six hour excursion that left many laughs and a few aching muscles in its wake.

With a few new girls joining the Year 12 group, the dynamics shifted. But all in all friendships were built quickly. They started off day two with some relaxing, but interactive onsite activities including high ropes and rock climbing. Whilst the day wasn't very strenuous, it was advantageous in allowing the girls to make some immediate connections as a year group and save

their energy for the hike and kayak they were to tackle on the following day in Kinloch.

Finally, for the Year 11 girls, it was all about finding their feet and starting to form relationships. Their week started off with the overnight tramp, which was great for encouraging the girls to interact with the people around them. These girls are the people they will spend the remainder of their high school time alongside, forming memories that will make up the foundation of their St Paul's experience. After arriving back from the tramp, although exhausted, their nerves had subsided and friendships were blossoming.

On the final day, all the girls were able to embark on their chosen activities, ranging from white water kayaking, Waka Ama, canoeing, sailing, mountain biking, high ropes or a bushwalk. After a final day of outdoor expeditions, the girls came back buzzing, ready and rearing to go for the long awaited skit night. Its results contributing to the infamous House competition and overall placing at Tihoi. Each House competed wholeheartedly resulting in the following rankings:

1. Sargood
2. Clark
3. School
4. Fitchett
5. Williams
6. Hamilton
7. Hall

Tihoi was a hit. Names were matched to faces, nerves settled and friendships formed. We now come into the academic year with the foundations laid for a strong Harington House. Overall, a successful year at St Paul's seems to await the girls for 2019.

ST PAUL'S COLLEGIATE SCHOOL CELEBRATES SIXTIETH BIRTHDAY

On Tuesday, 12 February 2019, St Paul's Collegiate School turned 60 and to celebrate, a timeline of the past six decades was unveiled in the Sports Centre, students were given a piece of cake and a commemorative pin for the lapel of their blazer.

The following is the speech made by Headmaster, Mr Grant Lander at this event:

"Tēnā koutou, tēnā koutou, tēnā koutou katoa.

Special guests, Collegians' committee and Board members, staff and students, we welcome you to this special occasion to mark this day six decades ago, when on 12th February 1959, St Paul's opened its doors for the first time.

In the mid-1950s, there were only three independent Anglican secondary schools of national significance in New Zealand – Christ's College in Christchurch (founded in 1850); Wanganui Collegiate School (1854) and King's College in Auckland (1896) – all were overcrowded and were turning away a huge number

of applicants, mainly due to the growth of the population and the improvement in farm prices and general prosperity; especially as a consequence of the Korean War. As a result, three new schools were opened up between 1953 and 1964 – Lindisfarne College in the Hawkes Bay (1953); St Paul's (1959) and Rathkeale College in Wairarapa (1964).

At a meeting held at Southwell School in March 1957, a decision was made to form a boys' boarding secondary school in the Waikato and in September 1957, it was decided that its location would be the Great Oaks farm in Hukanui Road and soon after, Mr Walter Ford, who had taught Mathematics and Physics at Wanganui Collegiate, Sydney Grammar School, Morrinsville College and Mount Roskill Grammar was appointed as the new school's first Headmaster.

In 1958, the farm fields were levelled for the sports grounds and construction of three blocks – classrooms, staffroom, dining room and kitchen and a dormitory for the School House boarding boys – in rooms which are currently occupied for the teaching of Mathematics, English and Digital Technology – on the side of the main quad, closest to Hukanui Road.

On this day, sixty years ago, 59 pupils and five staff made up the St Paul's school community. One of them is present at this special occasion, Mr Andrew Bryant, who went on to be the first student Head of Hamilton House. As you can imagine, the school that Andrew arrived at in 1959 was almost unrecognisable to the one we have the opportunity of enjoying in 2019. With 40 of the 59 boys being boarders, there were no veterans or senior students who knew the routines and could give guidance – all of the students were first timers, as were the five staff; a Headmaster with a very ill wife, who was to pass away five months into the year; second master and boarding housemaster, Mr Bruton whose services were to be dispensed with in December 1959; Mr Small, the third fulltime teacher was only employed for the first two terms of the school year; while a part-time teacher, Mr Senior, the Waikato Dio Chaplain and the Headmaster's Secretary completed the admin and teaching team.

The students and their parents, along with the staff can only be characterised as risk-takers. Through a huge leap of faith, young men from the Hawkes Bay, Waikato, King Country became the Foundation students of a school that was to have a fairly shaky beginning over its first five years, but which would grow in student numbers, reputation, facilities and opportunities over the next six decades through the commitment of staff, Board, parents and its students.

Today we are joined by Pat and Diana Plant, who together represent the many icons who played such an important role in the school's development. Pat arrived at St Paul's in July 1961 from England. In his first year, he taught Science, Mathematics, History and all the PE at the school. A passionate sports coach, he soon became a boarding housemaster of firstly Sargood (1963-77) and then Clark

(1978-1985). A twenty-two year pastoral commitment in which he was ably supported by house mum, Diana. For his 39 years of fulltime dedicated service, Pat was made Patron of the Collegians and it is in this capacity that he attends this ceremony today.

There will only be one Pat Plant, but there are so many like him that made such a significant contribution. Today it is highly appropriate that current members of staff, who benefited significantly from their own secondary education at St Paul's, after a blessing from Reverend Peter Rickman, will come forward and unveil a timeline; Collegians Mr Guy Johnstone (the 1960s board); Mr Byron de Beer (the 1970s board); Ms Andrea Dela Rue (nee Jenkins) (the 1980s board); Mr Ryan McCarthy (1990s board); Mr Michael Rameka (2000s board); Mr Daniel Teka (2010s board). While foundation pupil, Mr Andrew Bryant, will appropriately unveil the 1950s board, which provides a history of this land. After which, at the cutting of the birthday cake by Pat and Diana Plant, we as a school will recognise and show our respect for all those who have given so much to St Paul's over the past 60 years. The timeline highlights significant world and New Zealand events, as well as for our local iwi, Tainui. Then for each of the individual sixty years that the school has been in operation, the timeline highlights many of the milestones in St Paul's history. I thank everyone that has made this day possible. In particular Mrs Suzanne Miller, Collegians' Executive Officer; Mrs Michelle Smith and her superb marketing team of Rebecca and Rachel, for the research that they have undertaken for each of the boards; to the designers Kieran and Annie Barry and Sarah McFarlane who have done such a wonderful job with the visual presentation of the timeline; and the President of the Collegians' Association, Mr Brett Mexted and his executive for enabling this magnificent tribute to be a legacy project for the upcoming reunion celebrations.

Thank you to everyone for being here at this momentous occasion for St Paul's Collegiate School."



2020 ENROLMENT PROCESS ALREADY COMMENCED

Enrolment interviews have started for the 2020 intake. We have limited places in the Boarding Houses and will be restricted to just 55 new Year 9 boarders and 12 new Year 11 to 13 female boarders. While in Year 9 we will take just new 60 day students to ensure average class sizes remain at 20 or below.

It is crucial that existing school families:

(1) Have completed an Application for Admission form for a son/daughter who they may be considering enrolling into St Paul's Collegiate School. (The way to do this is online/ electronically through the school website – www.stpauls.school.nz.) Preference will always be given to a sibling, as long as the enrolment process has been completed prior to the end of Term One for a boarder and Term Two for a day student, the year prior to entry (i.e. contact Mrs Donna Shalloe if you don't have the sibling of your current student on file – 07 957 8889).

(2) If you are planning to have your daughter/son enrol in 2020, arrange an appointment for an interview with the Headmaster (Year 9 boys) or Associate Headmaster (female students) by telephoning Mrs Donna Shalloe – 07 957 8889. You need to send through in advance of the interview date, a copy of their birth certificate/NZ passport and also their end-of-year 2018 school report.

We want to give priority to families that have a strong connection with St Paul's, but with places limited and interviews well underway, we cannot promise that there won't be families who are disappointed if they do not take prompt action.

Our first Open Day is scheduled for Saturday, 16th March with registration from 1.45pm.

ASTRO-TURF AVAILABLE

With the re-laying of a new surface for our Hockey turf, we would like to offer pieces of the old turf,
which is in excellent condition to members of the St Paul's community.

It would be useful for primary schools, back yards, sheds, garage areas and around farms.

The rolls of astro-turf vary in length and we are asking for a small donation towards the new turf in return.

If you are interested, please contact Mr Craig Hardman – c.hardman@stpauls.school.nz



