



St Paul's
COLLEGIATE SCHOOL

THE INFORMER

KEEPING THE ST PAUL'S PARENTS AND STUDENT COMMUNITY INFORMED

ISSUE 1 | MARCH 2020

DEAR PARENTS AND GUARDIANS

IT IS MY GREAT PLEASURE TO PRESENT TO YOU, THE FIRST NEWSLETTER FOR 2020. WE HAVE MADE A SUPERB START IN OUR SIXTY-FIRST YEAR AS A SCHOOL; WITH A RECORD ROLL, SOME IMPRESSIVE EXAMINATION RESULTS AND A NUMBER OF EXCITING INNOVATIONS AND INITIATIVES BEFORE US, OVER THE NEXT TWELVE MONTHS.

Confidence in the school is obviously strong. Our roll is the highest that it has been in the school's history, with 751 students (up from 744 in 2019 and 722 in 2018). We have started the year with a Year 9 cohort of 130 students and with our biggest ever number of female students – 151. Encouragingly we continue to operate with small average class sizes at each of the Year levels: with 18 in Year 9, 19 in Year 10 core classes, 15.7 in Year 11, 14.7 in Year 12 and an average of 12.7 in Year 13 option classes.

In the most challenging of secondary school examinations, our seniors did very well, with eleven students gaining 26 subject Scholarships – Jana Stokes was named as a 'Top Scholar' after achieving four Scholarships (i.e. two of which were designated 'Outstanding'), which places her as one of the top 58 academics in the country. Four others gained three or more Scholarships and will receive a 'Scholarship Award' – Simon Han (5 Scholarships), Henry Mandeno (4), Lucy Simmonds and Aaron Taylor (3 each).

In NCEA Level Three certificate, our pass rate at 90% was similar to previous

years, with 44% of our students gaining a certificate endorsed with Merit or Excellence and 80% qualifying for University Entrance. At Level Two, 94% gained their national certificate, with 47% gaining either a Merit or Excellence endorsement. While at Level One, 94% gained their certificate and for 60% this was endorsed with Merit or Excellence. In Cambridge examinations, we had 100% pass rate for IGCSE Chemistry, English and Mathematics and 100% for AS Mathematics.

Over the December/January period our rowers, athletes, 1st XI and Colts cricketers, our Get-2-Go team and our musicians have spent a considerable amount of time in camps and competitions in preparation for the challenges of the New Year. In the NZSS Track and Field Championships in Wellington, our elite athletes gained twelve top-ten finishes. With Mattheus Pio (Gold 110m and 300m hurdles), Toby Robb (Silver junior boys' javelin) and Campbell Robb (Bronze senior boys' javelin) gaining podium finishes. Our combined St Paul's/Dio Get-2-Go team for the third year finished fourth in New Zealand in the finals held at Great



Grant Lander
HEADMASTER

Barrier Island. Our 1st XI cricket side defeated a strong Auckland Division 1A, Mt Albert Grammar in two fixtures. While our rowers made 13 A finals and seven B finals and six crews were represented on the podium at the North Island Club Championships.

The Special Character highlight was the incredibly successful Mission and Outreach trip to Cambodia. Twenty-four of our seniors and four staff (Reverend Peter Rickman, Mr Chris Foot, Mrs Kerry Allen and Mr Tim Carpenter) spent two weeks working with young people in the slums of Phnom Penh. It proved a very confronting but hugely rewarding experience for all involved.

The first month has started extremely smoothly, especially given that we have been joined by 13 new teaching and nine



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new support staff. Prior to Auckland Anniversary Weekend, the full teaching staff from Hamilton joined with Tihoi staff for a two-day team-building, professional development programme down at our Venture School. The event was a great success and has given many a better understanding of the experience that our young men in Year 10 go through.

The hosting of the highly successful Athletics Championships; the Powhiri and welcome for new students and staff on the first day have proved real highlights. There is an excellent feeling around the school, and the student body have quickly settled into a productive, highly focussed pattern of work.

NEW STAFF 2020

HAMILTON CAMPUS



MR CRAIG PEEBLES (DIRECTOR OF ROWING)

Craig has been appointed to the leadership role within our Rowing Club. He has been living in the United Kingdom and has been working as a Physical Education teacher at Chigwell School in Essex and completing his teacher training.

Originally from Zimbabwe, Craig worked as Assistant Director of Sport and Master in Charge of Rowing at Peterhouse Boys' School. During that time, he coached Zimbabwean crews at four junior world championships (i.e. 2011, 2012, 2014 and 2015). Craig most recently was his brother's coach at the Rio de Janeiro Olympics. Craig also has an interest in rugby and was the coach of that school's 1st XV and took an active role as a boarding master.

Craig has completed his Master's degree in Applied Sport and Exercise Science at the University of Essex and is married to Elana, who is a highly successful Learning Support teacher in her own right. Elana is pregnant, and their baby is due in March.



MR DUNCAN GUNDERSEN (DIRECTOR OF SPORTS)

Duncan was previously the Head of Physical Education and Health at St Kentigern College. Prior to this role, Duncan was Head of Faculty, Head of PE and Director of Sport at Emanuel School in London between 2014-2015, where he also had, for a period of time, responsibility for their leadership programme, was a Head of House and Director of Rugby.

Duncan has an interest in Rugby and in 2014, was the Head Coach for Middlesex County and resource coach with London Wasps and Harlequin RFC. He was brought up in Putaruru, attended Hamilton Boys' High School and gained a Bachelor of

Tourism and Sport at the University of Waikato and a Masters of Management at Massey University. His first teaching role was at Onehunga High School between 2006 – 2008, before spending eight years teaching in the United Kingdom.



MRS DELWYN RINGLE (DIRECTOR OF INSTRUMENTAL MUSIC)

Delwyn is a specialist instrumental music teacher, with a Bachelor of Music Education from James Madison University in the USA. Delwyn also has a Master of Arts in Worship Studies and Church Leadership from the Liberty University, Lynchburg Virginia, USA. For the past eight years, Delwyn has been the Head of Department Music at Page County High School in

the USA and has ten years of experience directing bands in a high school setting and eight years experience directing choirs. She has directed musical/school productions and outside of her interest in all things musical, Delwyn is interested in swimming, having competed herself at secondary school level. Delwyn was born and raised in New Zealand, spending most of her youth in the Waikato, before moving to the USA, where she resided for 22 years.



MRS SARAH CANTLON (ASSISTANT LOC OF SOCIAL SCIENCE AND HOD OF GEOGRAPHY)

Sarah will have responsibility for senior Geography and the junior Social Studies programme. In 2019, Sarah was on a one-year secondment with the College of Education at the University of Waikato, where she spent the year supporting Social Science teacher trainees at the University. Sarah gained her Bachelor

of Social Science (2001) and her Masters in Education (2017) – the latter with first-class honours, both at the University of Waikato. She has taught for 16 years at Hamilton Girls' High School, where she has been an Assistant Head of Department and taught Geography and Social Studies. Sarah has significant NZQA experience, including as a Best Practice Facilitator and

Moderator and was part of the NZQA Social Studies Alignment Team.



MR CAMERON STAPLETON (HOD ECONOMICS)

Cameron gained his Bachelor of Commerce with Honours from Otago University and has partially completed his Bachelor of Arts (History) and holds an NZ Certificate in Sports Administration (Waikato Institute for Leisure and Sport Studies). For the last eight years, Cameron has taught Economics, Business Studies and Social Studies at Te Awamutu

College and following a brief stint of six months in 2013 as Acting Head of Department, he became Head of Department in 2019. For a period of eight years (2000-2008), Cam served in the New Zealand Defence Force in the Royal New Zealand Artillery in the rank of Captain. Cameron played rugby for both Manawatu and Otago at age-grade level and has coached rugby at both Fraser High School and Te Awamutu College.



MR JONATHAN CAMERON (LOC ARTS, HOD VISUAL ARTS)

Jonathan has for the past six years worked at Epsom Girls' Grammar School as a Visual Art and Photography teacher, Assistant HOD Art and more recently has been the Acting HOD Art. He gained his BFA (with First Class Honors) and his MFA at Massey University, along with his Secondary Teaching diploma. Jonathan has worked with NZQA as a Level 2 Visual

Arts Verifier from 2014-2018 and a Level 3 Photography and Scholarship marker for the past two years. He has enjoyed working on the EGGS annual productions, fundraising art exhibitions and with cultural groups. Jonathan also did a magnificent job as the school photographer.



MR MATT REES-GIBBS (TEACHER OF PE AND MATHS)

For the past couple of years, Matt has been an employee of Midlands Hockey and has coached our 1st XI hockey side. Matt gained his Bachelor of Sport and Leisure at the University of Waikato in 2013 and then his Graduate Diploma in Teaching in 2017, where he did a teaching placement at St Paul's and impressed. He captained the NZ U23 hockey side in 2015 and has been

a member of the Black Sticks squad in 2015-2016 and 2019. He has played for the Midlands NHL team since 2010, including stints captaining the side in both 2018/19.



MR MICHAEL DODUNSKI (HISTORY TEACHER)

Michael gained his Bachelor of Sport and Leisure Studies (major in History) at the University of Waikato, as well as his Graduate Diploma of Secondary Teaching. He undertook one of his practicums at St Paul's and was well received by the Social Science staff. He has most recently been employed as a Teacher of Social Sciences and Physical Education at Hamilton Boys' High School (2016 – 2018) and in the same role in 2019 at Rototuna Junior High School. However, his real interest is in teaching senior History.

Michael is a Level 1 Cricket coach, having played cricket to a representative level and has had involvement in coaching junior elite basketball and football teams.



MRS CAROLINE COLLIE (ENGLISH TEACHER)

Caroline was most recently teaching in an LTR capacity at Hillcrest High School in 2019, but prior to that, she taught English across all Year levels (i.e. Years 9-13) at Carmel College (Auckland) from August 2017 through to April 2019. Caroline attended Piopio College as her secondary school, before going on to gain her Bachelor of Arts (English and Geography) at the University of Waikato and her Masters in Teaching (Secondary School) at the University of Auckland.



MISS CAITLIN WATSON (HISTORY TEACHER)

Caitlin will be a second-year teacher in 2020. As a PRT1, she has been employed at Lynfield College. At Waikato University, she gained her Bachelor of Arts (with First Class Honours) in History, winning the Australian High Commission prize for best Australian History essay in 2014, the University of Waikato prize in graduate research and a postgraduate scholarship in 2014. She has an interest in volleyball and netball.



MRS THERESE FITZSIMMONS (LTR ENGLISH TEACHER)

Therese is covering the position created by Mrs Stacey Stewart's maternity leave. Therese has had 16 years of English teaching experience at Western Springs College. She gained

her Bachelor of Arts (English/History) at the University of Auckland.

MRS GENAE THOMPSON (PART-TIME TEACHER OF MAAORI)

With the growth of seniors taking Te Reo Maaori and the increasing need to have the assistance of Matua Tahau in our professional development and pastoral programmes, we are trialling having an extra resource in this key curriculum area. Mrs Thompson has most recently been Head of Maaori, Kaiako and Whaanu tutor group at Hamilton Girls' High School. She has also taught at Rototuna Senior High School, Melville High School and Rangitoto College. Genae gained her Bachelor of Arts at the University of Auckland and is currently completing her Masters of Indigenous Studies from Te Whare Waananga o Awanuiaarangi. Genae will start later in Term 1.



MRS SONYA PEARCE (SPEECH AND DRAMA)

Sonya will take over teaching of NZSB and Trinity Speech and Drama lessons. Not a stranger to St Paul's, she taught English and Drama here in both 2008 and 2009. Sonya has experience teaching music at Glenfield Intermediate and more recently has been teaching piano at Rototuna Junior High School. She spent six years abroad in China and the UAE. Sonya is

currently a Trinity examiner.



MRS LYNAIRE WILLIAMS (PREMIER NETBALL COACH AND DIRECTOR OF NETBALL)

Lynaire is a PE teacher who gained her Bachelor of Teaching and Bachelor of Sport and Leisure Studies at the University of Waikato and has taught at Western Heights High School (2012-2013) and Hamilton Girls' High School (2014-2019). At HGHS she has been both a Dean of 350 girls in Edgumbe House and Assistant Head of their PE

department. Since 2018, she has been on maternity leave. At HGHS she was the premier coach 2014-2018, with the 2018 side finishing 5th in the NZSS Championship. Lynaire was a finalist for WBOP Netball Coach of the Year in 2019. An active Sevens Rugby player, she has managed the HGHS side in 2016 and 2017.

MR KALE HERBERT (1ST XI FOOTBALL COACH AND DIRECTOR OF FOOTBALL)

Kale gained representative honours playing in Auckland and Wellington, has been the Head Coach of the Taupo Mens' Football team and more recently the Hamilton Wanderers, Men's Northern Premium league side and the Wanderers U19 national tournament team. Kale is currently completing his Football B Licence.



MR LINCOLN CHURCHILL (DIRECTOR OF HOCKEY)

A trained PE teacher, Lincoln has had a successful Hockey playing and coaching career, having been the Development Officer of Bethlehem College Hockey from 2008-2015 and the Director of their Hockey programme from 2016-2019, as well as being a Midlands Hockey Higher Performance Coach from 2008-2018 and a Black Sticks men's analyst

from 2017-2018. Lincoln gained his Bachelor of Education at Canterbury University and his Diploma of Teaching at Christchurch College of Education.

MR ADRIAN WESFORD (CARPENTER)

Adrian is an experienced Carpenter and Project Manager who for the past two years has worked for Waikato Construction Management and operated his own business building new homes, decks, alterations and light commercial from 2002 – 2018. In his spare time, he enjoys hunting and fishing and camping with his family. He will work alongside our senior students in the Construction class, as well as undertaking various carpentry projects around the Hamilton campus.



MRS KATE BEGOVICH (NURSE)

Kate joined the St Paul's staff as Weekend-Nurse in February 2016 and has filled in on occasions when Joan Williams was absent for longer periods. With Joan Williams' retirement at the conclusion of 2019, Kate has stepped up into the fulltime role of School Nurse and along with her family, will reside in the newly constructed Nurse's residence.

MRS ABBEY WESTON (WEEKEND NURSE)

With Kate's promotion, we have employed Abbey who graduated from the Bachelor of Nursing Degree Programme and is qualified to work in New Zealand as a Registered Nurse. She has previously had registration in the United Kingdom, the Channel Islands, the state of Western Australia, Queensland and Victoria in Australia. Abbey has worked in the Neonatal Intensive Care Unit at Waikato Hospital since September 2010.

TIHOI CAMPUS

MR GERARD (GEE) PASCOE (TIHOI CATERING MANAGER)

Gee worked in the same role, as the Tihoi Catering Manager, from January 2012 to March 2016 where he proved able and popular. (Although, he initially joined the campus in June 2005 when the catering for the Venture campus was outsourced to Alliance Catering/Spotless Services.) For the past three and a half years, Gee has been the Head Chef at Waikato Diocesan School for Girls, where his wife, Mel has had a responsibility in



the boarding community. With the recent birth of their baby boy, the Pascoe's are looking for a lifestyle move, having really enjoyed living in the Tihoi community in the past.

MR RYAN MALCOLM (CHIEF INSTRUCTOR)

Ryan joined our Venture School team in 2016 as an instructor experienced in caving and the outdoors. He is well qualified with an excellent depth of NZOIA qualifications in Rock 1, Bush 1, Cave 2 (where he is an assessor for Level One) and is an NZOIA Mountain Bike leader. With his wide skill set in the outdoors, Ryan will take on the oversight of the outdoors programme following Damien Firth's departure at the end of 2019, to take up a role in the new 'Green School' in Taranaki. Ryan's wife Emma is also a teacher at Tihoi.

MS HILARY MUNRO (OUTDOOR INSTRUCTOR/TUTOR)

Hilary has spent the last year at the Dilworth rural campus as an outdoor instructor and cabin coach. Graduating from Ara Institute Canterbury with a degree in Sustainability and Outdoor Education. Hilary is a keen trumper and climber in

the outdoors with a range of instructional experience from working as a freelance instructor for a range of businesses including - Fergs kayaks, Adventure Specialities

MR DAVID LOURIE (OUTDOOR INSTRUCTOR/TUTOR)

David attended St Pauls as a student (Sargood House 2002-2004) and completed the Tihoi programme in 2003. He is a qualified electrician who has moved into outdoor education recently, working for the past 18 months while at Dilworth Rural campus. David is a keen outdoorsman - snowboarding, hiking and sailing in various roles around the world. His passions are tramping, caving, hunting and snowboarding.

MR ANDY FURMINGER (OUTDOOR INSTRUCTOR/TUTOR)

Andy grew up as a child at Tihoi and attended St Pauls (Williams House 2000-2004). Having been a builder in Hamilton for the past decade, Andy is looking for a change of lifestyle and career. He will tutor Villa house at Tihoi and instruct in the outdoors. He brings his wife Sarah and son Jackson to Tihoi with him.

INTERNAL STAFFING RESPONSIBILITY CHANGES OF NOTE

MR JEREMY COLEY (Deputy Headmaster with specific responsibility for academics) was previously our Director of Teaching and Learning. He joined St Paul's in 2006 and in 2008 took over the role of Head of English. He has twice been Acting Assistant Headmaster – for six weeks in 2018 and Term One, 2019. Jeremy gained his Bachelor of Arts at the University of Waikato and is well respected amongst our staff.

MRS HELEN BRADFORD, who has taken on additional responsibilities, changes her role from Assistant to Deputy Headmaster.

MR JOSH HAY, who joined us as the Director of Sports Development in November 2017 takes over the position of Director of Extra-Curricular Activities (DECA), vacated with the retirement of Mr Peter Gilbert at the conclusion of 2019.

MR KEEGAN STEWART takes over as Deputy Housemaster of Hall House from Mr Ben van Meygaarden.

MR NEIL MUIRHEAD takes over as Housemaster of School House from Mr Andrew Gibbs, who has taken up the role of LOC Physical Education and Health.

MR ROGER BELL, for 2020, will take over as Assistant Housemaster of Harington Day House (due to Mrs Stacey Stewart's absence for maternity leave). This is a role that Roger has managed ably a number of times in the past.

MR CAMERON STAPLETON takes over as Assistant Housemaster of Clark House from Mr Tim Carpenter.

REVEREND PETER RICKMAN is undertaking study for his Diploma of Teaching at the University of Massey during 2020 and apart from when he is on his practicum placements (the second of which will most likely be at St Paul's), he will normally be present onsite Monday to Thursday, with qualified teacher and chaplaincy intern, Mrs Zavier Searle covering for him on Fridays. In Term 2, we will have the benefit of a second chaplaincy intern, when Mr Matt Pickering joins us.

MRS HEIDI LEWIS has taken up the Assistant HOF of English position vacated by Mrs Andrea Dela Rue's departure to take up a promotion at St John's College.

A new Gap Tutor, **MR KYLE COLES**, has joined us from his native South Africa. His sports of choice are rowing and rugby.



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 8.05 am 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 is 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 2020

BOARDING

Williams House

Mr Matthew Holdgate (Housemaster)	957 8816
Mr Brad Emslie (Deputy Housemaster)	
Mr Frans van der Merwe (Assistant Housemaster)	
Mrs Gloria Thompson (House Matron)	957 8810

Clark House

Mr Chris Foot (Housemaster)	957 8800
Mr Daniel Harper (Deputy Housemaster)	
Mr Cameron Stapleton (Assistant Housemaster)	
Mrs Maree Johns (House Matron)	957 8803

Sargood House

Mr Guy Johnstone (Housemaster)	957 8823
Mr Michael Rameka (Deputy Housemaster)	
Mr Regan Standing (Assistant Housemaster)	
Mrs Karen L'Amie (House Matron)	957 8825

Harington House

Mrs Jackie Lock (Housemaster)	957 8811
Mrs Katie Lilley (Deputy Housemaster)	
Miss Beth Rutter (Assistant Housemaster)	

Please note:

Each of the boarding houses has a duty phone, which will be carried by the Duty Master from 7.00 am to 10.00 pm. Parents should use these numbers to access whoever is on duty in the house at any given time.

- Clark House 027 279 3612
- Sargood House 027 279 0762
- Williams House 027 279 8618
- Harington House 027 279 8621

DAY HOUSES

Fitchett House

Mr Colin Lewis (Housemaster)	957 8895
Dr Jason McGrath (Assistant Housemaster)	

Hall House

Mr Carl Neethling (Housemaster)	957 8815
Mr Keegan Stewart (Assistant Housemaster)	

Hamilton House

Mr Ian Campbell (Housemaster)	957 8819
Mr Kelvin Hogg (Assistant Housemaster)	

Harington House

Mrs Heidi Lewis (Housemaster)	957 8874
Mrs Elizabeth Pitu (Assistant Housemaster)	
Mr Roger Bell (Assistant Housemaster)	

School House

Mr Neil Muirhead (Housemaster)	957 8840
Mr Daniel Teka (Assistant Housemaster)	

ST PAUL'S MANAGEMENT TEAM

If you have a generic question about Curriculum or Assessment, you are welcome to contact one of the below.

Mr Jeremy Coley – Deputy Headmaster – Curriculum and Assessment

- Senior subject option selection
- Year 13 Scholarship programme
- Senior examinations
- Internal Benchmark examinations
- Cambridge International for seniors
- Reports and assessment

Mrs Helen Bradford – Deputy Headmaster – Curriculum and Assessment

- Junior and senior subject option selection
- 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
- NZQA Liaison

Mr Craig Hardman – Deputy Headmaster – Pastoral Care and Boarding

- 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



PASTORAL SUPPORT FOR PARENTS – SCHOOL TV

We offer access for our parents to an online resource to assist you with your journey in working with your teenagers. SchoolTV is a resource which offers information on key topics 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; cyber bullying

- 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').



STUDENT LEADERS FOR 2019



*David Koshy
Head Boy
Academic Portfolio*



*Phoebe McColgan
Head Girl
Environmental*



*Caleb Weck
Deputy Head Boy*



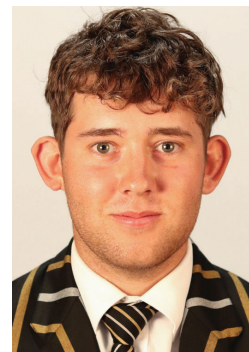
*Chloe Davis
Deputy Head Girl
Environmental*



*Angus Riordan
Head of Clark*



*Shivam Achary
Head of Fitchett*



*Oliver O'Meeghan
Head of Hall
Junior Portfolio*



*Ethan Bidois
Head of Hamilton
Te Kaea Portfolio*





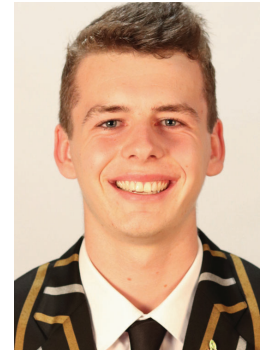
*Greta Simpson
Head of Harington Boarding
Boarding Portfolio*



*Kaley Caulfield
Head of Harington Day
Mission, Outreach and Service*



*Declan O'Sullivan
Head of Sargood*



*Lucas Goodwin
Head of School
iTeam*



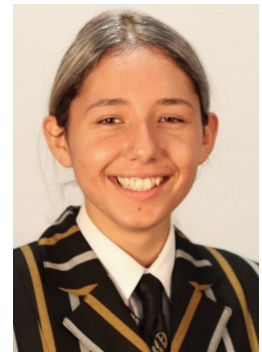
*Tiaki Rhodes
Head of Williams
Boarding Portfolio*



*Arna Morris
Chapel
Social Portfolio*



*Ben Scanlon
Chapel
Mission, Outreach and Service*



*Sarah Wikaira
Chapel
Te Kaea Portfolio*



*Thomas Dela Rue
Chapel
Arts Portfolio
iTeam*



*Veronica Bagley
Arts Portfolio*



*Jack Caldwell
Social Portfolio
Junior Portfolio*



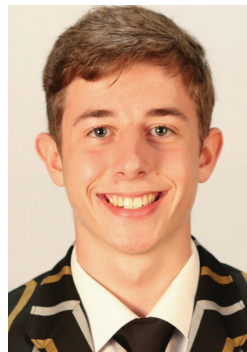
*Libby Deadman
Sport Portfolio*



*Jai Fitzwalter
Sport Portfolio*



*Amelia Hunt
Wellbeing Portfolio*



*Gustav Jooste
Arts Portfolio*



*Ben Littlejohn
International Portfolio*

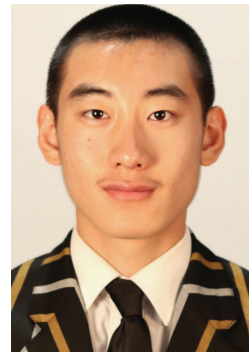




Campbell Robb
Sport Portfolio
Wellbeing Portfolio



Hugo Shale
Academic Portfolio



Stark Sun
International Portfolio

FOCUS FOR 2020



Hauora was considered a success last year, this year we're looking to build on the programme.

PASTORAL CARE:

Hauora Classes / Life Skills

We have reviewed the content and the delivery of the Hauora classes as a result of the first-year trial and from feedback gained have shifted down a number of key topics – around the areas of pornography, alcohol and peer relationships while consolidating the rest of the programme. These Hauora groups will meet around midday on twenty of the Wednesday slots (i.e. between 12.15 pm and 1.00 pm), 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.

Mr Paul Wilson, Mr Garth Littlejohn and Mrs Trish Ure will take over the oversight of the Life Skills programme for Year 13 students in 2020. This programme runs during the same time slot as the Hauora classes and will look at topics such as managing money, through to career guidance.



Emotional Intelligence (EI)

Mrs Jackie Lock has been appointed as the EI Coordinator and as part of this role, will also be a member of the SLG. Jackie, along with four other members of staff (i.e. Mrs Bradford, Mr Cameron, Ms Stapleton and Mr Riggs [Tihoi]), will take part in the Yale University 'Ruler' Programme, which is about raising awareness and building strategies in how we can deliver EI in our school. Staff will undertake a six-week distance learning course of study in March.

We still maintain a strong relationship with Swinburne University but will spend the year investigating the best way forward as far as the wider spread of implementation of EI. To this end, Mrs Lock and Mr Riggs undertook a week-long visit to Swinburne University early in February to gain a better understanding of what the University has to offer, and we will be sending a couple of staff members to an EI conference that Swinburne is running in Term 3. There will be a greater emphasis on raising staff awareness of how to interpret and use the EI results of students.

Aspiring Leaders

Miss Nicole Schollum, Mr Keegan Stewart, Mr Kelvin Hogg and Mr Brad Emslie have been selected as the initial group of staff to take part in the Aspiring Leaders Pastoral Programme for 2020. The purpose of the course is to grow the capacity of leadership within our school. Looking at principles of leadership, visioning, pastoral care (2020) and with another group of staff, curriculum design (2021).

Wellbeing Toolkit

A wealth of information in the area of wellbeing for our students is now available via the Landing Page, and new resources will be added as they become available. We are also reviewing its current best practice when dealing with bullying practices. Mr Ainsley Robson will be investigating approaches by other schools and undertaking a pastoral inquiry on this topic as part of the completion of his Masters.

Komodo Software Package

Komodo is a wellbeing platform that we will implement across Year 9 boys and initially Year 11 boarding girls. Komodo helps to track how students are feeling and assists staff to timely flag any interventions. The new initiative will be monitored by Housemasters in 2020.

Academic Mentoring

2020 will see the implementation of a new academic coaching programme. We hope that the individual needs of students are recognised and nurtured through this programme which aims to help students achieve their full academic potential. Every student will be assigned with an academic coach. The coach will meet with their students during the scheduled House period times on calendared Thursdays. This will be a vertical form grouping, similar to our old Mentor system. At these meetings, students can discuss their academic goals, set aspirational targets in relation to their academic achievement

and talk about pathway options and support measures that will ensure students can maximise their potential. All House affiliated staff will be involved in this programme, along with members of the Senior Leadership Team.

Electronic Sign-in and Sign-out

We are looking to formalise electronically the student leave process and the monitoring of visitors to the school by implementing a sign-in and sign-out system.

ACADEMIC:

'Write that Essay'

The national launch of 'Write that Essay' version 2.0 led by Dr Ian Hunter, will take place at St Paul's on 25 February 2020. We strongly believe that 'Write that Essay' has had a transformational impact on both the quality of our student writing and overall academic performance. This cross-curricular writing software has proven transformational to writing and academic success within our school. New teachers will undertake a PD programme led by Mr Jeremy Coley on 'Write that Essay' in the early part of 2020.

ERO Visit

This year we are due for an ERO visit, which will most probably be in the first half of 2020. From our fact-finding visits to schools that have recently had such ERO reviews, we have been able to establish that they are focussed on how teachers track and add value to all learners, but particularly to Maori and other priority learners. In 2020 we want to strengthen the use of student data in teacher planning and delivery of curriculum.

Student Engagement Initiatives

All staff will be required to use a range of different engagement methodologies such as the use of Nearpod, Education Perfect or other practices aligned with their subject area. All senior assessments which are predominantly written work will need to be submitted to Google Classroom for plagiarism checking, to encourage our seniors to be well-prepared for best practice at tertiary institutions.

STEAM/Robotics

We are working towards the implementation in 2021 of a STEAM/Robotics subject option in the senior school, as well as the opportunity of an extra-curricular club in this area.

NCEA and Cambridge

With the proposed NZQA changes to NCEA over the next five years, the government has allocated a number of days to allow schools within regions to ready themselves for the potential changes. We are fortunate to have a number of staff who have been selected by the MOE to be in Subject Expert Groups (SEG): Angela Bromwich, Kerry Allen, Sarah Cantlon, Melanie Simmons. The SEGs will work with a Ministry facilitator and a technical writer to develop new NCEA Level 1 achievement standards and associated assessment resources for their subject, based on the intent of the NCEA Change Package.



Each SEG will have eight members who will at various stages of the year be required to have leave to take part in this process. We will be able to tap into the learnings of this group of St Paul's staff in undertaking our own preparation as a school.

To ensure though that we are open to considering the widest possible options for our Year 11 students, teachers in charge of subjects nominated will be undertaking visits to Auckland schools who have embraced the opportunity of taking up Cambridge IGCSE as a subject option.

Tighter management of senior assessment

In order to better coordinate the workload pressures on our senior students, we want staff to keep up to date an online senior assessment schedule to minimise the impact of any clashes. We are also looking to streamline data recording of assessments. Students will be required to sign and confirm their grades at the start of November to avoid any subject data entry errors.

PEOPLE:

Integration and support of new staff to St Paul's

With the significant number of new teaching and support staff in 2020, we are very conscious that these new people need to be successfully integrated into our St Paul's team and to this end, we have chosen to buddy them up with existing staff members and have the whole teaching staff involved in a team-building programme at the Tihoi Venture campus. Those existing staff who are buddying up with new staff will be asked to accompany their buddy to the 'New Staff Morning Teas' that will be scheduled at regular intervals throughout the year.

Appraisal Connector

St Paul's is committed to the use of reflective practice to enhance teaching and learning outcomes for the benefit of all. We have been impressed by the way a significant number of

our staff have engaged in reflective practice through Appraisal Connector, which strengthens a culture of professionalism. In 2020, the Appraisal Connector will be compulsory for all teaching staff to use. Ongoing professional development will occur through LOCs and outside facilitator, Tony Burkin.

Te Reo and Tikanga Maaori

Our aim for 2020 is to maintain the momentum that we had last year as far as the uptake of staff involved in professional development opportunities such as the He Papa Tikanga and the more advanced course Te Ara Reo Maaori. This year we would like staff to develop the confidence to incorporate Maaori language phrases into their classes.

FACILITIES:

Digital Improvements

All of our server infrastructure has been updated in early January. At a cost of \$60k, we have state-of-the-art new servers. We are also in the process of replacing our hardware firewall. In keeping with our policy to ensure that equipment is up-to-date, we will in 2020 replace a further 20 of our laptops for staff.

MARKETING AND DEVELOPMENT:

Funding for Learning Hub

Given that the new Learning Hub is one of the most ambitious projects that the school has undertaken, we have set a target to raise over \$1m towards its cost. Part of the process of gaining funds is the selling of the naming rights to the Chapel chairs. While another focus is seeking the financial support of donors for the project, particularly through the naming of the breakout spaces in this very exciting facility. We were fortunate, towards the end of 2019, to receive notice of a significant pledge, with the donor indicating that they would double the amount if it were matched by other donors.



Plans for St Paul's most ambitious build, the new Learning Hub.



CAPITAL IMPROVEMENTS

MINOR CAPITAL WORKS

Sargood Year 12 dormitory upgrade

We have upgraded the eight single rooms in the wing closest to the Chapel, with painting the walls, installing new beds and wardrobes.

Senior Art Room

Has had the concrete floor ground and sealed and the walls and desks repainted over the holiday break.

MINOR CAPITAL WORKS IN PLANNING

Hospital accommodation for sick male students

With the completion of the new Nurse's residence as part of the 2019 Construction class project, we have relocated the hospital accommodation to the previous residence of Joan and Defyd Williams. Morning physiotherapy sessions will be in the lounge area of the residence, with beds for sick male students located in the upstairs bedrooms. We intend to see how this works in the first term before making any substantial longer-term decisions with regards to the layout and refurbishment of that area of the Health Clinic. The beds for female students will continue to be above the existing surgery within the Health Clinic.

Female Counsellor's office

Up until this year, our female counsellor's office has been located on the first floor of the Health Clinic. In 2020 we want to centralise all our counselling and career guidance in the same area within the Student Centre. To this end, we have created a new storage area for the School Shop by taking part of the counselling annex area. This has freed up a third office for Mrs Leah Gillanders to work out of.

MAJOR CAPITAL WORKS IN PROGRESS

Football/Hockey Pavilion

This new facility is close to completion with work expected to finish by the end of February. Most recently, the floor tiles for the two ground level changing rooms and the internal lift have been installed. On the first floor, painting has been completed, rimu panelling added to the lower wall levels and the kitchen installed. Carpet has been laid, the glass installed on the balustrades for the viewing gallery along with the outside steps on each of the wings. We are looking to host an official opening later in the term on 27 March, which will celebrate 60 years of hockey and football at St Paul's and includes girls and boys games against past Collegians. The complex is an impressive building and will prove a real asset for sporting activities in the school.

Harington Boarding Extension

The expansion to the Harington Boarding capacity is expected to be completed by mid-March. The extension will provide accommodation for a tutor/Residential Assistant, a meeting room, lounge for the girls in the southern wing of the complex, and extension to the shower and toilet facilities and seven extra single rooms which will enable the Harington Boarding to accommodate a total of 60 girls.

Currently work on the outside of the building has been completed with the roof; windows and brickwork installed, the internal walls lined, and the bathroom fit-out undertaken. We are just putting the paint finish on and soon will install carpet and floor coverings. For at least the first six weeks of Term 1, the extra girls will be accommodated by putting two girls in each of the bedrooms in the HULA houses.

Learning Hub

Work is on schedule on this huge project. The groundwork has been completed and the concrete pads of the ground floor have been laid. The footings have been dug and concrete poured to support the large tilt panels. Over the next few months, the number of tradespeople onsite will increase. This \$6.5m project is predicted to be completed by the end of November. The building process will involve a bit of inconvenience and noise for those moving around or working in rooms around this section of the main quad. We will see how things progress and try and mitigate issues as they arise. The end result will be well worth the disruptions.

CAPITAL WORKS IN PLANNING

Covered Tennis Courts / Strength and Conditioning

Around Term 4 we hope to have installed a covered structure over the three tennis courts closest to the dining room. This will provide us with an all-weather teaching area for Physical Education classes, equivalent to twice the floor space in the Sports Centre. The covered structure has been engineered, so at some point in the future it can have drop down sides to fully protect it from the influence of poor weather. The project includes LED lighting so it can be utilised by co-curricular activities (earlier in the morning and in the evening). As a result of this initiative the old gymnasium will be converted to a much enlarged strength and conditioning facility. We have engaged an outside consultant to commission a feasibility study which we will take to funding bodies to see if we can secure financial support. The total cost of the project is \$1.3m.





EXCELLENCE

OVERALL ACADEMIC PERFORMANCE

EXTERNAL EXAMINATION RESULTS

Our pass rates in the NCEA examinations proved to be on a par to those achieved by seniors in recent years, with the percentages gaining certificate endorsement (Merit or Excellence) slightly lower.

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

	2019	2018	2017	2016	2015	2014	2013	2012
Level 3	90%	92%	93%	92%	94%	92%	93%	86%
UE	80%	84%	82%	81%	83%	80%	91%	91%
Level 2	94%	94%	97%	97%	97%	96%	97%	89%
Level 1	94%	95%	95%	98%	99%	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 2019

	2019	2018	2017	2016	2015	2014	2013
Level 1 with Excellence	16%	16%	14%	19%	17%	16%	14%
Level 1 with Merit	44%	45%	51%	45%	46%	42%	46%
Level 2 with Excellence	15%	17%	19%	17%	16%	15%	11%
Level 2 with Merit	32%	34%	35%	41%	30%	31%	29%
Level 3 with Excellence	14%	18%	20%	22%	14%	10%	11%
Level 3 with Merit	30%	33%	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, we are able to get a good idea of how different genders and ethnic groups did in the 2019 examinations:

Overall Performance	St Paul's	Decile 8-10	National
NCEA Level 1	94.0%	68.6%	77.6%
NCEA Level 2	94.0%	76.1%	83.4%
NCEA Level 3	90.0%	65.5%	75.3%
University Entrance	80.0%	46.8%	62.4%

Boys' Performance

Boys' Performance	St Paul's	Decile 8-10	National
NCEA Level 1	93.3%	70.4%	64.1%
NCEA Level 2	93.6%	79.7%	73.3%
NCEA Level 3	84.4%	68.1%	60.4%
University Entrance	70.0%	53.1%	39.8%

Boys nationally typically perform well below girls. Our boys for Level One are 23% above the performance of their counterparts in other similar decile schools; 14% above in Level Two; 16% above in Level 3; while for tertiary entry, typically 17% more of our boys gained the right to attend University than in typical decile 8-10 schools.

Girls Performance

Girls Performance	St Paul's	Decile 8-10	National
NCEA Level 1	92.5%	85.0%	73.2%
NCEA Level 2	94.9%	87.3%	78.9%
NCEA Level 3	92.3%	82.1%	70.1%
University Entrance	82.7%	71.3%	53.1%

While our girls' results at each level in 2019 were typically just about 10% above girls from similar socio-economic backgrounds and 20% above the performance of girls nationally.

Maaori Students Performance

Maaori Students	St Paul's	Decile 8-10	National
NCEA Level 1	88.5%	69.0%	54.8%
NCEA Level 2	95.0%	79.6%	67.1%
NCEA Level 3	86.7%	69.6%	53.0%
University Entrance	66.7%	50.8%	27.5%

Our Maaori students (both girls and boys) performed 16% better in each of the level qualifications than their counterparts in other decile 8-10 schools and around 30% better than their peers nationally in the respective NCEA levels.

EXCELLENCE ENDORSEMENTS

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

YEAR 13 (LEVEL THREE EXCELLENCE ENDORSEMENTS)
(21 compared with 27 in 2018, 27 in 2017, 29 in 2016, 23 in 2015, 12 in 2014 and 14 in 2013)

Marnie Best	Aidan Nelson
Madeleine Dickie	Abby Payne
Sarah Gajzago	Christopher Penno
Fengyuan (Simon) Han	Lucy Simmonds
Darcy Hunter	Campbell Smith
Adam Jefferis	Jana Stokes
Charleis Kingston-White	Aaron Taylor
Olivia Knowing	Victoria Tucker Camano
Henry Mandeno	Benjamin Tustin
Jack Morton	Catherine Wilson
Dillon Mulgrew	

YEAR 12 (LEVEL TWO EXCELLENCE ENDORSEMENTS)
(26 compared with 27 in 2018, 37 in 2017, 23 in 2016, 24 in 2015, 27 in 2014 and 12 in 2013)

Veronica Bagley	Matthew Johnson
Brooke Batters	Gustav Jooste
Nikky Cho	David Koshy
Jonathan Chong	Hui (Jaby) Lau
Lachlan Coleman	Seo Hyun (Ella) Lee
Thomas Dela Rue	Trey Lincoln

Dominic Dumble	Ben Littlejohn
Lucas Goodwin	Angus Riordan
David Gough	Greta Simpson
Ayla Hall (who also gained Level 3)	
Jack Sturm	Julian Harker
Caleb Weck	Sophie Hine
Dion Xue	Nathan Ingham
Andrew Yip	

YEAR 11 (LEVEL ONE EXCELLENCE ENDORSEMENTS)
(27 compared with 26 in 2018, 22 in 2017, 29 in 2016, 24 in 2015, 24 in 2014 and 29 in 2013)

Nicolas Battersby	Diya Kurien
Jae Broomfield	Alec Kusabs
Madeleine Buckley	Jayden Law
Chloe Carr Paterson	Didier Lawson
Kacy Monkley	Kaylee Morrison
Ellie Deane	Sara Phee
Harrison Derry	Elin Qian
Caitlin Fladgate	Jessica Scatchard
Jessamyn Freyberg	Dean Stewart
Zoe Hanna	Frazer Tam
Nicholas Healy	Joshua Toon
Hazel Hulme	Paula Tucker
Alexandra Johnson	Matthew Waddell
Saniya Kansal	

SCHOLASTIC CENTURIANS

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.

LEVEL THREE

Marnie Best	Agribusiness, Chemistry, Computer Applications, Mathematics with Statistics
Madeleine Dickie	Agricultural Studies
Jacob Gibbs	Sports Science
Fenguan (Simon) Han	Agribusiness, Mathematics with Statistics
Annie Hantz	Sports Science
Darcy Hunter	Sports Science
Sarina Liang	Computer Applications
Henry Mandeno	Chemistry, Computer Science, Mathematics with Calculus, Physics
Daniel Rickman	Photography

Max Roach
Lucy Simmonds

Jana Stokes

Aaron Taylor
Edwin Wills
Cate Wilson
Zainal Wong

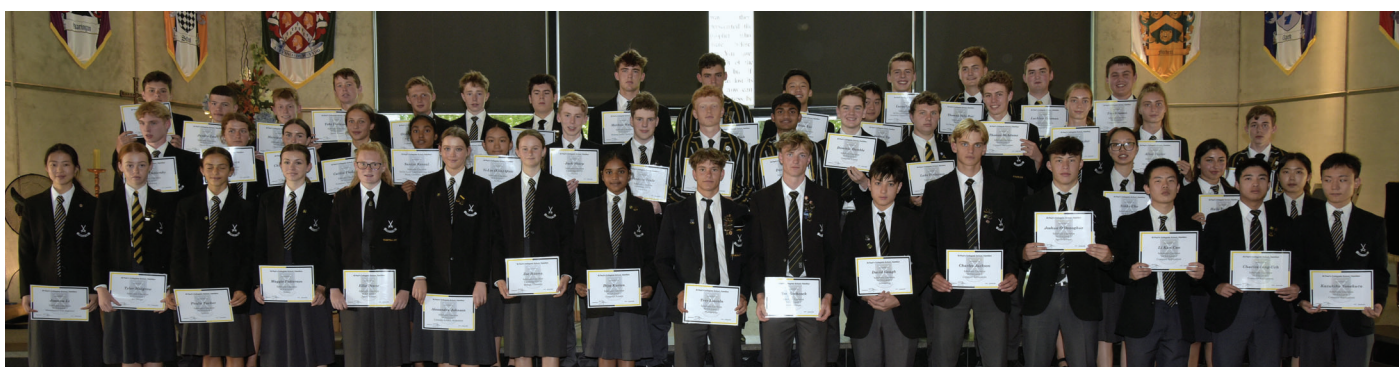
LEVEL TWO

Amy Barry
Li Kun Cao
Nikky Cho
Jonathan Chong
Lachlan Coleman
Thomas Dela Rue
Dominic Dumble
Luke Finlayson

Computer Applications
Chemistry, Mathematics with Statistics
Agribusiness, Agricultural Studies, English
Mathematics with Calculus
Agribusiness
Sports Science
Computer Applications

Sports Science
Computer Applications
Physics, Photography
AS Mathematics
Computer Science
Art Design, Computer Applications
Computer Science
Computer Science





2019 Scholastic Centurions were recognised at a recent assembly.

Troy Glasson	Computer Applications	Harry Derry	Sports Science
Lucas Goodwin	Accounting, AS Mathematics, Computer Applications	Toby Finlayson	Sports Science
David Gough	Accounting	Caitlin Fladgate	Economics, Sports Science
Wes Hitchcock	Sports Science	Josh Gullery	Sports Science
Charlie Jackson	Computer Applications	Zoe Hannah	IGCSE Biology, IGCSE Chemistry
Gustav Jooste	Chemistry, Physics	Alex Johnson	Computer Science, Economics
David Koshy	Economics	Saniya Kansal *	IGCSE Chemistry, Music, IGCSE Physics
Jaby Lau *	Accounting, Economics, AS Mathematics	Diya Kurien	Computer Science
Ella Lee	AS Mathematics	Oliver Larcombe	Computer Applications
Charles Leng-Uch	Computer Applications	Jayden Law	Sports Science
Trey Lincoln	Photography	Didi Lawson *	IGCSE Chemistry, Economics, IGCSE Mathematics, IGCSE Physics
Thomas McAdams	Computer Applications	Joanna Li	Mathematics with Statistics
Joshua O'Donoghue	Sports Science	Sam Meban	Sports Science
Angus Riordan	Chemistry	Kaylee Morrison	IGCSE Chemistry
Alice Taylor	Art Painting, Social Science	Tyler Mulgrew	Art Design
Halle Townsend	Technology	Maggie Patterson	History
Caleb Weck	Physics, AS Mathematics	Elin Qian	Science
Dion Xue	Computer Applications	Jack Sharp	IGCSE Physics
Andrew Yip *	Accounting, Chemistry, Computer Science, Physics	Frazer Tam	Accounting, IGCSE Chemistry
Kazuhiko Yonekura	Computer Applications	Josie Taylor	Visual Art
		Andrew Teale	IGCSE Chemistry
		Paula Tucker	Spanish
		Matthew Waddell	Business Studies, Sports Science
		Drake Walther	Sports Science
LEVEL ONE			
Nicolas Battersby	Accounting		
Katie Brown	IGCSE English		
Chloe Carr Paterson	Sports Science		
Ellie Deane	Sports Science		

CAMBRIDGE EXAMINATION RESULTS

AS LEVEL

There was an impressive set of AS Mathematics results in 2019 with 17 of the 20 students passing the examination, with Ella Lee topping the subject with 88%.

2019 Individual Highlights

Ella Lee	A Mathematics 88%
Jaby Lau	A Mathematics 87%
Caleb Weck	A Mathematics 84%
Lucas Goodwin	A Mathematics 83%
Jonathan Chong	A Mathematics 83%

For AS English, we only had five candidates, all of whom passed, with David Koshy gaining the top grade of 62%.

IGCSE RESULTS

We had 100% pass rates for Chemistry, English and Mathematics, with an overall pass rate of 98% in 2019.

	2019	2018	2017	2016	2015
Overall Pass Rate	98%	94%	93%	96%	95%
A* grade (grade higher than 90%)	11%	14%	12%	19%	21%
A and A* grade total (grade higher than 80%)	31%	41%	28%	42%	47%

2019 Individual Highlights

The following students gained an A* in IGCSE subjects:

Didier Lawson	A* Mathematics, Physics and Chemistry with an average of 97%.
Zoe Hanna	A* Biology and Chemistry with an average of 93%
Saniya Kansal	A* Chemistry and Physics with an average of 90%
Katie Brown	A* English
Kaylee Morrison	A* Chemistry
Jack Sharp	A* Physics
Frazer Tam	A* Chemistry
Andrew Teale	A* in Chemistry

TOP SUBJECT PERFORMANCES

Biology	Zoe Hannah	95%
Chemistry	Didier Lawson	98%
English	Katie Brown	94%
Mathematics	Didier Lawson	97%
Physics	Didier Lawson	90%

SUBJECT HIGHLIGHTS FOR IGCSE

Biology

10 of the 11 Biology students gained a pass grade (E or better). Note: All 17 in 2018; 11 out of 12 in 2017; 21 out of 23 achieved this feat in 2016. One student gained an A* or A grade (2 in 2018, 4 in 2017, 6 in 2015, none in 2015, 5 in 2014, 1 in 2013, 3 in 2012).

Chemistry

All 30 of the students gained a pass grade, and all of these were C grades or better. This compares with 34 out of 39 in 2018; 28 out of 31 in 2017; and 46 out of 49 in 2016. Six students gained an A* (7 in 2018, 4 in 2017, 12 in 2016, 8 in 2015, 12 in 2014, 13 in 2013, and 4 in both 2012 and 2011.) Nine gained A or better (13 in 2018, 10 in 2017, 18 in 2016, 14 in 2015, 9 in 2014, 8 in 2013, 4 in 2012, 12 in 2011).

English

All 14 of the students gained a pass rate, and all of these were C grades or better (similar to 2018 when all 12 passed, 16 out of 17 in 2017, all 23 in 2016). One gained an A* (3 in 2018 and 2017, 10 in 2016, 7 in 2015, 5 in both 2014 and 2013, 3 in 2012 and 6 in 2011). As with 2017, 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

All 25 of the Mathematicians gained a pass grade – E or better. (i.e. compared with 31 of 32 in 2018, 100% for the three years prior to that). One student gained an A* (6 in 2018, 4 in 2017 and 2016, 7 in 2015, 8 in 2014, 12 in 2013, 4 in 2012 and 6 in 2011). Eight students gained A grades or better (compared with 20 in 2018).

Physics

24 of the 25 Physics students gained a pass grade (i.e. E or better), compared with 35 of 38 in 2018, 47 of 51 in 2017 and 54 of 57 in 2016. Three students gained an A* (2 in 2018, 9 in 2017, 7 in 2016, 8 in 2015, 12 in 2014, 9 in 2013, 3 in 2012, 8 in 2011). Seven students gained A grades or better (compared with 12 in 2018, 9 in 2017, 13 in 2016, 14 in 2015, 15 in 2014, 21 in 2013, 13 in 2012 and 14 in 2011).



SCHOLARSHIP RESULTS 2019

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

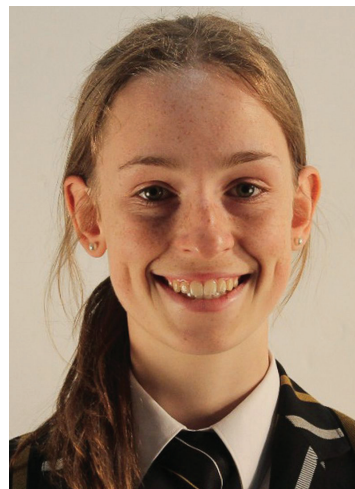
In 2019, eleven of our senior students gained a Scholarship pass. They achieved a total of 26 single Scholarships, of which two of them were Outstanding Scholarships. (This compares with 46 of which seven were Outstanding in 2018 and 28 Scholarships in 2017).

Three of our senior students gained four or more Scholarships – 2019 Dux, Simon Han achieving five subject Scholarships and Proxime Accessit, Henry Mandeno four subject Scholarships, and along with Lucy Simmonds and Aaron Taylor will receive the ‘Scholarship Award’ and will receive \$2,000 per annum for three years towards their tertiary studies, for gaining three or more Scholarships. While Jana Stokes was our top academic performer in these tough examinations, gaining four Scholarships, but two at ‘Outstanding’ level. Jana will receive a ‘Top Scholar Award’ – having been ranked in the top 58 academic students nationwide – receiving \$5,000 per annum for three years for her tertiary studies.

A full set of results was as follows – Note that [O] = Outstanding Scholarship:

Fengyuan (Simon) Han	Chinese, Statistics, Calculus, Geography, History
Jana Stokes	English [O], Agriculture and Horticulture [O], Geography, Health and Physical Education
Henry Mandeno	Accounting, Chemistry, Physics, Statistics
Lucy Simmonds	Chemistry, Physics, Statistics
Aaron Taylor	Chemistry, Statistics, Calculus
David Koshy (*)	Geography, History
Orla White	Statistics
Benjamin Tustin	Economics
Zara Leong (*)	Geography
Julia McLean	Geography
Ayla Hall (*)	Health and Physical Education

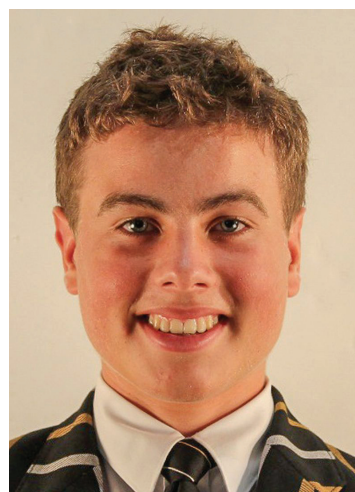
(*) Denotes that the student was only in Year 12 in 2019.



Scholarship recipient, Jana Stokes



Scholarship recipient, Simon Han



Scholarship recipient, Henry Mandeno

SCHOLARS TIES LEVEL ONE 2019



Level One scholars

Calculated using grade point average of the best five subjects including English and Mathematics. A total of 66 awards will be made to our 2019 Year 11 cohort.

+ Students who attended other schools in 2019.

Honours Board = 2 x Scholastic Centurions (total of 3 subjects or more – 100% NCEA; Cambridge A* IGCSE or A AS) or attaining a Scholarship, for students who attended SPC.

71-74%

Patrick Fisher	70%
Awatea Gudgeon	70%
Kate Montgomerie	70%
James Anderson	71%
Nina Hewitt+	71%
Sophie Ingoe	71%
Megan Neethling	71%
Charlize Tordoff+	71%
Gabriel Mikkelson	72%
Isabella Hills+	73%
Charlie Desbonnets	74%

75-76%

Sebastian Bodle	75%
Campbell Colquhoun	75%
Joshua Gibbs	75%
Olive Mclver	75%
Sophie Marsh	76%
Harriet Pearson+	76%
Jack Sharp	76%

Drake Walther 76%

77-79%

Maggie Patterson	77%
Amy Rochat+	77%
Charlotte Boyd+	78%
Marcia Graafhuis	78%
Joshua Gullery	78%
Hamish Saunders	78%
Caitlin Tidmarsh	78%
Ruby Kapene-Paitai+	79%

80-83%

Dolce Kissling-Hemsworth	80%
Madeline Kitchener+	81%
Tanika Naidoo	81%
Diya Kurien	82%
Guy Ludbrook	82%
Tyler Mulgrew	82%
Jae Broomfield	83%
Madeleine Buckley	83%
Joseph Grigg	83%
Nicholas Healy	83%
Sam Meban	83%
Belinda Wright	83%

84-85%

Alec Kusabs	84%
Yeon Seo (Chloe) Park	84%
Harrison Derry	85%



Jayden Law	85%	Hazel Hulme	87%
Gretel Muir	85%	Katie Brown	88%
Jessica Scatchard	85%	Chloe Carr Paterson	88%
Joshua Toon	85%	Isobel Knowling	88%
Matthew Waddell	85%	Kate Overdevest+	88%
Maggie Walch	85%	Kacy Monkley	89%

87-89%

Jessamyn Freyberg	86%
Andrew Teale	86%

Achieving Personal Bests – High Achievers 2019 – Year 11 (calculated using best 5 subjects including English and Mathematics)					
Ellie Deane (Aggregate 90%)	Sports Science	100%	Paula Tucker (Aggregate 91%)	Spanish Level 1	100%
	Accounting	98%		Spanish Level 2	100%
	Science	95%		English	95%
	Mathematics	90%		Accounting	80%
	English	65%		Mathematics	80%
Yi-Lin (Elin) Qian (Aggregate 92%)	Science	100%	Nicolas Battersby (Aggregate 93%)	Accounting	100%
	English	96%		English	94%
	History	90%		Mathematics	93%
	Geography	88%		History	90%
	Mathematics	86%		Science	90%
Frazer Tam (Aggregate 93%)	Accounting	100%	Caitlin Fladgate (Aggregate 94%)	Economics	100%
	Chemistry	100%		Sports Science	100%
	History	95%		Mathematics	95%
	IGCSE Mathematics	88%		Science	95%
	IGCSE English	81%		English	81%
Zoe Hanna (Aggregate 96%)	IGCSE Biology	100%	Saniya Kansal (Aggregate 96%)	IGCSE Chemistry	100%
	IGCSE Chemistry	100%		IGCSE Physics	100%
	English	98%		Music	100%
	Business Studies	95%		Mathematics	95%
	IGCSE Mathematics	87%		English	83%
Honours Board 3 x 100% Scholastic Centurions					
Alexandra Johnson (Aggregate 97%)	Computer Science	100%	Didier Lawson (Aggregate 97%)	IGCSE Chemistry	100%
	Economics	100%		Economics	100%
	English	98%		Mathematics	100%
	History	95%		IGCSE Physics	100%
	Mathematics	90%		English	84%
Honours Board 4 x 100% Scholastic Centurions					

SCHOLARS TIES LEVEL TWO 2019



Level Two scholars

62 awards will be made to our 2019 Year 12 cohort.

*Scholars tie received for Level 1 2018.

+ Students who attended other schools in 2019.

70-73%

Wes Hitchcock 70%
Zara Leong* 70%

Jeff Lester* 70%
Li Kun Cao 71%
Aidan Leuschke* 71%
Sebastian Morgans 71%
Vikram Rajan 71%
Luke Finlayson* 72%
Jack Caldwell* 73%
Elizabeth Deadman* 73%
Bree Ferguson 73%
Matthew Singers 73%

74-79%

Troy Glasson* 74%
Sophie Stocker* 74%
Justin Su* 74%
Timon Lamb 76%
Lachlan Lamont* 76%
Samuel Taylor* 76%
Brooke Batters* 77%
Chloe Davis* 78%
William Miller* 78%
Molly Nelson* 79%

Honours Board -
Scholarship – Geography

80-83%

Benjamin Kimpton* 80%
Charles Leng-Uch* 80%
Phoebe McColgan* 80%
Hugo Shale* 80%
Halle Townsend+ 80%
James (Arthur) Yearsley* 80%
Kaley Caulfield* 81%
Kazuhiko Yonekura 81%
Amy Barry+ 83%
Charlie Jackson* 83%
Angus Riordan* 83%
Lucas Taumoepeau* 83%

85-89%

Thomas Dela Rue 85%
Jai Fitzwalter* 85%
Matthew Johnson* 85%
Greta Simpson* 85%
Sam Kalma* 86%
Seo Hyun (Ella) Lee 86%
Trey Lincoln* 86%
Ben Littlejohn* 86%
Sarah Stewart 87%
Lachlan Coleman* 88%
Dominic Dumble* 88%
Sophie Hine* 88%

Achieving personal Bests – Top High Achievers 2019 (90-91%) – Year 12 (calculated using best 4 subjects including English)					
Jack Sturm* (Aggregate 90%)	History Sports Science Economics English	98% 96% 93% 73%	Niky Cho* (Aggregate 91%)	Photography Physics Chemistry English	100% 100% 99% 66%
David Koshy* (Aggregate 91%)	Economics Geography History English Honours Board 3 x Scholastic Centurions Scholarship Geography Scholarship History	100% 100% 100% 62%	Alice Taylor + (Aggregate 91%)	Psychology Visual Art Chemistry English	100% 100% 89% 79%
Nathan Ingham* (Aggregate 92%)	Chemistry Accounting Economics English	99% 94% 93% 80%	Josephine Taylor+ (Aggregate 92%)	Art Mathematics Physics English	100% 100% 93% 73%
Lucas Goodwin* (Aggregate 93%)	Accounting Computer Science AS Mathematics English Honours Board 3 x Scholastic Centurions	100% 100% 100% 71%	Veronica Bagley* (Aggregate 94%)	Economics History English Music	98% 98% 90% 88%
David Gough* (Aggregate 94%)	Accounting Chemistry Economics English	100% 99% 98% 80%	Gustav Jooste* (Aggregate 94%)	Chemistry Physics Music English	100% 100% 91% 83%
Jaby Lau (Aggregate 94%)	Accounting Economics AS Mathematics English Honours Board 3 x Scholastic Centurions	100% 100% 100% 74%	Dion Xue* (Aggregate 95%)	Computer Applications Music Chemistry English	100% 100% 95% 83%
Andrew Yip* (Aggregate 95%)	Accounting Chemistry Physics English Honours Board: 3 x Scholastic Centurions	100% 100% 100% 79%	Caleb Weck* (Aggregate 99%)	AS Mathematics Physics Chemistry English	100% 100% 98% 96%

CAREERS INFORMATION



The careers room is located in the Student Centre

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

The Future Pathways facilitator (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 of school.

Careers 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 bi-annual 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, under Quicklinks, students can access a number of interactive websites that can assist in their subject choices, career planning and University courses.

The Careers staff use a computer-aided careers guidance programme:

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.

BULLS-EYE

This programme 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.

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 launchpad to explore a targeted range of career paths with a focus on areas with strong future prospects.



St Paul's Careers Advisor,
Mr Paul Wilson

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 and 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've 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.”

Students can go to the school landing page and click on the Career Central icon to access both BULLSEYE and Career Central.

If parents are interested in in-depth career consultation, outside provider, Claire Oehley provides a great service. For more information see www.alphacareers.net

YEAR 13 CAREER PLANNING FOR 2020

It is essential that you commence with your career planning early in the year.

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:

“50% of school leavers change course, training establishment or place of employment in their first year out of school”

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 & Short Term Goals plus how you intend achieving these. This list should be on your notice board 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.co.nz. 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 (see the statement at the top of this article). 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 1, most 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:

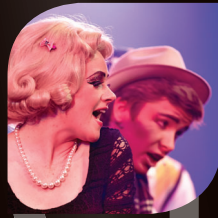
Waikato Uni	27 February
Lincoln Uni	10 March
Auckland Uni	12 March
Otago Uni	19 March
AUT	24 March
Massey Uni	26 March
Canterbury Uni	26 March
Wintec	7 April
Victoria Uni	5 May



OTHER ACADEMIC HIGHLIGHTS

Alice Cao, who was Dux as a Year 12 student in 2018, recently finished her first year of study at Auckland University doing Health Science. She earned 8 A+ grades for the eight subjects throughout the year and with her UKAT results (previously known as UCAT) at 99%. Alice has also passed her interview and received an offer of keeping studying for a Bachelor of Medicine and Bachelor of Surgery.

Alice Cao was just Year 12 when she was announced Dux of School in 2018.



PARTICIPATION

CULTURAL PARTICIPATION

2020 MUSIC CAMP – A report by Gustav Jooste

Upon arriving at the Music Camp, there were a number of new faces - incoming Year 9 boys and one Year 11 girl. While settling into William's house, which is where we stayed for the duration of camp, we were able to become well acquainted with some of our new music students. For Day One, we had our first run-through of the Concert Band for the year. With it, we got to know the new incoming students and work with our new Director of Instrumental Music and Conductor, Mrs Ringle. Her past experience in America working with both Concert and Marching Bands were welcomed as we approached new music to learn. Over the course of eight hours, we worked our way through four pieces from various genres. Notable pieces included music from The Incredibles, a piece last played when the current Year 13's were in Year 9, as well as Precision March, the Concert Band's first march. With our main goals for the year set before us — obtaining Gold at both the Hawkes Bay and Napier National festivals — we made a very good start to our year for the Concert Band.

After an intense day of work with the Concert Band, the next day's focus moved to the Big Band. This year's Music Camp hosted the largest Big Band the school has ever had, with seven saxophones, five trombones, three trumpets and a full rhythm section. With the larger ensemble of players came much greater goals than in previous years, with the aim of having a clean sweep of Gold medals across the three major competitions we compete in, particularly, the Tauranga

Jazz Festival which will be held at the end of the first term. As a result, we diversified our repertoire by going back to a traditional setlist with Swing, Bossa Nova and Latin. Our standout pieces included: "A Nightingale Sang in Berkeley Square", "Bésame Mucho", and the set-piece for the jazz festival, "Groovemaker". All of these pieces are more difficult than those that the Big Band have played in past years, and so our progress with them throughout the second day of camp was a very good sign.

The final day of Camp allowed for some last-minute sharpening up in preparation for the concert which was held in the afternoon, where both the Big Band and the Concert Band were able to run a successful programme of the pieces rehearsed during camp. Notably, the Concert Band was able to perform their most difficult piece for the year, "Spitfire", to relative success, considering a number of missing parts and the inherent difficulty of the piece. The work and assistance put in by staff was greatly appreciated — especially to Miss Jane Spenceley and Mrs Ringle for their organisation of the camp, as well as their effective direction of the Concert Band; Mr Bill Stoneham for his work with the Big Band; Mr Duncan Smith for supporting the band in the brass section, managing the logistics of the camp, and keeping us all in line, as well as Mr Tim Carpenter, whose continued support of anything musical in the school is always greatly valued.

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 St Paul's Network magazine please contact marketing@stpauls.school.nz

SPORTING ENDEAVOURS



GET-2-GO TEAM PLACE FOURTH FOR THE THIRD YEAR RUNNING

Over the period of 9-13 December, the combined St Paul's and Waikato Dio Get-2-Go team competed on Great Barrier Island in the National Final, having won the regional event earlier in 2019, and for the third consecutive year, finished in fourth place.

The storm experienced on the ferry ride over meant there was no competition held on the Sunday. Monday and Tuesday saw the teams compete in six one-hour challenges with a focus on strength and teamwork, with problem-solving elements. They also had kayaking, raft building, sailing and trekking (of 2-3 hours duration) challenges on these days. The team was sitting in fourth place after the first two days of competition.

Wednesday saw the start of the expedition, where the team got a map and had to race all over the island on foot and kayaking over water to get to checkpoints, camping overnight, and then doing the same on the Thursday. The combined team was fourth over these two days also.

The final day saw another huge rafting challenge to one of the offshore islands after building a raft from set materials. The team did themselves proud in this challenge, coming in first equal.

All of the team performed to a high level, showing considerable grit and resilience during the physical challenges. Our thanks go to Mr Keegan Stewart for his role as team coach and manager and also for taking time away from home over the five-day period.

The team was made up of the following group of students: Samantha Glenn (previously attended WDSG, but has now joined St Paul's)

Anna Urlich
Hannah Hull
Alex Purdie
Taiki Lynn

Molly Roberts
Jerry Pereira
Tom Scanlon

CRICKETERS BEGIN THE SEASON IN FINE FORM

TWO-DAY GAME VS HINUERA

On both Saturday, 11 and Sunday, 12 January, St Paul's had a tough first game in the two-day competition against Hinuera. St Paul's had several young players in the team gaining experience in this holiday fixture including; Michael Robinson, Dylan Fletcher, Cameron Bird, and Ben Urlich. St Paul's won the toss and batted first, reaching the total of 160 before being bowled out. Best batting contributions came from Declan O'Sullivan 60 not out, Curtly Harper 39, and Jack Sturm 20. In response, Hinuera batted very well and made a formidable 359/3 with Declan, Dylan and Curtly taking a wicket each as St Paul's struggled in the very hot conditions. Former St Paul's captain, Eddie Sclater scored an excellent 101 not out for Hinuera. Needing to bat 80 overs to avoid outright defeat, St Paul's put in a much more dedicated batting effort. Half-centuries were scored by Jack Sturm 69, Curtly Harper 55, and Kuwyn Price 51. St Paul's finished on 269/6 displaying great skill and discipline to secure a draw.

TWO-DAY GAME VS MORRINSVILLE

On Day One, St Paul's batted first and Morrinsville started off well, knocking over both openers. However, the innings was resurrected by Ollie O'Meeghan (67) and Jack Strum (34). Sam Lints also contributed, scoring 64. The tail also played their part with Shivam Achary (25). SPC finished the day on 233/10 from 67.2 overs. In reply, Morrinsville started well, but SPC was able to keep things at bay with Shivam Achary picking up three wickets for 38 runs. At the end of Day One, Morrinsville were 144/3.

Day Two saw Morrinsville in a strong position to take the first innings. However, SPC was able to fight back into the game with Ollie O'Meeghan the main destroyer, picking up three wickets for only 14 runs. However, Morrinsville was able to tie our score of 233/9, but they weren't able to post a lead, thus sharing the points. With time running out, SPC was able to bat out the match with Cooper Robinson scoring 54 not out, and Curtly Harper 37 not out with the loss of no wickets.



ST PAUL'S SWIMMERS COMPETE ON BOTH SIDES OF THE TASMAN OVER THE SUMMER BREAK



At the Queensland State Championships in December, Ben Littlejohn (Year 13 in 2020) and Laura Littlejohn (Year 11 in 2020) competed as part of the Waikato Regional Development Team. Ben's standout performance came in the 17 years 100m fly, winning the Gold medal. He also achieved three PBs in the 50m and 100m freestyle and 100m backstroke. Swimming in an exceptionally strong age group, Laura achieved Bronze in the 15 years 50m freestyle, setting a new Waikato age group and Open Women's record time. She also made finals in the 100m freestyle, 100m fly and 200m freestyle, setting two further Waikato age-group records.

In January, four St Paul's students competed in the New Zealand Open Water Championships held on Lake Taupo. Swimmers competed in the NZ Championship 2.5km and 5.0km or the Epic Series 1.00km, 2.5km, 5.0km swims. Boston Tordoff and Samuel Peoples achieved top 10 placings in their age categories of the NZ Championship events. Ben Haskell finished 24th in both the NZ 2.5km and 5.0km championship events (15-17 years). Charlize Tordoff competed as part of the non-championship Epic series of races, finishing 1st 2nd and 3rd in the 15-19 years age group across the distances.

OTHER SPORTING HIGHLIGHTS

- **Laurence l'Anson** competed at the NZ Football national age-group tournament in January. His Waikato/BOP team finished second on goal difference. Laurence was one of two players from his team that were named in the NZ Football U16 tournament team at the end of the competition and he was awarded the Golden Glove.
- The following students were selected for their provinces and have played in regional and/or national cricket tournaments:
 - 2019 Junior Boys' Secondary School (Regional):** Ben Urlich, Harry Trumm, Cameron Bird (Hamilton), Dylan Fletcher (BOP), Michael Robinson (Northland)
 - 2019 Senior Boys' Secondary School Reps (Regional):** Curtly Harper (Waikato Valley), Kuwyn Price, Shivam Achary, Jack Sturm, Ollie O'Meeghan (Hamilton), Sam Lints, Will Potter (Northland), Neelay Mistry (Northern Districts Invitational)
 - Northern Districts National Tournament U17 Men's:** Kuwyn Price, Shivam Achary
 - 2019 Senior Men's Hamilton Team (Regional):** Kuwyn Price (he was also invited to play an inter-squad Northern Districts fixture)
- Two new students to the school, who previously attended Cambridge High School performed outstandingly at the NZSS Track and Field Championships held in Wellington in December.
 - Josie Taylor** – qualified for the World U20 high jump champs and gained a bronze medal
 - Alice Taylor** – won the NZ Secondary School senior girls' high jump champs



ST PAUL'S ROWERS GET OFF TO A GREAT START AT NORTH ISLAND CLUB CHAMPIONSHIPS

Over the weekend of 24-27 January 2020, the North Island Club Champs (NICC) regatta was held at Karapiro, with SPC rowers getting into 13 x A finals and seven x B finals.

All 51 rowers in the SPC Club competed in the four-day NICC Regatta with excellent results. It was fantastic to see the hard work over three camps during the holiday break rewarded with 13 A finals and 7 B finals and six crews on the podium receiving medals in age group and club grades. These events were: Men's Intermediate Coxed 8 (Club), Girls Under 17 Single Skull (School), Boys Under 15 Coxed 8 (Club), Women's Novice coxed 4 (Club) and Girls Under 16 double skull (School). This is a fantastic result considering there were 38 clubs and a total of 2309 rowers competing with over half of them being adults. They have now increased to a minimum of 10 training sessions per week as they head into the business end of the season with another camp, Junior Regatta, NISS Regatta and MAADI in the next seven weeks.

The following crews had podium finishes as follows:

Men's Intermediate Coxed 8 (Tom Matthews, Luther Yates, Tom Haycock, Matthew Waddell, Riley Wills, Lewis Yetsenga, Campbell Colquhoun, Henry McLean-Bluck – Sam Ward [Cox])
1st Place – Gold Medal Time of 6:31:03 minutes

Girls' Under 17 Single Skull (Brea McDonald)
2nd Place – Silver Medal Time of 8:50:34 minutes

Boys' Under 15 Coxed 8 (Joe Harcourt, Logan Spencer, James Waddell, Dylan Thomas, Jack Ruske, William Milne, Hugh Kennedy, Gane Harbutt – George Mackintosh [Cox])
3rd Place – Bronze Medal Time of 6:52:08 minutes

Men's Novice Coxed 8 (Hetekia Te Ua, Riley Wills, Jack Ruske, Dylan Thomas, James Waddell, William Milne, Hugh Kennedy, Matthew Waddell – George Mackintosh [Cox])
2nd Place – Silver Medal Time of 6:43:14 minutes

Women's Novice Coxed 4 (Alexis McClennan, Olivia Dunn, Jessica Scatchard, Belinda Wright – Oliver McIver [Cox])
3rd Place – Bronze Medal Time of 8:24:97 minutes

Girls' Under 16 Double Skull (Leah Weck, Awatea Gudgeon)
2nd Place – Silver Medal Time of 8:38:32 minutes



Photos by Mr Jonathan Cameron





CHAPLAIN'S COMMENT *by Reverend Peter Rickman*

Kia Ora Koutou!

Happy New Year everyone and welcome to Term One, 2020.

It's been a fantastic start to the term with an amazing Powhiri for the many new staff members and students here at St Paul's Collegiate School.

As we began the New Year, at the opening chapel service, I asked the school a question: "Are you happy to be here?" The chapel was intensely warm, we were all back in our number ones for the first time and ... when also presented with a "would you rather" question of being in the school or by the swimming pool ... you can imagine what the overwhelming response was!

These questions were asked in relation to the value we place on a St Paul's education. Only 7% of New Zealanders have access to an educational environment such as ours, and when looking at this statistic on a global perspective, it drops to 0.0001%. In other words, we should all be happy to be here, we are blessed to be here, we are fortunate to be here and it is an enormous privilege to study and to work here. So despite the temperature, despite it being the first week back after a long refreshing holiday, we should all be happy to be here.

On the 3rd of December, after prize-giving last year, 29 members of this community, comprising four staff, one parent and 24 senior students, once again made their way to Cambodia to work with the charity Flame in the slums of

Phnom Penh. This is the fourth year that members of this community have made this trip, and once again, Cambodia and its people enthralled us, challenged us, entertained us and inspired us. We met so many children and young people who were incredibly happy, despite their extreme and desperate poverty.

Once again, we had to engage with so many assaults upon our senses and so many questions related to how we live and how others are forced to live. How was it possible to meet so many joyful, happy young people and children when they were living in terrible conditions; in shacks and makeshift shelters immediately adjacent to or literally on top of the stinking open sewers of their city?





The answer to that question was found in the Flame education centres. The joy of these children and young people that we encountered, interacted with and grew to know and to love, was centred in the value placed on the education that they were receiving. Education is to them, like it is to us, a passport. For us, it is a passport into a brighter, better and more fulfilled future. For the children and young people in the Flame centres, it was a passport out of the slums, away from poverty, slavery, oppression and the ever-constant threat and risk of trafficking. So high was the value placed on this education was that it generated the joy and happiness that we encountered in some of the most desperate living conditions on the planet.

All 24 students and four staff that we took to Cambodia this year each in their own individual way had a remarkable encounter. Our lives were changed. Our laughter echoed across the slums, the forests, the temples and the rivers. Our tears watered the dry ground at our feet as we once more pondered the story of genocide and the horrors of the Khmer Rouge. Our hearts were broken by the trusting affection of the children of Cambodia. Once again it was a truly humbling, life-changing and transformational adventure.

Mr Foot, Mr Carpenter and Mrs Allen were phenomenal travelling companions and leaders. Our students constantly made us proud; each and every one of them contributed so much of themselves, making themselves vulnerable, doing so much and learning something that lies at the heart of the Christian Gospel: Servant Leadership.

I encourage you all to seriously consider the opportunity afforded to your son and daughter by this experience in Cambodia. I would just like to mention that this year there are also two other similar life-changing and engaging overseas service opportunities on offer in the Solomon Islands and Guatemala. More details will follow in this respect.

I would like our students to have the final say and here follows some extracts from their final night reflections.....

David: "every day I smiled for a different reason, whether it being our group not once, but twice running sessions on our own, the whole room dancing Gang Gam style with us during our slum visits, the boy Ha's tuk tuk, or poignantly, seeing in one go, every single smile that we created at the water park, recognizing every single face that u hope maybe, in a small way, u changed the life of."

Julian: "To think that the smallest of deeds will significantly alter the lives of these kids is highly uplifting, and vice versa, as their smiles encourage me to give more than take in the long run"

Kayley: "Not only do I feel a great sense of gratitude from being here in Cambodia but I also feel extremely humbled to have met all of the students and staff of flame and to have had the pleasure of working in your amazing centres is something I will never take for granted. All staff, young adults and children of flame are so inspirational in their approach to life even when they have so little... they are some of the happiest and humbling people I've met"

Zainal: "This trip has been quite a handful. Physically and emotionally. It made me think, about our own lives, and the things we consider as "challenges". A lot of students complain about going to school, yet, these kids would walk that extra mile just to learn something new every day. Visiting the slums and seeing how the kids still smile and lighten up our day despite their living conditions is really inspiring..."

God bless us all as we travel together to the adventure that will be 2020.

Blessings - Rev Peter

WAITANGI DAY CHAPEL SERVICE *by Mrs Sarah Cantlon*



Head of Social Studies, Mrs Sarah Cantlon, spoke at Chapel on Waitangi Day.

One hundred eighty years ago, Maori and Pakeha joined together in the Bay of Islands to sign what would become New Zealand's founding document, te tiriti o Waitangi, the Treaty of Waitangi. Written in English and hastily translated into Maori, the treaty is now a cornerstone in New Zealand History.

Of course, our nation's journey begins much earlier than this. The arrival of Maori to New Zealand from Hawaakii many hundreds of years prior, cement Maori as Tangata Whenua in our

beautiful country.

Foreign explorers, sealers and whalers all enter the scene, and when rumours circle that the French are planning on staking a claim in Aotearoa, the English Government is quick to act.

Which is how we find ourselves in Waitangi - 180 years ago.

On February 6th 1840, on a stinking hot day - probably not unlike this one, Maori and Pakeha have gathered in front of a pakeha house. Many Maori have travelled from afar to discuss, and ultimately support the signing of this treaty.

The significance of the signing is not lost on those who are in attendance. Both Maori and the English think they are getting a good deal, and the rest, as they say, is history.

Which it is, except whose History?

Mixed messages and errors in translation mean that the English and Maori versions of the treaty don't match but more importantly the understanding of the treaties are different. There are 521 signatures on the Maori version of the treaty, and only 30 on the English version.

Words matter.

In the years following, New Zealand sees land wars, the Kingitangi movement, land confiscations and many years of European laws and legislation that betrays the key principles of te tiriti of Waitangi.

180 years is a very long time, and the New Zealand

government has moved towards acknowledging the grievances of Maori and the historic injustices.

On twitter this week - I saw a post from a Maori woman artist who was discussing that her son 'TeRangi' doesn't use his first name when booking a venue or purchasing tickets over the phone. She was annoyed - I was saddened. How is it that a person who identifies as Tangata Whenua, has to use his best friend's English name instead of his own when doing a simple act - such as booking a restaurant.

The choice to use the name James is ironic - given it was James Cook, who was the first Englishmen to arrive in New Zealand.

While I have no doubt that sitting in front of me today there are future policy writers, educators, members of parliament and potentially even a prime minister, there are things we can collectively do to acknowledge the intended principles of the Treaty.

Respect Tikanga, Maori principles and protocols, acknowledge the wrongs of the past and support a shared history from a range of perspectives. Practice tolerance to all who visit and live in Aotearoa.

Let's collectively make the effort to attempt to pronounce and use place and peoples names correctly. Today is an opportunity to reflect on who we are, where we have come from and where we are going as a country.

In closing, Let's reflect on this whakatauki:

He aha te mea nui o te ao. He tāngata, he tāngata, he tāngata

What is the most important thing in the world? It is people, it is people, it is people.

WAITANGI DAY CHAPEL SERVICE *by Sarah Wikaira and Ethan Bidois*



One hundred eighty years ago, two people stood in accord with one another. Two people stood for the founding of a nation. Both signed and agreed upon a lengthy piece of document which provided the rules and laws this new nation would uphold. The greatest experiment that humanity had ever seen was about to commence. And for a short time, it seemed to work. A short time. Cracks of tension and disagreement began. Brothers would begin to fight brothers. Blood would forever stain the whenua. This piece of paper, this crunched up drawn-out document was meant to stop this from happening . . . So why did the Treaty fail?

This is a story that has been repeated a million times, in a million places. History has not been kind to the smaller individual. So why, out of all the countries and states that this story has been told, is this day so important to us? I would like to think it's a day we reflect on the past and use it as an insight on the problems of today. Of poverty. Of pain. Grief. Many here may not be able to see this, but I have. Did the Treaty work?

Maori are three times more likely to consume tobacco and be born or set into poverty in this nation. Only 68.1% of Maori passed Level 2 NCEA. Maori are twice as likely to commit suicide when compared to their pakeha counterparts. That is their only chance. This stems from Maori feeling more isolated and lost than ever before. A lost connection with their tupuna and their whakapapa, the mistakes of the past still shaping Aotearoa's society today.

But, I must always acknowledge something. Whina Cooper once said "I am no longer accepting the things I cannot change. I am changing the things I cannot accept." We can't change history. I can't go back to stop anything that happened, and neither can you. We can only acknowledge and learn its existence in order to heal and solve the grievances that both sides have towards one another. I cannot accept the fact that I may only talk for minutes about this day . . . not hours. If Maori want to celebrate this day, they should be allowed to.

Maybe, it didn't work. Surely, the treaty left Maori worse off than before, and a disaster in race relations in a pakeha

perspective. But maybe, its new purpose for unity and healing of two peoples can leave both sides moving towards progress, instead of conflict. Ko te tootara waahi rua, he maa te ahi - The Totara that grows divided is food for the fire . . .

I hate you, I hate each and every one of you!...
When will you learn! I didn't sign the treaty! Protesting...don't you have something better to do? Why don't you just get over it? Just vote, just stand in an election, just say it in English, just me more like me!

I hate you...I hate each and every one of you!...

Your language, your taonga wearing, tattoo flaunting, Treaty entitled, university scholarship winning.

This is how it feels...

This is how it feels when we fail to honour the Treaty, when we fail to learn the lessons of the past. When we reap the benefits of ill-gotten gains aplenty and then fail to accept grievance, bitterness, or recompense.

This is how it feels when PE, Math, Science, English, Music, RE and Social Studies are compulsory in the junior school - but when I mention compulsion of Te Reo Maaori I'm required to clearly articulate and defend its value, relevance and significance? Why am I asked to translate te reo maaori for the benefit of others when the same considerations are never made for me?

To know me is to know my language...see the world through my eyes.

The immense loss I feel on this day - Waitangi Day - is forever tied to the 1.2 million acres stolen from my people. Not to mention the loss of language, and life which would impact successive generations - my generation! The great and tragic sacrifice made by my tuupuna who gave their lives fighting in the Waikato Wars - fighting for our freedom, our land, our people our way of life.

How do we at St Paul's Collegiate overcome this sadness and honour this day?

In truth we don't...we have athletics standards. We ignore, and suppress feelings of guilt, belonging, and complicity. We pressure students who would rather make a stand.

Give me a day...to turn sadness to joy, to respond to hate with love, ignorance with truth and darkness with light.

It's Waitangi Day so give me a day!



CHARACTER



SPECIAL CHARACTER

RUNNING FOR RESILIENCE *by Tihoi Director, Ms Cyn Smith*

As the Tihoi Intake One of 2020 settles into the new year, the boys run training has begun. Running has always been a part of my life due to several key and very valid reasons:

- You can run anywhere at anytime
- Everyone can run - it is a basic human movement
- Inexpensive - all you need is shoes, shorts and a t-shirt
- Cardio exercise
- Mental health - you can zen out on your run

Running the off-track trails at Tihoi is as much about the physical challenge as it is the mental. At 3.30 pm on Tihoi days, the students and staff head out on one of our many running tracks. The variety is fabulous - hills, farms, bush, 4WD trails and within minutes of starting the heart is pumping and the mind is clearing. The journey of running at Tihoi is massive for every fitness level. The familiar first 1km uphill is only just the start with the stamp box, the first milestone on the journey ahead; from here many trails extend into the bush and many boys have gained fitness, confidence, happiness and developed resilience on these trails.

Intake One have started building their fitness to get to the stamp box without stopping - the first challenge, as the goal of running a half marathon awaits. Beginning the training with the new intake is about running for resilience - blackberry, ferns, branches hang over the trails - an excuse to stop if you need one. Getting one's heart rate up and forgetting about the day and enjoying the bush.

Intake Two 2019 witnessed every Tihoi boy complete the challenging off-road half marathon at Kinloch. 65 boys running twenty one kilometres off-road. A great feat requiring that goal, determination, perseverance and resilience. If it was a choice many would not choose to do it but as a personal challenge most don't want to be the one who does not take up the challenge. To be resilient is withstanding or even thriving on stressors or adversity. This is what Tihoi is about and running achieves all of this every day. The goal increases as the weeks pass with the milestones of the 4km, 7km, 14km and finally the half marathon to gauge progress, maintain motivation and get the rewards. If you can run that, why wouldn't you - get out there - set a goal and feel GREAT.



Tihoi Intake 1/2020 have learnt the value of an active lifestyle.

2021 ENROLMENT PROCESS HAS ALREADY COMMENCED

The Headmaster and Associate Headmaster have already completed just over 40 interviews for the 2021 new student intake. We have limited places in the Boarding Houses and will be restricted to just 55 new Year 9 boarders and 18 new Year 11 to 13 female boarders. While in Year 9 we will take just 80 new 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 Suzanne Miller 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 2021, arrange an appointment for an interview with the Headmaster (Year 9 boys) or Associate Headmaster (female students) by telephoning Mrs Suzanne Miller – 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 2019 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.



