

“At St Paul’s
I have been
encouraged to
reach my full
potential.”



St Paul's
COLLEGIATE SCHOOL

Matthew
Corrie

We prepare students for life beyond high school.



St Paul's Collegiate School has a reputation for getting the best from its students and for consistently achieving some of New Zealand's highest academic results.

We make no apologies for setting high expectations. We want each and every one of our students to achieve personal bests in all areas of their school life. More than often, these expectations are set much higher than other secondary schools – and our students deliver.

While our strongest focus is ensuring our students are achieving their potential in their academic studies, so too is our focus on developing good character in every young man and woman. Through our Character Education programme, 'Over the Fence' community service initiative, chapel programme and our promotion of an understanding of the importance of emotional intelligence, we are striving to prepare St Paul's students to be resilient, agile and contributing members of society.

In a school with just under 750 students, boys are welcomed from Years 9-13, as day or boarding students. The senior years at St Paul's offer co-ed learning while the junior school, Years 9 and 10, remain a single-sex boys' school.

Through teachers who are enthusiastic and passionate about teaching; a pastoral care system that recognises the highs, lows, strengths and weaknesses of each student; and peer support that forms a sense of belonging only a small educational environment can provide, we believe boys thrive at St Paul's.

At St Paul's we offer a **unique structure** of a boys-only junior school and co-educational senior school that allows boys to develop into young men during their crucial developmental years (Years 9-10), without the distraction of the opposite sex.

We understand that boys develop and learn in different ways to girls, so by offering this structure we can provide a learning environment that best accommodates what boys need in those junior years. Our Tihoi programme provides a unique journey of self-discovery and one that encourages boys to develop self reliance, independence and skills they can apply to their everyday life.

While the school's primary focus is academic, we encourage our boys to enjoy success through active involvement in sports and culture, as well as learn to become young men

of integrity and empathy through community and service initiatives. We foster mateship and lifelong friendships through our vertical house system and boarding houses.

Our staff are enthusiastic, committed and hardworking and genuinely enjoy the challenges associated with working with teenage boys. They are experts in teaching boys both inside and outside the classroom, and are committed to transforming them into fine young men upon graduation and into positive highly functioning adults in later life.

But it's not really about what I have to say ... take a read of this booklet to hear what our boys think about their own development and time here at St Paul's.

GRANT LANDER

Headmaster

Our boys
enjoy an
education
that extends
beyond the
classroom.





“Academic success is celebrated here.”



OLIVER SAUNDERS
Year 13, boarder

ACHIEVING ACADEMIC EXCELLENCE

“St Paul’s has helped me be the best I can be academically.

My parents and I chose this school for this very reason and because academic success is celebrated, not shamed.

Here, I am not an outsider if I do well in class. I’m not labelled a ‘nerd’ or an ‘over achiever’. Instead, my peers encourage me and I am rewarded for my successes.

I received awards for my NCEA Level 1 and 2 results, which were presented to me at assembly. That was really cool – it was nice to be rewarded for my effort.

As a boarder, I am really glad we have supervised prep (homework) each day because I don’t think I would be motivated to do the work at home by myself. At prep, I am able to put aside any distractions, focus on my work and ask

boarding staff for help if I need it.

My teachers are great when I need help too. There is rarely more than 20 students in my class so my teachers can spend one-on-one time helping me and they offer extra tutorials before school, during lunchtime and after school where I can seek more guidance on a subject if I need it.”

2017 BOYS' RESULTS				2017 OVERALL RESULTS	
Qualification	St Paul's	National	Decile 8-10	NZ Scholarship (passes)	28
University Entrance	70%	42%	55%	NZ Scholarship (outstanding)	3
NCEA Level 1	95%	68%	72%	Cambridge (Year 11)	93%
NCEA Level 2	93%	74%	76%	Cambridge (Year 12)	100%
NCEA Level 3	91%	59%	67%		

At St Paul’s, each student is given the opportunity to achieve their very best in the classroom. In the junior years, students are ‘streamed’ based on their academic strength. This ensures they are learning at a pace suited to their ability. All students receive the opportunity for one-on-one support from teachers and extra tuition before and after school. This personalised approach to education is a proven formula for success. St Paul’s students consistently achieve some of the best University Entrance, NCEA, Cambridge International and NZ Scholarship examination results in the country year-on-year and rank well above the national average.

For a full list of senior subjects on offer at St Paul’s go to stpauls.school.nz/academic

"Being part of the junior scholarship programme is brilliant."

It's something which other students should aspire to be part of it and it sets you in good stead for scholarships in the senior years.

I was approached to be part of the programme. It was a little scary at the start as I wasn't sure what would be involved, but it has definitely been worth it.

The programme is designed to extend us. Instead of thinking logically all the time, it encourages us to think creatively and combine these two ways of thinking to produce better answers.

Most of the work was based around a Tournament of Minds (TOM) project – an external problem-solving competition for teams of students. You are given a challenge and have to present it creatively to a panel of judges. We had a month to prepare a script, build our own props and make costumes.

One of the criteria for being part of the programme is you have to be able to manage your work effectively. Being able to work well in a team is also important. We were given independence to work unsupervised in our groups, that meant we had to work together and keep each other on task to complete the project.

We have a dedicated teacher who is our mentor and who has been supportive. She has made it clear what we had to do and prepared us very well for the project work.

"The programme offers a more personal, hands-on and holistic approach, than other secondary extension and GATE programmes. It really pushes the students to step out of their comfort zone."

HEIDI LEWIS
Teacher in Charge,
Junior Enrichment programme

It sets you
in good
stead for
scholarships
in the senior
years.



GUSTAV JOOSTE
Year 10, day student

St Paul's junior enrichment programme is for Year 9 and 10 students who have shown exceptional academic promise. The programme looks to enhance certain key areas that are deemed essential for personal development and academic success in the senior school. Key areas include leadership, teamwork, research skills, problem-solving and creative thinking. The external competition is an opportunity to put into practice the skills the students develop in the programme.





“The work is not limited to the classroom.”



ROBERT MORBEY
Year 13, boarder

GAINING INDUSTRY KNOWLEDGE

“My parents own a small orchard, so growing up I always spent time outdoors.”

Originally, I thought I would be a farmer one day and when I came to St Paul's I wanted to study agriculture.

Then the Agribusiness programme was introduced and I realised I was more drawn to the business side of it and how it tied in well with Accounting – another subject which I was really starting to enjoy.

What I like about the programme is that it's not limited to just a farm or an orchard, but the whole primary industry. It's a lot broader and more interesting with the different paths you can take.

Through the course, I have been part of the group that won the

Fieldays young inventor prize for a product we developed in class that removes old gate-latch staples from posts. We have made beer and cheese and had a go at beekeeping. The work is not limited to the classroom.

The teachers are great too; they really understand the industry and have experience working in it.

My ultimate goal now is to own a farm, but to get to that stage I know I need to gain management and business experience, possibly through farm consultancy work.

I'm going to Massey University to complete a Bachelor of AgriCommerce – something that I might not have considered had I not taken Agribusiness at St Paul's.”

At St Paul's, students can study NCEA Level 2 and 3 Agribusiness. The course was pioneered by St Paul's in collaboration with Dairy NZ, Beef + Lamb NZ and a number of key industry leaders. It is currently being rolled out progressively to schools throughout the country. It provides students, who excel in science and/or commerce, with the opportunity to learn more about the primary industries. This will give them a competitive edge when entering New Zealand's agribusiness sector, which has a skills shortage. Agribusiness students learn agri-science, agri-marketing, agri-innovation and agri-management and finance.

To find out more about agribusiness at St Paul's visit stpauls.school.nz/agribusiness

"I was happier within the first week of being here."

All the boys in your boarding house are like your brothers, you can rely on them and they always have your back.

Boarding was hard at the start. My parents sent me to St Paul's because I'd gotten in with the wrong crowd at my local high school. I was pretty homesick at first and found it difficult getting used to living with around 20 other boys.

One of the senior boys really helped me adjust, as well as my housemaster. By the end of my first year I was doing much better, I got used to the fact that I was staying here and I started to make friends.

Since coming to St Paul's, I have improved in my academic work. As a boarder, not only are the teachers a short walk away, but all boarding houses have teachers in them as staff. This is great for when I need extra help with my studies.

Keeping fit and eating well is a great part of boarding life and this has helped me with my hockey and rowing training. A private nutritionist plans our meals and during the summer, we take part in early morning runs.

I've definitely grown in confidence since I've been boarding at St Paul's. We regularly have in-weekends where we all get involved with inter-house competitions. These weekends have been great for building strong bonds within the boarding house.

I really like being a boarder now, the good times definitely outweigh the bad."

"Brad is a changed boy since boarding at St Paul's. He is a lot more independent and doesn't need to rely on us as much anymore – he has grown up to be a wonderful young man."

TANYA EDWARDS (Brad's mother)



The boys are like your brothers, they always have your back.

BRAD EDWARDS

Year 13, boarder

St Paul's is one of New Zealand's leading private day and boarding schools for boys (Years 9 to 13) and girls (Years 11 to 13). St Paul's small community and modern boarding facilities offer the perfect home-away-from-home for students who choose to complete their secondary education living away from home. We provide a well-structured and supportive environment where our students feel safe and comfortable. Each boarding house is vertical in structure, with an even number of students from each year level, and staffed by a housemaster, deputy housemaster, assistant housemaster, matron and residential assistants.

To find out more about boarding at St Paul's visit stpauls.school.nz/section/boarding-at-st-pauls





A journey
of self
discovery.



TIHOI VENTURE SCHOOL

Exclusive to St Paul's, Tihoi Venture School – located on the western side of Lake Taupo and nestled on the edge of the Pureora Forest – is New Zealand's only 18-week back-to-basics outdoor programme, free from electronics and designed specifically for Year 10 boys.

During the 18-weeks, the boys experience academic, social and outdoor challenges that help them become independent, resilient and

self-managing. They develop self-esteem and personal motivation; learn to meet challenges and work with others; acquire the motivation and desire to extend their limits; live with others and learn to tolerate different personalities; improve their fitness; learn to appreciate the outdoors and make life-long friendships.

A unique life-changing experience, Tihoi is often described by parents as 'the making of my boy'.

To find out more out Tihoi Venture School visit knowtihoi.co.nz and stpauls.school.nz/section/tihoi-venture-school



CYN SMITH
*Director
 Tihoi Venture School*

“I’ll look after
 your son the
 way I’d expect
 my son to be
 looked after.”



TIHOI | A JOURNEY OF SELF DISCOVERY

“Pastoral care is a very important part of the Tihoi programme.

As a Mum, I understand it is a big step sending your son away, so we have an excellent care system in place.

Each house has a house tutor who gets to know each boy. These house tutors and I live right beside the houses so we are there and available 24/7. The teachers all work with the students in the outdoors, so the relationships that are built are really substantial and the students all find someone they can relate to.

As part of the English curriculum, the boys write in their journals, which is an important communication tool between themselves and me. I gain a good sense from reading these journals on how they are feeling and coping.

The Tihoi academic programme is quite vigorous. We introduce NCEA level 1 at Tihoi with the students completing 20-25 credits

internally assessed. I think it is the perfect place to be introduced to NCEA, due to the nurturing and support of our teachers.

Boys need to become independent and their time at Tihoi is a good time for them to do just that. They grow up a bit and learn to appreciate their families a lot more. The personal growth is significant.

The boys write home once a week and many parents really treasure the open and frank correspondence they receive from their son. Parents value tremendously the letter the boys write to themselves on the 44-hour solo towards the end of their Tihoi journey that outlines what they want to achieve from life. We post this letter to them on their 20th birthday.

I will look after your son the same way I’d expect my son to be looked after and that is with a lot of care and good communication.”

“Tihoi taught me a lot about myself and what I am capable of. If I could, I would definitely do it again.

I knew it was going to be hard, but I was looking forward to giving it a go. It's a rite of passage that all St Paul's boys have to go through. Tihoi is one of the reasons my parents sent me to St Paul's.

There were many challenges – like the runs. I thought we would run on a road, but instead you have to run in the bush on a track that is uphill and downhill. The runs definitely tested my endurance. At the end, you have the challenge of running 21km of which I ran 14km – a good achievement for someone who never ran before.

I also had to get used to living with a house of eight boys, having no parents around and needing to think for myself.

It's definitely not like home, but you have to get used to it. There is no TV, phone or laptop, so you have to get outside or read a book. It's like going back to the old-fashioned days.

I already knew some of the basics of cooking but I'm not the best at it. I learnt a lot from Tihoi's head chef, as we would get to help in the kitchen. I would observe what he does and it helped me to perfect my own cooking in my house.

The Tihoi staff are all really helpful and you think of them as one of your house members, especially your house mentor. They get involved with your group and become a part of it, which was really cool.

One of the biggest lessons I learnt was – structure and keeping a routine. I had never structured my days before, but Tihoi taught me how to organise my day better. This helps me a lot now with my study.”

If I could,
I would
definitely
do it again.



HAWAIKI TE RUKI

Year 11, day student



“I’ve taken my sports to new heights since being at St Paul’s.”

In Year 13, I was selected for the New Zealand under-18 cricket side – the team named in preparation for the 2018 under-19 World Cup. I was also selected to train with the Northern Knights senior training squad.

Both have been awesome opportunities to play cricket at a more professional level, as well as meet other cricketers from around the country.

I’ve always played cricket and rugby growing up, but it wasn’t until Year 11 at St Paul’s when I made the first team for cricket instead of rugby, that I started to take cricket more seriously. I’ve also since been part of the Northern Districts under-17 and 19 teams.

The indoor cricket nets and gym at St Paul’s are great for practice and training. One of the coaches has created a special strength and conditioning programme for me so that I can get stronger and fitter during off-season, ready to perform well when the season begins.

St Paul’s has showed me that I can balance my academic work with my sports. It’s been easy to manage my schoolwork when I’m away at training camps, as the teachers are really supportive.

I’m going to study law and either arts or commerce at Otago next year, but I will also be continuing on with cricket. One of my goals is for a Northern Districts first class debut – so I’ll be training hard towards that.”



I’ve taken my sports to new heights since being at St Paul’s.

MATTHEW FISHER

Year 13, day student

Sport is an essential part of student development at St Paul’s, with participation in both summer and winter sport a compulsory part of school life. St Paul’s sports programme caters to students of all abilities – from those less sporty to those who are hopeful of pursuing sport as a career through St Paul’s High Performance Sports Programme. Participation in sport allows students to experience individual success, to develop a better understanding of their own and others emotions, recognise the power of teamwork, personal discipline and how to cope in a healthy competitive environment.

To find out more about sport at St Paul’s visit stpauls.school.nz/sport





“Playing in front of a big crowd was a big deal for me.”

TOM WATSON
Year 13, day student



“My love for playing the saxophone started at St Paul’s.”

I started playing as part of St Paul’s Year 9 band programme. It’s a compulsory programme that requires each student to choose an instrument they have never tried before.

I found the saxophone reasonably easy and liked the sound and the way it felt, so I decided to keep on with one-on-one lessons and join the Big Band and Orchestra after the programme finished.

I wouldn’t consider myself very confident, so playing in front of a big crowd was a big deal for me. We perform at competitions, open days,

assemblies and in the annual music showcase.

My first solo performance was Adele’s *Skyfall*. I was nervous but because all my band members were there with me, I felt a lot more confident. I felt a real sense of pride afterwards, my friends all said it sounded really cool.

Most of the music we play is classical. It wasn’t really my thing at first but I have learnt to appreciate it and I have a few favourite songs like *Tuxedo Junction*.

At the moment I use a saxophone I rent but I plan to buy my own and start a band when I go to university.”

At St Paul’s, we help our students discover talents they never knew existed by encouraging them out of their comfort zones to try new things. For those students who are passionate about the arts, St Paul’s offers a cultural playground of music, drama, Kapa Haka, visual art, public speaking, debating, Trinity College music exams, annual productions and music showcases, 48-hour film challenges, choir, bands, and much more. Students who participate in cultural activities at St Paul’s get the experience of performing in front of their peers and to public audiences through ticketed events.

To find out more about culture at St Paul’s visit stpauls.school.nz/section/culture

“When it came to choosing subjects for Year 11, I started thinking about my future.

I studied Māori in Year 9 and 10 and decided to continue with this because not only will it further my career opportunities, but also Māori culture is a very important part of New Zealand.

The protocol is very different from my everyday life so I have learnt a lot while at St Paul’s through the Kapa Haka group and by learning Te Reo.

I have slowly grown my understanding, learnt how to connect with those of Māori

decent and have developed huge respect for Māori culture.

I believe any business I work for in the future will benefit from knowing I can understand the culture and speak the language with confidence.

Admittedly, I am still building that confidence, taking Te Reo has been hard. Māori isn’t spoken at home but I have managed to achieve a reasonable level of fluency and I plan to take a few Māori language papers at university too.”

I have developed huge respect for Māori culture.



HEATH CAMPBELL
Year 13, boarder

Māori culture is an integral part of St Paul’s and every student is encouraged to learn about its tradition and protocol through the House Haka competition, Kapa Haka group, pōwhiri services and NCEA levels 1-3 Te Reo. The school haka competition is a moving and anticipated annual event on the school’s calendar. Students participate in their school houses and compete against each other for the title of ‘Best House Haka’. Karakia and waiata is incorporated into assemblies and chapel services.





I am
so glad I
made the
decision to
step up.

MATTHEW JAYASURIA

Year 13, boarder



"I have had many leadership opportunities at St Paul's and felt encouraged to step up.

I was quite shy when I first started, but as time went by, I became more comfortable to be myself.

The vertical house system works really well because as a junior you look up to your senior peers – the Year 13s in your house. When I first came into Clark House, one of the school's three male boarding houses, the seniors showed me around and helped me if I didn't know something, like where to put my laundry.

I have always wanted to help others and in Year 12, the opportunities started to arise. You can step up within your house by leading house chants and helping the junior students. I took responsibility

to lead my house in House Music and make us better than we had been before.

I applied as a full school prefect in Year 13 because I not only wanted to help others in my house but also around the school, as well on the sports field and in the classroom.

I was instead appointed Deputy Head Boy – which was even better! As part of the student leadership team, we make the rosters for the other school prefects and outline their duties, as well as train the new prefects who are appointed during the year.

My application was self-motivated but my mum always said to try the best at school and to take advantage of the opportunities presented to me. I am so glad I made the decision to step up."

At St Paul's, students are given every opportunity to become a respected leader of their peers. Each student will address the whole student body at least once at a chapel service. Every student has the opportunity to become a House or full school prefect, mentor group leader or sports captain. They can also attend leadership training programmes including St Paul's leadership camp for Year 12s or the World Vision and Anglican leadership conferences.

"I know this sounds cliché but St Paul's service programme has been an eye opening experience for me.

Going to Cambodia was one of the best things I have ever done. We weren't just there as tourists or to donate money; we went into the slums, interacted with and supported the locals, and helped paint community centres.

I had seen this type of devastation and poverty on television but when I got there and had my feet on the ground it really hit me; I realised how fortunate I am and that these people aren't just ads on television – poverty is real.

It brings you to terms with the whole idea that there is a lot of suffering in the world and we are so lucky to live where we are and have the privileges we do.

I've made plans to go back with the students who I went on the

trip with. We want to continue our work there, on a personal level.

Our 'Over the Fence Ministry' is another service initiative where we visit local decile one primary schools in Hamilton during our lunch break. We read to them, play games with them and teach them music.

I was really taken back when I first visited a school. Seeing kids who haven't had breakfast and who don't have shoes was really confronting. It was really challenging to know this level of poverty exists in my own backyard.

The thing with St Paul's service programme is it isn't all about giving money or fundraising; it's about making a difference and connecting on a personal level with those less fortunate. There is nothing more rewarding than the feeling of helping someone who really needs it."

“It's about connecting on a personal level with those less fortunate.”



MICHAEL TURNBULL

Year 13, boarder

All students are encouraged to take part in a number of activities as part of the school's three-tiered service programme to give back and help those less fortunate. The programme promotes a transformational (as opposed to transactional) style of service that creates relationships and builds character. More than 300 students have chosen to volunteer for the 'Over the Fence Ministry', one of the service tiers that involves students giving up their spare time on a regular basis to help out in local low decile primary schools. The other two tiers involve working with local charitable organisations and international service trips.





“EI has helped me understand my feelings toward certain situations.”



FRITZ JOOSTE

Year 11, day student

EMOTIONAL INTELLIGENCE

“Learning about Emotional Intelligence (EI) has helped me to understand my own feelings towards certain situations, as well as others.

This is particularly beneficial especially when working in groups, as you have a better understanding of why some people work one way, and others another.

Our Year 11 EI sessions are run by our housemasters at various times throughout the year.

The programme covers what EI is – that it’s your compassion, your understanding of how others feel and your understanding of how you feel.

We do quizzes that help determine what our own level of EI is. The higher your EI is, the better you can react in different situations. Through this programme, I learnt I have reasonably high EI.

An example of how we cover the topic in class is we watched a clip from the TV show *The Big Bang Theory* to analyse the way in which one of the characters, Sheldon Cooper, reacted in a particular situation. We are also asked questions relating to EI and have to discuss them as a class.

I’ve found learning about EI beneficial, and our housemaster is very good at encouraging discussion and getting us to open up.”

Emotional Intelligence (EI) is a new programme at St Paul’s designed to teach Year 9, 10 and 11 students a set of skills that will help them to interact and build better relationships with each other. These skills help our students to perceive, understand, express, reason and manage their own emotions; recognise emotions in others; and learn how to adjust their behaviour to act accordingly. This life skill is commonly used for training in the workplace, but St Paul’s believes this is a skill best taught before entering the workforce. Currently we are the only secondary school in the country offering it to students.

"Through doing the construction class, I have a building apprenticeship lined up for next year.

During my time at St Paul's, I have always taken woodwork classes where I worked on various building projects like making oil stone boxes, tables and furniture.

I had the option of moving into the construction class in Year 13 and, while I did have other ideas for what I would do when I finished school, building has always been in the back of my mind.

In the construction class, we learn what being a builder is all about and get the opportunity to work on construction projects within the school, such as building new classrooms

and upgrading existing classrooms.

We work one full day per week under the supervision of the school builders, as well as other building companies who come onsite during the year. We also get to see what other contractors do such as electricians and plumbers.

It's cool because they treat us like actual staff, rather than students, giving us a taste for what working in the industry would be like. As the year has gone on, we have been given more responsibility to manage tasks and tools on our own and gain independence.

The skills I've picked up in the class have also been great for back home on the farm, as Dad now gets me to give him a helping hand."

...giving us a taste for what working in the industry would be like.



QUINN BOWIE

Year 13, boarder

St Paul's and key industry builders have enabled students to gain hands-on experience in the construction industry as part of a programme aimed at Year 12 and 13 students. Students in the construction class work on-site for one full day each week as apprentice builders under the guidance of qualified builders. The focus of the course is predominantly building but students can also learn plumbing, electrical work and other trades. Roughly 50 percent of the construction class students are now working in the construction industry having landed jobs straight after graduation.





“He isn’t just a number... they really know our son.”



“My wife and I were looking for an environment where our son wasn’t going to get lost. We wanted Matthew to attend a school where he would succeed academically.

For us it was going to be through personalised teaching within smaller class sizes so that he would receive the support he needed. St Paul’s does exactly that.

The support Matthew gets in the classroom is phenomenal. He isn’t just a number; the teachers really know our son. Every fortnight we receive an email progress report which tells us how he is performing in the classroom. His teachers know his good points, they know areas he needs to work on and they know how to get the best out of him.

PAUL FORWARD
Father of Matthew Forward (Year 11)

All of the assurances we were given at the start about Matthew receiving a customised education and one-on-one time with his teachers has been delivered.

The house system is a real gem too. Each house has students from Year 9 through to Year 13 so they mix with students of all ages and of different strengths and passions. The kids form a unity. There is of course competition but it is good, friendly competition with the other houses.

We couldn’t be more pleased with our decision to send Matthew to St Paul’s. Every day he comes home and says “I’ve had a good day” or “I’ve had a great day” and as a parent you can’t really ask for much more than that.”

The division of our school into houses provides a smaller group in which our students can find friendship and support at St Paul’s. The vertical house system and house competitions build community spirit, teach the importance of teamwork and help younger students integrate into secondary school life through social interaction and bonding. Older students have the opportunity to learn important leadership skills that can be used later in their tertiary education and/or workplace.

GROWTH THROUGH FAITH

“We wanted a school for Ollie that reflected the values and attitudes we uphold at home; to be compassionate, honest, have integrity and aspire for excellence. We also wanted a school that would grow our fine young boy into a fine young man.

For us, St Paul’s ticked all these boxes and the Tihoi experience was ‘the icing on the cake’.

Ollie was engaged with his learning at St Paul’s from the outset, coming home saying his teachers were fantastic. Having your child engaged and happy with an inspiring teacher at the front of the classroom is exactly what we wish for as parents.

Having an education underpinned by the Christian faith was another important consideration for us. The importance of service to others and learning about empathy often forms the basis of stories Ollie has learnt at school. These stories have made an impression on him and he shares these with us at home around the dinner table.

We look at Ollie’s St Paul’s education as an investment in his future. An excellent education is a gift we can give our children to set them up for what’s ahead.

We have not been disappointed with our decision for Ollie to come to St Paul’s as we feel he is receiving an education that is both relevant and meaningful.”

“We can give our children the gift of an excellent education.”



KAREN O’MEEGHAN

Mother of Oliver O’Meeghan (Year 11)

As an Anglican school, faith plays a big role in life at St Paul’s. Chapel services are held twice weekly for the whole school and on Sunday evenings boarding students attend a service of night prayer. The strong presence of faith teaches students to accept responsibility, serve others and be aware of the spiritual and moral dimensions of life.



Where are they now?

Close to 20% of St Paul's students receive tertiary scholarships upon graduation each year.



Aditya Sakalkale ◀

Aditya was head boy of St Paul's in 2014. Aditya has been awarded a scholarship at the University College Cork in Ireland, where he is nearing the end of his third year of study towards a Bachelor of Medicine. He was also awarded the title of College Scholar for the second year running. Aditya completed his first and second years with first class honours. While at St Paul's, Aditya was an all-round strong sportsman and he has continued on with his sports as a founding member, public relations officer and short stick midfielder for UCC Lacrosse and during his first year of university, he was the starting goalkeeper for Ireland's Fresher Football team.



Jack Davies ▼

Jack was head boy of St Paul's in 2015. An aspiring doctor, Jack was awarded a \$45,000 academic excellence scholarship to study health science at Otago University. He is now in his third year of studying medicine at Otago and flatting with some of his former St Paul's Clark House roommates. Still passionate about sport – during his time at St Paul's he was involved in rugby, cricket, athletics and cross-country – Jack would love to end up in a career that combines the health sciences with sport such as, orthopaedics or sports medicine.



Tom Yarrall ▲

Tom was head boy of St Paul's in 2016. Having been awarded a \$6,000 future leaders scholarship for Otago University, Tom headed south to study a Bachelor of Commerce with plans to complete a double major in accounting and finance. While at St Paul's, Tom was a talented sportsman. He was a member of the 1st XV rugby team, 1st XI cricket team and athletics team. Tom has continued to play rugby and was selected as a member of the Otago U19 rugby team. Post-university, Tom is aiming to get involved in investment banking with the hopes of travelling and working overseas.

MORE INFORMATION

stpauls.school.nz

Enrolments – stpauls.school.nz/enrol

Scholarships – stpauls.school.nz/scholarships

Fees – stpauls.school.nz/fees

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