



**St Paul's**  
COLLEGIATE SCHOOL

# THE INFORMER

KEEPING THE ST PAUL'S PARENTS AND STUDENT COMMUNITY INFORMED

ISSUE 1 | MARCH 2021

## DEAR PARENTS AND GUARDIANS

WE HAVE STARTED THE NEW ACADEMIC YEAR IN A MOST POSITIVE AND ENCOURAGING MANNER, WITH THE HIGHEST SCHOOL ROLL (I.E. 794 STUDENTS) THAT WE HAVE HAD IN OUR HISTORY (I.E. 751 IN 2020, 744 IN 2019, AND 718 IN 2018). WE HAVE ADOPTED THIS STRATEGY TO PARTIALLY OFFSET THE HUGE LOSS OF INCOME THAT WE HAVE EXPERIENCED IN HAVING ONLY 21 INTERNATIONAL STUDENTS COMPARED TO THE NORMAL 40 THAT WE WOULD TYPICALLY HAVE. CONFIDENCE IN THE SCHOOL IS OBVIOUSLY STRONG WITH 182 FEMALE STUDENTS, THE BIGGEST NUMBER WE HAVE ALSO EVER HAD.



**Grant Lander**  
HEADMASTER

## CONTINUED SMALL CLASS SIZES DESPITE A RECORD ROLL

Encouragingly, we have maintained our ongoing commitment to small classes in each of the Year levels; with a cohort of 116 boys in seven classes at Year 9, we have respectable numbers in each, ranging from 14 to 18 and average class size at Year 9 of 16 boys. At Year 10, with a cohort of 141 students (i.e. half at the Venture school and half at our Hamilton campus), we have four classes of 18 boys at Hamilton. In Year 11, we have a cohort of 183 (i.e. almost exactly the same size as 2020), with an average class size of 16 and only 17 of the 67 option classes with 19 or more students. In Year 12, the overall cohort is 201, of whom 66 are girls. Twenty-two of the 70 option classes have 19 students or more, with an average of 15.6 per class. While at Year 13, we have a moderate cohort with 153 students. Just 15 of the 58 option classes have 19 students or more, with an average class size of 13.5 students.

## IMPRESSIVE EXAMINATION RESULTS

Our seniors have achieved some of the best ever results in the challenging external examinations.

A highlight has been Joanna Li's (Year 11) exceptional performance in the recent Cambridge International examinations. In the Cambridge IGCSE Chemistry examination, Joanna was Top in the World with her 99% result – the learner who achieved the highest standard mark in the world in the subject of Chemistry. This is an incredible achievement and a first for a student of our school. Last year, more than one million students sat Cambridge examinations in more than 10,000 schools in countries around the world, including the United Kingdom, United States, China, India, Singapore, as well as throughout Europe, South America, and the Middle East. Joanna's feat will be appropriately recognized at a special awards ceremony to be held in Auckland on 18 February. Joanna impressively gained a 98.5% average in her IGCSE Chemistry, English, and Physics examinations and has a great academic future ahead of her.

Overall we gained our best ever collective set of results. In NCEA Level One, 96% of our students gained their certificate but even more impressive was the quality of the grades – 26% did so with an Excellence endorsement (i.e. 18% in 2019) and 48% with Merit endorsement (i.e. 46% in 2019). With 74% gaining the qualification with an endorsement (i.e. 64% in 2019) – this compares favourably with the average of 57% gaining endorsement in Decile 8-10 schools and the 44% for students nationally.

In the demanding IGCSE qualification, 51% gained an 'A' or 'A\*' grade (i.e. higher than 80%) compared with 31% in 2019.

In NCEA Level Two, 96% gained their certificate at this level (i.e. 95% in 2019) but again the quality of the results saw 17% gain an Excellence endorsement (i.e. 15% in 2019) and 36% Merit endorsed (i.e. 32% in 2019). The figure for overall endorsement (i.e. 53%) was once again significantly above that for Decile 8-10 schools. While in AS Level English and Mathematics, 100% of our students passed.

In NCEA Level Three, 98% of our students gained their certificate (i.e. 92 in 2019) and 84% gained the more demanding tertiary entry (i.e. 80% in 2019), 20% gained their Level Three with Excellence endorsement, and 35% with Merit endorsement.

The amazing thing is that these results were gained in a year of significant disruption due to the COVID-19 lockdown and the uncertainty around learning during the pandemic. Our senior students should be incredibly proud of the resilience, courage, and persistence that they showed over the year. Regrettably, this has not, it appears, been replicated particularly in many of the more socially and economically disadvantaged schools around the country.

## COVID PREPAREDNESS

With recent events in Northland and Albany, we continue to ensure that we have the best processes and procedures in place in terms of our COVID preparedness.

At Alert Level One, we continue to encourage students and staff:

- To stay at home if they feel unwell.
- Sanitize and wash hands regularly.
- Monitor our supplies of PPE gear and ensure that all Year 9 and new girls have access to cloth facemasks should we shift to Alert Level 2 (i.e. remembering that we attempted to re-collect in the two cloth facemasks that were issued to Year 10, Year 11 boys, Year 12 and 13 students late in Term 3).
- COVID tracer app. We have created a number of different QR tracer apps for different locations around the school (i.e. for parents whose children have swimming lessons at the pool, for boarding parents dropping their son/daughter off in one of the Houses, or for those who go to the school shop or the Main Reception). This will, we believe, more accurately reflect movements around the campus. All those visiting the school and who get out of their motor vehicle must scan the respective app for their destination at St Paul's.
- Given the recent incident where a person leaving managed isolation appears to have caught the virus and then entered the community, we have revised our procedures and until further notice:
  - Any student/staff member who has traveled internationally and has been in quarantine, must complete a further stand-down of seven days and complete one negative test during this time.

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## NEW STAFF 2021



**MR DANIEL SCANLON  
(TRAINEE TEACHER)**

Daniel (Collegian – Fitchett 2013 – 2015) will cover the classes, on Fridays, of Reverend Peter Rickman who is finishing off his study for a Graduate Diploma in Teaching. Daniel will also assist with the teaching of our Year 10 Learning Enhancement

programme and take a junior Social Studies class. Daniel gained his Sports Science degree from Waikato University and we are looking forward to providing him with an opportunity to teach and gain his teacher registration.



**MRS KRYSTAL TAIAPA (TE REO MAAORI TEACHER)**

Krystal was a regular part of our school in 2019 when completing her teacher training. In 2020, Krystal taught Te Reo at Hamilton Girls' High School, and in 2021, she is looking to work towards the completion of her teacher registration through the taking of the Year 12 and Year 13 Te Reo and one junior Social Studies class.



**MR FRASER WILSON  
(BIOLOGY TEACHER)**

Fraser is a year six teacher and joins us from Auckland Grammar School, a school that he has taught at for the past four years. Prior to that, he was at Aorere College. His co-curricular interests are athletics, rugby, football, and basketball. Fraser

is a Collegian, having attended St Paul's as a student in Fitchett House from 2001 to 2005.



**MR DREW TIERNEY  
(ENGLISH TEACHER)**

Drew was Assistant HOF at Cambridge High School, having taught previously at St John's College (2007 to 2017), where he had Year Level Dean responsibilities, and at St Peter's School (2001 to 2005). He is an experienced Rowing coach and

international Rowing umpire and will be a valuable addition to our club in this sport.



**MR ISAIAH DUNCANSON  
(PHYSICS TEACHER)**

Isaiah is a first-year teacher who gained a Bachelor of Science degree from the University of Otago and had been Head Boy of Otumoetai College. His co-curricular interests are rugby and volleyball.



**MR KIERAN TAYLOR  
(HISTORY TEACHER)**

Kieran gained his Bachelor of Social Science (History and Geography) at the University of Waikato and has been teaching at Thames High School since July 2016, where he has been TIC History and in 2020 co-dean for Year 13. Kieran has been an

active rugby and cricket coach for the past four and a half years.



**MRS HARRIET NORMAN  
(ESOL TEACHER)**

Harriet is a fourth-year teacher who is primary-trained and taught at Karapiro and Lemington Primary schools. With the drop in international student numbers in 2021, Harriet will be employed for an initial fixed period of six

months in a part-time capacity as an ESOL teacher, working mornings on weekdays. Harriet is a Collegian (Harington 2010-2012), who was a successful Prefect in her final year. She has extensive dance experience/qualifications and has started up a Dance Academy which operates in the evenings and on the occasional weekend out of the Drama facility on the Hamilton campus.



**MR GREG HAINES  
(DIRECTOR OF TEACHING AND LEARNING)**

Greg has a Bachelor of Commerce and Administration, Economics and Commercial Law from Victoria University of Wellington; a Diploma of Teaching (Secondary Education) from the Wellington College

of Education and since 2014 has been studying towards his Postgraduate Diploma and Master's in Educational Leadership through Auckland University. He has an exemplary teaching career across a number of leading New Zealand schools including Wellington College, Saint Kentigern College, and most recently St Peter's School (Cambridge). Greg also did six years of teaching at Hurstpierpoint College in the United Kingdom. For the past four years, Greg has held the position of Deputy Principal at St Peter's School and prior to that was the Acting Head of Teaching and Learning and also Assistant Headmaster at Saint Kentigern College. Greg also has a longstanding background of five years as a Boarding Housemaster and his sports of passion are Hockey and Cricket.



**MR ADAM ROSS  
(MATHEMATICS TEACHER)**

Adam was previously a teacher and was Head of Boarding at Feilding High School (i.e. since 2016). Adam provides us with a level of curriculum flexibility given he has previously taught junior Science. Adam has had previous teaching experience

at Karamu College (four years). His co-curricular interests are in rugby and distance running.

### MR ROB WYNN (TIHOI TEACHER)

Rob has been employed for the year as a teacher/outdoor instructor. Rob has most recently been the Teacher-in-Charge of Outdoor Education at Whangamata Area School and has assisted at Tihoi, in 2020, as a contract outdoor instructor. Rob was a member of the Tihoi team in his early educational career, 2002 to 2004. We feel fortunate to have a person of Rob's attributes and skillset join us.

### MS MICHELLE CAMPBELL (TEACHER/OUTDOOR INSTRUCTOR)

Michelle joins us as a teacher/outdoor instructor after leading the Outdoor Education programme at Tapawera Area School in the South Island since 2018. Primary trained, we feel confident that Michelle will offer a lot to the programme at Tihoi.

## 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 8.00 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 80-90 students) and has 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 2021

#### 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 Cameron Stapleton	Deputy Housemaster	
Mr Craig Peebles	Assistant Housemaster	
Ms Jody Wilson	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	

#### 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 Kelvin Hogg	Housemaster	957 8819
Mr Bruce Rawson	Assistant Housemaster	

##### HARINGTON HOUSE:

Mrs Heidi Lewis	Housemaster	957 8874
Mrs Stacey Stewart	Deputy Housemaster	
Mrs Lynaire Williams	Assistant Housemaster	

##### SCHOOL HOUSE:

Mr Neil Muirhead	Housemaster	957 8840
Mr Daniel Teka	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 | • Williams House  | 027 279 8618 |
| • Sargood House | 027 279 0762 | • Harington House | 027 279 8621 |

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

- **MR JOSH HAY** – Assistant Headmaster – Extracurricular Activities:
  - Coordinates Sporting and Cultural activities
  - Oversee Arts and Culture activities
  - Coaching opportunities and experiences
  - High Performance and Athlete Development
- **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

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## 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 that offers information on key topics with expert interviews, fact sheets, parent quizzes, 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](http://stpauls.nz.schooltv.me)

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

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



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

# STUDENT LEADERS FOR 2021



**MATTHEW WADDELL**  
*Head Boy*  
*Junior Portfolio*



**GRETEL MUIR**  
*Head Girl*  
*Wellbeing Portfolio*



**FRAZER TAM**  
*Deputy Head Boy*  
*Chapel Prefect*  
*MOS Portfolio*



**CAITLIN FLADGATE**  
*Deputy Head Girl*  
*Environment Portfolio*



**JOSHUA GULLERY**  
*Head of Clark*  
*Social Portfolio*  
*Boarding Portfolio*



**JOSEPH GRIGG**  
*Head of Fitchett*  
*Junior Portfolio*



**KUWYN PRICE**  
*Head of Hall*  
*Sport Portfolio*



**LAURENCE I'ANSON**  
*Head of Hamilton*  
*Chapel Prefect*  
*Art Portfolio*



**KATIE BROWN**  
*Head of Harington B*  
*Boarding Portfolio*  
*Social Portfolio*



**SOPHIE MARSH**  
*Head of Harington D*  
*Wellbeing Portfolio*



**SAM LINTS**  
*Head of Sargood*  
*Social Portfolio*  
*Environmental Portfolio*



**JAMES FINDLAY**  
*Head of School*  
*Junior Portfolio*



**JAE BROOMFIELD**  
*Head of Williams*  
*Boarding Portfolio*  
*Junior Portfolio*



**MARCIA GRAAFHUIS**  
*Chapel*  
*MOS Portfolio*



**CHARLIZE TORDOFF**  
*Chapel*  
*Social Portfolio*  
*Female Head of Hall*  
*House*



**BELINDA WRIGHT**  
*Chapel*  
*Sport Portfolio*  
*Female Head of*  
*Williams House*



**CHLOE CARR  
 PATERSON**  
*iTeam*  
*Sports Portfolio*  
*Spirit Portfolio*



**HAMISH SAUNDERS**  
*Academics Portfolio*  
*Boarding Portfolio*



**LINCOLN WINTER**  
*Spirit Portfolio*  
*Boarding Portfolio*



**DRAKE WALTHER**  
*International Portfolio*  
*Sports Portfolio*



**NIAH CHURCH-JONES**  
*Spirit Portfolio*  
*Junior Portfolio*



**BEN BACK**  
*International Portfolio*  
*Arts Portfolio*



**HAZEL HULME**  
*Social Portfolio*  
*Environmental Portfolio*  
*Female Head of*  
*Sargood House*



**NEISHA COOPER**  
*Arts Portfolio*  
*Female Head of*  
*Fitchett House*



**OSCAR COXHEAD**  
*Spirit Portfolio*  
*Social Portfolio*



**BRANDON  
 ANDERTON**  
*Environmental Portfolio*  
*Junior Portfolio*



**GUY LUDBROOK**  
*Junior Portfolio*  
*Boarding Portfolio*  
*Academic Portfolio*



**DIDI LAWSON**  
*Academic Portfolio*  
*Environmental Portfolio*



**MATTHEW WADDELL**  
*Head Boy*  
*Junior Portfolio*



**MATIRE ORMSBY-  
 VAN SELM**  
*Te Kaea Portfolio*

MOS = Mission, Outreach and Service



## OVERALL ACADEMIC PERFORMANCE

### EXTERNAL EXAMINATION RESULTS

Our pass rates in the NCEA examinations proved to be on par with those achieved by seniors in recent years, with the exception of Level 3, which rose markedly from the previous year. The percentages gaining certificate endorsement (Merit or Excellence) higher at all Year levels.

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

	2020	2019	2018	2017	2016	2015	2014	2013	2012
Level 3	98%	92%	93%	93%	93%	94%	92%	93%	86%
UE	84%	80%	81%	76%	78%	83%	80%	91%	91%
Level 2	96%	95%	97%	96%	98%	97%	96%	97%	89%
Level 1	96%	95%	94%	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 2020

	SPC 2020	SPC 2019	SPC 2018	SPC 2017	SPC 2016	SPC 2015	SPC 2014	SPC 2013
Level 1 with Excellence	25%	16%	16%	14%	19%	17%	16%	14%
Level 1 with Merit	45%	44%	45%	51%	48%	46%	42%	46%
Level 2 with Excellence	17%	15%	17%	19%	17%	16%	15%	11%
Level 2 with Merit	34%	32%	34%	35%	41%	30%	31%	29%
Level 3 with Excellence	22%	14%	18%	20%	22%	14%	10%	11%
Level 3 with Merit	34%	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 performed in the 2020 examinations:

#### Overall Performance

	St Paul's	Decile 8-10	National
NCEA Level 1	95.4%	74.6%	69.7%
NCEA Level 2	94.0%	84.1%	77.2%
NCEA Level 3	96.0%	78.8%	69.5%
University Entrance	80.8%	67.1%	50.8%

#### Boys Performance

	St Paul's	Decile 8-10	National
NCEA Level 1	94.4%	70.4%	67.4%
NCEA Level 2	92.1%	80.5%	74.6%
NCEA Level 3	95.7%	73.1%	65.5%
University Entrance	75.3%	58.5%	43.8%

**Girls Performance**

	St Paul's	Decile 8-10	National
NCEA Level 1	97.9%	78.7%	72.1%
NCEA Level 2	97.0%	87.7%	79.7%
NCEA Level 3	96.9%	84.2%	73.3%
University Entrance	96.9%	75.3%	57.2%

**Maaori Students**

	St Paul's	Decile 8-10	National
NCEA Level 1	100.0%	72.4%	59.4%
NCEA Level 2	90.0%	84.7%	68.5%
NCEA Level 3	100.0%	78.3%	59.3%
University Entrance	100.0%	64.2%	36.8%

Our Maaori students (both girls and boys) performed exceptionally well.

## EXCELLENCE ENDORSEMENTS

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

### YEAR 13 (Level Three Excellence Endorsements)

(28 compared with 21 in 2019, 27 in 2018, 27 in 2017, 29 in 2016, 23 in 2015, 12 in 2014 and 14 in 2013)

Veronica Bagley	Charles Leng-Uch	Jai Fitzwalter	Caleb Weck
David Koshy	Lachlan Coleman	Sarah Stewart	Xiaoya (Shelly) Huang
Amy Barry	Jeff Lester	Lucas Goodwin	Andrew Yip
Hiu (Jaby) Lau	Elizabeth Deadman	Jack Sturm	Charles Jackson
Kaley Caulfield	Hugo Shale	David Gough	Kazuhiko Yonekura
Seo Hyun Lee	Dominic Dumble	Josephine Taylor	Gustav Jooste
Nikky Cho	Greta Simpson	Sophie Hine	Kai Ding Zhou

### YEAR 12 (Level Two Excellence Endorsements)

(30 compared with 26 in 2019, 27 in 2018, 37 in 2017, 23 in 2016, 24 in 2015, 27 in 2014 and 12 in 2013)

Nicolas Battersby	Chloe Carr Paterson	Jessamyn Freyberg	Isabella Hills
Diya Kurien	Tanika Naidoo	Yi-Lin (Elin) Qian	Matthew Waddell
Sebastian Bodle	Campbell Colquhoun	Joseph Grigg	Alexandra Johnson
Didier Lawson	Kate Overdevest	Frazer Tam	Drake Walther
Jae Broomfield	Ellie Deane	Zoe Hanna	Saniya Kansal
Gretel Muir	Anaru Paenga-Morgan	Charlize Tordoff	Marcia Graafhuis
Katie Brown	Caitlin Fladgate	Nicholas Healy	
Tyler Mulgrew	Yeon Seo Park	Paula Tucker	

### YEAR 11 (Level One Excellence Endorsements)

(45 compared with 27 in 2019, 26 in 2018, 22 in 2017, 29 in 2016, 24 in 2015, 24 in 2014 and 29 in 2013)

Keyan-Sam Asadi	Anna Egan	Emily Jin	Juliet Lim-Strutt
Kate Morton	Ashton Robinson	Thomas Stokes	Nathan Walters
Phoebe Barris	William Max Fletcher	Riley Jones	Laura Littlejohn
Keisha Noble	Max Robinson	Daniel Strang	Leah Weck
Alice Buckley	Dylan Fletcher	Maia Kelly	Atlas Loutfi
Lachlan O'Neill	Riley Rolton	Ben Sturm	Daniel Williams
Jiechang (Angelina) Che	Apphia Fu	Gia King	Jade Luxton
Logan Orsler	Max Shi	Stella Thompson	Yini Zhong
Nicole Chen	Samantha Glenn	Kiel Kleuskens	Benjamin McGregor
Samuel Peoples	Jack Simmonds	Benjamin Urlich	
Nikita Coleman	Benjamin Haskell	Joanna Li	
Milan Hood	Geoffrey Smith	Leah Walsdorf	

# SCHOLASTIC CENTURIONS

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

## LEVEL THREE

Amy Barry	Sports Science	David Koshy	Accounting
Li Kun Cao	Computer Applications	pJaby Lau	Mathematics with Calculus, A-Level Mathematics
Kaley Caulfield	Agribusiness and Business Studies	Ella Lee	Chemistry, A-Level Mathematics
Nikky Cho	Mathematics with Calculus	Charlie Leng-Uch	Computer Applications
Lachlan Coleman	Computer Science	Molly Nelson	Agribusiness and Business Studies
Chloe Davis	Sports Science	Oliver O'Meeghan	Sports Science
Elizabeth Deadman	Sports Science	Ruja Pattana-Arun	Photography
Dominic Dumble	Computer Science	Hugo Shale	Sports Science
Luke Finlayson	Computer Science	Greta Simpson	English
Troy Glasson	Computer Applications	Sarah Stewart	Photography
Lucas Goodwin	Computer Science, Mathematics with Statistics, A Level Mathematics	Jack Sturm	History
Ella Harsant	English	Alice Taylor	Art Painting
Wes Hitchcock	Agribusiness and Business Studies	Josephine Taylor	Art Painting, Mathematics with Statistics
Shelly Huang	Mathematics with Calculus	Caleb Weck	Chemistry
Gustav Jooste	Physics	Juntong Wei	Computer Applications
		Kazuhiko Yonekura	Computer Applications

## LEVEL TWO (\* = Academic Colours for 3 x Centurions – name on Honours Board)

Ben Back	Mathematics with Statistics	Grace Johnstone	Art Painting
Seb Bodle	Sports Science	Grace Kingsnorth	Photography
Jae Broomfield	Agribusiness and Business Studies, Sports Science	Dolce Kissling-Hemsworth	Sports Science
Katie Brown	AS English, Sports Science	Daiya Kurien	Computer Science
Chloe Carr Paterson	Agribusiness and Business Studies	Didier Lawson	Chemistry, History, Physics, AS Mathematics, Mathematics with Statistics*
Ellie Deane	Agribusiness and Business Studies, Sports Science	Sophie Marsh	Art Painting
Tem Duangratana	Photography	Tyler Mulgrew	Art Design
Caitlin Fladgate	Accounting	Chloe Park	Mathematics with Statistics
Kyle Fraser	AS English	Kate Overdevest	Art Painting
Jessamyn Freyberg	AS Mathematics, Mathematics with Statistics	Frankie Smith	Photography
Joseph Grigg	Sports Science	Frazer Tam	Accounting
Honey Hailstone	Art Painting	Charlize Tordoff	Sports Science
Zoe Hanna	English	Paula Tucker	Agribusiness and Business Studies, Spanish, Level 3
Nick Healy	Agricultural and Horticultural Science	Drake Walther	Spanish*
Isabella Hills	Sports Science	Belinda Wright	Photography
Alex Johnson	Computer Science, Economics		Sports Science

## LEVEL ONE (\* = Academic Colours for 3 x Centurions – name on Honours Board)

<b>Keyan Asadi</b>	IGCSE Chemistry, IGCSE English, IGCSE Physics*	<b>Eason Lin</b>	Mathematics, IGCSE Physics*
<b>Eddie Bi</b>	IGCSE Mathematics	<b>Laura Littlejohn</b>	IGCSE Chemistry
<b>Cameron Bird</b>	Computer Applications	<b>Atlas Loutfi</b>	Accounting
<b>Alice Buckley</b>	Accounting, IGCSE Chemistry, IGCSE Physics*	<b>Kate Morton</b>	Business Studies, Sports Science
<b>Jamie Carter</b>	IGCSE Physics	<b>Dhiren Naicker</b>	IGCSE Mathematics
<b>Matthew Chanwai</b> (Year 10)	Music	<b>Lachlan O'Neill</b>	IGCSE English
<b>Angelina Che</b>	IGCSE Mathematics, Science	<b>Logan Orsler</b>	Sports Science
<b>Nicole Chen</b>	Accounting, IGCSE Chemistry, IGCSE Mathematics, IGCSE Physics*	<b>Sam Peoples</b>	IGCSE Physics
<b>Nikita Coleman</b>	Computer Science, Science, Sports Science*	<b>Evie Potter</b>	Sports Science
<b>Anna Egan</b>	Economics, Science	<b>Riley Rolton</b>	Art Painting
<b>Dylan Fletcher</b>	IGCSE Physics	<b>Max Shi</b>	Computer Applications
<b>Max Fletcher</b>	IGCSE Mathematics, IGCSE Physics	<b>Jack Simmonds</b>	IGCSE Chemistry, IGCSE
<b>Ben Grant</b>	Accounting, Computer Science	<b>Geoffrey Smith</b>	Mathematics, Level 1
<b>Ben Haskell</b>	Accounting	<b>Tom Stokes</b>	Mathematics IGCSE Physics*
<b>Cormac Hodson</b>	IGCSE Mathematics	<b>Ben Sturm</b>	IGCSE Chemistry, IGCSE English, IGCSE Mathematics, IGCSE
<b>Milan Hood</b>	Art Painting	<b>Stella Thompson</b>	Physics, Computer Science*
<b>Alex Hooper</b>	Sports Science	<b>Ben Urlich</b>	IGCSE Chemistry, IGCSE
<b>Connor Irving</b>	Computer Applications	<b>Leah Walsdorf</b>	Mathematics, IGCSE Physics, Computer Science*
<b>Seetharam Jandhyala</b>	IGCSE Chemistry, IGCSE Mathematics, IGCSE Physics*	<b>Leah Weck</b>	IGCSE English
<b>Emily Jin</b>	Accounting, Biology, IGCSE Chemistry, Level 2 English, IGCSE Mathematics, Level 1 Mathematics, IGCSE Physics*	<b>Daniel Williams</b>	IGCSE English, History, Mathematics, Science*
<b>Matthew Jones</b>	IGCSE Chemistry	<b>Yini Zhong</b>	Accounting
<b>Lucy Kavanagh</b>	Accounting	<b>Scott Zhou</b> (Year 10)	IGCSE Mathematics, Level 1
<b>Emma Kenny</b>	IGCSE Chemistry, IGCSE Physics		Mathematics, Sports Science*
<b>Joanna Li</b>	IGCSE Chemistry, IGCSE English, Geography, Level 2 AS Mathematics, Level 2		Art Design/Photography

## CAMBRIDGE EXAMINATION RESULTS

Our seniors achieved their best ever results in A Level Mathematics with highlights being three students gaining A\* results:

Lucas Goodwin	A*	91%
Jaby Lau	A*	91%
Ella Lee	A*	91%

And all six students passing. With the lowest grade in this demanding qualification being 60%.

In AS Level, Katie Brown topped English and Didier Lawson, Mathematics – with 100% pass rates in both subjects.

## AS English Highlights:

Katie Brown	A	88%
Kyle Fraser	A	81%

With all nine gaining an E grade (pass) or better. (In 2019, the top grade was 61% with a 100% pass rate).

## AS Mathematics Highlights:

Didier Lawson	A	98%
Jessamyn Freyberg	A	96%
Joanna Li	A	95%

With all 14 students gaining at least a D grade (i.e. 57% or better). (In 2019, 17 of 20 students passed the examinations with a top grade of 88% and there were five 'A' grades achieved).

## IGCSE RESULTS

Our students achieved an impressive set of results with a 97% overall pass rate of which a record level were 28% A\* and 51% A or above.

St Paul's	2020	2019	2018	2017	2016	2015
<b>Overall Pass Rate</b>	<b>97%</b>	<b>98%</b>	<b>94%</b>	<b>93%</b>	<b>96%</b>	<b>95%</b>
<b>A* grade (grade higher than 90%)</b>	<b>28%</b>	<b>11%</b>	<b>14%</b>	<b>12%</b>	<b>19%</b>	<b>21%</b>
<b>A and A* grade total (grade higher than 80%)</b>	<b>51%</b>	<b>31%</b>	<b>41%</b>	<b>28%</b>	<b>42%</b>	<b>47%</b>

## 2020 INDIVIDUAL RESULTS

The following students gained an A\* in IGCSE subjects:

<b>Jack Simmonds</b>	Chemistry, English, Mathematics, Physics – Ave. of 95%	<b>Eason Lin</b>	Chemistry
<b>Joanna Li</b>	Chemistry, English, Physics – Ave. of 98.5%	<b>Tom Stokes</b>	English
<b>Emily Jin</b>	Chemistry, Mathematics, Physics	<b>Yini Zhong</b>	English
<b>Daniel Williams</b>	Chemistry, Mathematics, Physics	<b>Dhiren Naicker</b>	English
<b>Max Shi</b>	Chemistry, Mathematics, Physics	<b>Ben Sturm</b>	English
<b>Nicole Chen</b>	Chemistry, Mathematics, Physics	<b>Eddie Bi</b>	Mathematics
<b>Seetharam Jandhyala</b>	Chemistry, Mathematics, Physics	<b>Cormac Hodson</b>	Mathematics
<b>Geoffrey Smith</b>	Chemistry, Mathematics, Physics	<b>Angelina Che</b>	Mathematics
<b>Keyan Asadi</b>	Chemistry, English, Physics	<b>Ben Urlich</b>	Mathematics
<b>Emma Kenny</b>	Chemistry, Physics	<b>Scott Zhou</b>	Mathematics
<b>Max Fletcher</b>	Mathematics, Physics	<b>Kate Morton</b>	Mathematics
<b>Alice Buckley</b>	Chemistry, Physics	<b>Logan Orsler</b>	Physics
<b>Matthew Jones</b>	Chemistry	<b>Leah Weck</b>	Physics
		<b>Dylan Fletcher</b>	Physics
		<b>Jamie Carter</b>	Physics

## TOP SUBJECT PERFORMANCES

Biology	<b>Laura Littlejohn</b>	83%	Mathematics	<b>Emily Jin</b>	98%
Chemistry	<b>Joanna Li</b>	99%	Physics	<b>Joanna Li</b>	98%
English	<b>Joanna Li</b>	98%			

## SUBJECT HIGHLIGHTS FOR IGCSE

### Biology

16 of 17 Biology students gained a pass grade (E or better).

**Note:** 10 of 11 in 2019, all 17 in 2018; 11 out of 12 in 2017; 21 out of 23 achieved this feat in 2016. One student gained an A grade (1 in 2019, 2 in 2018, 4 in 2017, 6 in 2015, none in 2015, 5 in 2014, 1 in 2013, 3 in 2012).

### Chemistry

All 41 of the students gained a pass grade.

This compares with 100% in 2019, 34 out of 39 in 2018; 28 out of 31 in 2017; and 46 out of 49 in 2016. 13 students gained an A\* (6 in 2019, 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.) Twenty gained A or better (9 in 2019, 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 19 of the students gained a pass grade and all of these were C grades or better.

Similar to 2019 and 2018 when all passed, 16 out of 17 in 2017, all 23 in 2016). Seven students gained an A\* (1 in 2019, 3 in 2018 and 2017, 10 in 2016, 7 in 2015, 5 in both 2014 and 2013, 3 in 2012 and 6 in 2011). 13 students gained A grades or better (8 in 2019, 10 in 2017, 18 in 2016, 14 in 2015, 9 in 2014, 8 in 2013, 4 in 2012).

### Mathematics

All 48 of the students gained a pass grade (E or better).

This 100% pass rate was the same in 2019, compared with 31 of 32 in 2018, 100% for the three years prior to that). An amazing 14 students gained an A\* (1 in 2019, 6 in 2018, 4 in 2017 and 2016, 7 in 2015, 8 in 2014, 12 in 2013, 4 in 2012 and 6 in 2011). 28 students gained A grades or better (compared with 8 in 2019, 20 in 2018).

## Physics

49 of the 52 Physics students gained a pass grade (E or better).

This compared with 24 out of 25 in 2019, 35 of 38 in 2018, 47 of 51 in 2017 and 54 of 57 in 2016. An impressive 16 students gained an A\* (3 in 2019, 2 in 2018, 9 in 2017, 7 in 2016, 8 in 2015, 12 in 2014, 9 in 2013, 3 in 2012, 8 in 2011). 29 students gained A grades or better (compared with 7 in 2019, 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 2020

Scholarship is the most demanding and prestigious of secondary school examinations and is sat by senior students in what they regard as their strongest subject area.

In 2020, twenty of our senior students gained a Scholarship pass (i.e. eleven in 2019). They gained a total of 25 single Scholarships (26 in 2019), of which one was categorised as an Outstanding Scholarship (i.e. two in 2019). This compares with 46 Scholarships of which seven were Outstanding in 2018 and 28 Scholarships in 2017).

Five of our senior students gained two subject Scholarships each:

<b>David Gough</b>	Economics and Accounting
<b>David Koshy</b>	English and Accounting
<b>Greta Simpson</b>	Statistics and Biology
<b>Josie Taylor</b>	Statistics and Earth & Space Science
<b>Caleb Weck</b>	Chemistry and Accounting

A full set of results was as follows – (O) = Outstanding Scholarship:

<b>Ethan Bidois</b>	Geography
<b>Nikky Cho</b>	Photography
<b>Chloe Davis</b>	Health and Physical Education
<b>Luke Finlayson</b>	Technology
<b>Lucas Goodwin</b>	Calculus
<b>David Gough</b>	Economics, Accounting
<b>Julian Harker</b>	English
<b>Nina Hewitt</b>	History (Year 12)
<b>Emily Jin</b>	English (Year 11)
<b>Gustav Jooste</b>	Chemistry
<b>David Koshy</b>	English, Accounting
<b>Joanna Li</b>	Geography (O) (Year 11)
<b>Joanna Lin</b>	Photography
<b>Trey Lincoln</b>	Accounting
<b>Tanporn Pattana-Arun</b>	Photography
<b>Greta Simpson</b>	Statistics, Biology
<b>Sarah Stewart</b>	Photography
<b>Josephine Taylor</b>	Statistics, Earth & Space Science
<b>Caleb Weck</b>	Chemistry, Accounting
<b>Andrew Yip</b>	Accounting

Our top-performing subjects for Scholarship in 2020 were:

• Accounting	5 Scholarships	• Chemistry	2 Scholarships
• Photography	4 Scholarships	• Geography	2 Scholarships
• English	3 Scholarships	• Statistics	2 Scholarships

Our thanks go to the Year 13 teachers who spent a huge number of hours tutoring and supporting our Scholarship candidates. A special mention should be made of Joanna Li, who as a Year 11 student, in 2020, impressively gained an Outstanding Scholarship in Geography.

**St Paul's students will receive the special price of \$25 per session.**

To make your son or daughter's appointment, please visit  
<https://www.lisahansenphysio.co.nz/> or call 07 838 3798.



**Lisa Hansen  
Physiotherapy**

**Lisa Hansen Physiotherapy -  
you're in good hands!**

# CAREERS INFORMATION 2021

Students at St Paul's Collegiate School are provided with career 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 school.

Career education is offered at all levels of the school curriculum. Students and parents are welcome to come and discuss subject choices and first step options post-secondary school. The careers department arranges tertiary liaison visits from universities and other providers (the NZ Defence Forces for example) as well as the biannual Careers Expo.

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 Halls of Residence, and available scholarships. Students can make appointments to see Mr Wilson from 7.30 am through the booking system on his office door.

## CAREERS RESOURCES

On the student portal site, 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.

### 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.



### CAREER CENTRAL

The programme Career Central is available to Year 11-13 students. Transitioning from school can be a stressful time. There are so many choices for young people that it can sometimes seem overwhelming. Career Central is a tool to assist students to explore their options as they develop their career plans.



The platform also allows teachers and careers advisors to see student's skills, values, goals, and interests (including occupational and tertiary interests) in order to assist them in making informed choices as they transition through and beyond school.

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

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

If parents are interested in an in-depth career consultation, outside provider Claire Oehley provides a great service. For more information see [www.alphacareers.net](http://www.alphacareers.net)

So many options, so little time...

There is no doubt that the breadth of career options available to young people has grown immensely over the last few decades. This breadth of choice and abundance of opportunity while incredibly exciting can also be quite overwhelming! In addition, the time commitment and increasing costs of training and tertiary qualifications creates pressure on young people and their parents to 'get it right the first time' – to choose training options and career paths which are 'guaranteed' to lead to well-paid work and that is a 'good fit' for the individual.

The lofty ideal tertiary education as exploratory learning and life experience, where young people could 'try out' various subject areas before settling on a course of study and pursue areas of interest with no clear employment pathway may be becoming a historical 'luxury' (in a post-GFC world).

Finding focus before investing in further education.

With a multitude of diverse career paths and highly technical and specialised jobs, the increasingly complex world of careers has become quite a difficult terrain to navigate (especially for teenagers and their parents). There has been a strong emphasis in recent years on 'following your passion' and while that is a valid concept to a point, a more relevant and useful proposition is to help young people connect areas of interest, with areas of natural skill and strength, and then use this combination as a launchpad to explore a targeted range of career paths with a focus on areas with strong future prospects.

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

1. Understand Self
2. Identify Interests and Passions
3. Understand Talents
4. Understand the Career Implications (of 1, 2, 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 that can provide advice and assistance. The best approach for you will depend on your particular circumstances, preferences, and budget.

At BULLS-EYE they have developed an online tool that 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 a plan and get out in the real world to discuss and experience these areas for themselves; and, we provide up-to-date information on projected demand for as many career paths as we possibly can.

## YEAR 13 CAREER PLANNING FOR 2021

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 to achieve 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. 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 page). Every year spent training at a tertiary institution (away from home) costs about \$20,000.

7. Try to get some work experience in potential careers of interest. This gives you real insight into what a job actually is about.

8. Have a good year – get involved (but not over-involved) work hard and enjoy your final year at St Paul's Collegiate School.

## IMPORTANT DATES

During Term One all of the Universities and Wintec will visit St Pauls 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:

- Victoria – 1 March
- Lincoln – 9 March
- Auckland – 9 March
- Waikato – 11 March
- Canterbury – 16 March
- Massey – 18 March
- Otago – 30 March
- Wintec – 1 April
- AUT – 15 April

## OTHER ACADEMIC HIGHLIGHTS

- **Emily Jin** received a Biology Scholarship to attend either Oxford or Cambridge Summer School in the United Kingdom due to having written a Biology essay for Immerse Education. Disappointingly, due to the COVID situation, Emily will need to do her course online. It runs from 5-16 April 2021. This is a great achievement for this young scholar.





## MATTHEW CHANWAI PERFORMS IMPRESSIVELY IN ONLINE COMPETITION

During the holidays, Matthew Chanwai (Year 11) entered the International New Zealand Young Talent Music Competition. Competitors came from New Zealand, Australia, China, the United Kingdom, and Germany. Due to the impact of Covid, this year's competition was online.

The results were announced recently and Matthew was surprised and delighted to hear that he was awarded Overall Winner for the Baroque Category, and 2nd Prize in the Cello Category for his age group (15-18 years old). The judges commented on "the many virtuosic moments in his performance" and "the heartfelt interpretation of the Bach".

Matthew's prizes will include masterclasses with Ramon Jaffe, Professor in Dresden in Germany, and Rosanne Hunt, Baroque Cellist from Melbourne, and an opportunity to perform in the Auckland Gala Concert in July 2021.

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## BAND CAMP REPORT *Report by 2021 Band Leaders, Chloe and Saniya*

St Paul's Big Band and Concert Band began this year on 13 January, by organizing a four-day music camp to welcome new musicians to the school's cultural cornerstone.

During the camp, each band was given a considerable amount of practice time, mainly focusing on playing in unison in full-band rehearsals, followed by detail-oriented parts during sectionals. Although at least half of the camp programme consisted of newcomers and beginners, with the assistance and additional contributions of teachers and staff to help us become better musicians, we were able to coordinate and perform songs that required immense time and effort.

This year, about 38 students, including our new students, participated in the St Paul's Band Camp. However, with an overwhelming number of guitarists and drummers, this year's camp also consisted of newly formed rock bands, two of which also composed songs and one of which produced its own song. The results of their efforts during the camp were shown at the concert hosted on the last day, showing the bright and strong path of rock bands in the future.

The Concert Band and Big Band have begun some new works for this year's band festival and the upcoming 2021 competitions. Everyone participated with full enthusiasm, and by the end of the camp with their true interest and participation, it was achievable, and the results stood out in less than a week's worth of time.

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## OTHER CULTURAL HIGHLIGHTS

- **Riley Rolton** has been selected for the New Zealand Secondary Schools Choir. William Mollard, Seumas Eade, and Vanessa Joyce were all selected for the reserves.
- **Arthur Yearsley** (graduated in 2020) has been accepted to attend the Berklee College of Music in Boston, Massachusetts. This is the premier institute of music and the performing arts.



## SURF LIFE SAVING MEDAL HAUL

Harrison Bond competes for the Omanu Club in Surf Life Saving and in December he started his season at the Whangamata Classic, where he won both Flags and Sprints for the U19 division. This was followed by the Invitational Rep Challenge – this was a points system so individual events were added to get an overall team result – Harrison was third draft pick in the country from 96 athletes drafted. 2021 started with the Owen Chapman Carnival at Red Beach where Harrison gained 2 x gold, 2 x silver, and a bronze medal, as well as a cash prize for 1st U19 overall beach athlete. He followed this up with a new beach-only event at Papamoa where he raced for cash – he came away from this event with 3 x golds, a silver, and \$250. Over Auckland Anniversary weekend, Harrison competed at the Eastern Regional Champs held at Mount Maunganui. He claimed gold in the U19 Sprints, gold in the Open Men's Sprints, and a bronze medal in the U19 Flags.



Jack McSweeney also competed for the Omanu Club at the Eastern Regional Champs and he gained gold medals in both the U14 Board Relay and U14 Mixed Grand Cameron; silver medals in both the U14 Board and U14 Surf Race; and a bronze in the U14 Diamond.



# NORTH ISLAND CLUB CHAMPIONSHIPS

SPC Rowing Club competed over Auckland Anniversary weekend at Karapiro.

North Island Club Championships consisted of four days of hard rowing, under hot and challenging conditions, against 2289 competitors. The results have been positive with crews working on combinations and improving times, and an increasing number of 'A' finals from the previous regatta.

## RESULTS OVER THE WEEKEND

### 6 B finals

Boys Under 15 Coxed Quad Skulls (Sam Jefferis, Gane Harbutt, Blake Finlayson, Ashton Coombes, and Fred Phillips) winning their final.

### 17 A finals

**Bronze medal** in the Boys Under 18 Novice Coxed Quad Skulls (Guy Charteris, Levi Davidson, Christopher Cammish, Blake Finlayson) with a time of 7.15.03.

**Silver medal** in the Women's Intermediate Coxed Octuple (Belinda Wright, Jessica Scatchard, Olivia Dunn, Ruby Kapene-Paitai, Charlotte Boyd, Sophie Marsh, Isobel Knowling, Leah Weck, and Tanika Naidoo) with a time of 7.01.72.

**Gold Medal** in the Women's Intermediate Double Skulls (Jessica Scatchard and Belinda Wright) with a time of 7.48.13.

## OTHER SPORTING HIGHLIGHTS

- **Jaeden Williams-Wilson** was selected to represent the Waikato U18 Men's team at the Touch Rugby New Zealand Junior National Tournament held in Auckland from 11-14 February. The boys in the team trained extremely hard throughout the summer holiday break in preparation for the tournament. He was also selected for the New Zealand National U18 Touch team to play against Australia later this year and has been included in the 2022 World Cup team.
- **Anaru Paenga-Morgan** competed in the Waka Ama Nationals and paddled in the Premier Men's Division for the team events. His team, 'The Wooley Kumaras' are previous World Champions. They achieved a silver medal this year in the Premiere Men's W6 500m event. Anaru also managed a bronze medal in the J19 (under 19) division 250m W1 event, and with another year to go in this division, he is tracking well for next year's nationals.





### CHAPLAIN'S COMMENT *By Reverend Peter Rickman*

Kia Ora Whanau

A belated Happy New Year and a warm welcome to a new season of school life at St Paul's Collegiate School.

One of my favourite songs is Sam Cooke's "A change is gonna come". It was released in 1964 and it was written and released as a protest song to support the civil rights movement. This song resurfaced during 2020 as a result of the #BlackLivesMatter campaign following the events subsequent to the death of George Floyd. The song is a lament, not for a past long gone but for a future as yet undiscovered and longed for; a song that seeks change.

2020 – what a year! COVID-19, #BlackLivesMatter, elections in the USA, and of course President Trump. Turmoil and change in a global context alongside many other narratives and stories both at home and overseas. Much has been said of and written about 2020 and by the time most of us read this 20% of 2021 will have expired.

There is much in life creating uncertainty at the moment, outcomes are unpredictable and we don't know where 2021 will end. Aotearoa/New Zealand seems, fortunately, relatively Covid free having been blessed by a leader with access to good medical advice from her advisors and yet it lurks in our shadows and, often with bated breath, we wait. This year has begun with the unexpected and the unforeseen: the storming of the heart of a democratic nation, another impeachment, and Burma's military take back the freedom that an election bestowed upon its people in 2011.

Once more, in another place, voices of protest can be heard above the rubber bullets and water cannons, all crying out for a change... the change that so many desire which has its roots in the perennial human search for freedom and liberation.

It has been said that there were only two certainties in life: death and taxes but I should add another: change! People, situations, and all manner of things are changing all the time, the seasons change and so do we. Our young people grow up and at a school like St Paul's we delight in these remarkable changes. The "Journey" sculpture in our grounds speaks to this place: the borderland between adolescence and adulthood. Earlier this term we celebrated the commissioning of our new prefects, young people whom we can remember on their first days of school here as Year 9 or Year 11 students, now maturing, growing, and changing into fine young men and women.

Nature itself is all about change, change can be a great celebration, a positive move but it can also be disturbing, unsettling; occasioning stress and anxiety especially when we have no control over it, and the effect that change brings is perceived as negative. However, not everything changes! Some things remain the same and our school motto reminds us of this: "State in Fide" – Stand firm in your faith. The one who penned these words, Saint Paul, also wrote these: "Jesus Christ is the same yesterday and today and forever." (Hebrews 13:8).

Our stability in life will be determined upon which foundation we build on, just like the story Jesus told about the wise and foolish builders. One built his whare on sand and the other on rock and when the storms came you can guess which one remained. Lives built upon the rock of faith are resilient and can be more accommodating of change, recognising that faith, hope, and love are the bedrock of our lives, and the greatest of all these, as Saint Paul says, is love.

In a world of change and chance let us build our lives on the foundation of faith which is Jesus Christ, the same yesterday, today, and tomorrow.

Mā te Atua e manaaki

Ngā mihi nui

REV PETER



# INTRODUCING THE YEAR 11 SERVICE PROGRAMME FOR 2021

*Sermon by Daniel Williams and Zoe Chapman*

DELIVERED ON TUESDAY, 9 FEBRUARY 2021

War. Terror. Suffering. We all have a picture of this. The horrors that refugees flee. But we're not here to tell you about that today. Instead, picture this:

The Lord of the Rings. Aragorn at the Black gate. Leading an army about to take on the full weight of the enemy forces. As a vast army marches out against them, the magnitude of the challenge dawns upon them. Some hesitate, others look anxious and you can tell that their nerve is about to fail them. Aragorn addresses them.

"My brothers. I see in your eyes the same fear that would take the heart of me. A day may come when the courage of men fails when we forsake our friends and break all bonds of fellowship, but it is not this day ..... Today we fight."



And that's what they do. They put their lives on the line to safeguard the future of the whole of middle earth.

This moment is arguably one of the most powerful in the movie. It is etched into the New Zealand psyche. Not because it was shot somewhere in the North Island, not because we are drawn in by the emotion of someone else's fancy words, but because it captured something of who we really are.

As New Zealanders; As individuals; And as a school.

Placing others before ourselves is the hallmark of what it is to be generous. Us kiwis pride ourselves and are well known for our generosity. We have a long legacy of looking out for each other. Of rising to the challenge when others are in need. This is a great thing.

However, it can be easy to fall into a trap of zero-sum thinking, where one person's gain would be another's loss. That if you gain, I must have lost. Life is not a zero-sum game. Just like with the long wooden spoons, it doesn't have to be a win-lose situation. And sometimes, if we don't work together, we both lose.

Getting a good education will make you a living, but living a rich life is not about having the means to buy nice things.

Living a rich life is about the positive difference we can make, the positive effect we can create for others. No one has ever become poor by giving.

As a school, we are lucky that not only the best possible learning, cultural and sporting opportunities are provided to equip us for life beyond high school. Right here, right now, we are also given the chance to experience how to create fulfilment in our lives for years to come.

We need to find our own purpose in life. This cannot be taught through books, only by walking the journey ourselves. Frameworks such as Over the Fence and the Refugee Programme have been put in place for us to learn and to understand what it means to give, what it means to be generous.

In society today, we are encouraged to exercise to get stronger physically. We are taught to think positively for better mental health. But it is not widely expressed that by helping those around us, we feel more fulfilled. It is important to remember this especially when we do mundane things like opening a door for someone, because little things like that, that we do on a regular basis set the tone for our lives. As Rev often says, 'Serving people are happy people.'

You may have recognized that in today's reading Jesus was highlighting that it's our actions that are important. What we do counts. Not just what we say or think. Our actions speak louder than our words. But he was also pointing out that all people count. Just because we are helping people when it's not obvious that they are particularly important, it doesn't make it any less significant. He values it the same because he cares for all people the same. He goes so far as to say when we help anyone he views it as if we were serving him directly. He is reinforcing that no matter our background, we are all part of the same family.

In a healthy family people easily share their time and their resources, and are stronger together. We can see this idea captured in the whakatauki:

"Naaku te rourou, Naau te rourou, ka ora ai te iwi."  
With your food basket and my food basket, the people will thrive.

Here at St Paul's, people are involved in service for all sorts of reasons. That's ok. We are not here to judge motive but to present an opportunity. No one is excluded from service. All are welcome. We are not here to bombard you with images of terror or overwhelm you with tales of misfortune and suffering. Because we are not here to guilt you. Instead, we want to show you a way that you can help.

Hamilton is home to an increasing number of refugee communities. These people were forced to flee their homes due to a number of reasons. They face cultural, language, and economic barriers. But now New Zealand is their home.

The refugee orientation centre is an outreach to refugee families. On four afternoons a week, for a number of years, Year 11 students have been assisting refugee kids with homework, practicing English, and just hanging out. Most of all, we are showing them that we care and that they are a valued part of our community.

Even a once a fortnight contribution from a large number of people would complete the task and share the load.

Some of you will be making decisions about what you want and how you want to live your life. If you strive to live a meaningful one, why wait to make a difference? If you are unsure of what you want, think about what are the right choices you can make. Here is our chance to reach wounds only compassion can heal. Many can attest that it is true, that giving completes us, heals us, and fulfills us in return. By giving, we learn how resilient we can become.

Year 11s. Today you face your own Black gate. St Paul's has a strong and proud history of service, and in particular, support of the refugee programme. The baton is being passed, and you have to make a choice as to what you will do with service, as individuals, and collectively as a team. All of St Paul's stands with you.

On this day, will you stand?  
Regardless of your politics or your faith.

When it comes to service, as when it comes to life, Jacinda Ardern captured the heartbeat of our nation when she spoke of our friends from other shores.

'They are us.'  
And we are people who look after our own.





# CHARACTER

## SPECIAL CHARACTER

## ST PAUL'S COLLEGIATE WELLBEING GUIDANCE COUNSELLING

### COUNSELLING STAFF AND PASTORAL CARE TEAM AT ST PAUL'S COLLEGIATE SCHOOL

Leah Gillanders and Blair Heaton have been in counselling practice at St Paul's Collegiate School since 2017. During this time, the counselling department has formed effective and collaborative relationships with the school community and is part of a well-resourced and experienced pastoral team which includes the Housemasters, Reverend Peter Rickman, and the school nurse Kate Begovich.

#### MAKING CONNECTIONS

Leah and Blair are interested in connections, and how to make and maintain meaningful connections. They believe that feeling connected is important to our wellbeing. They are open to working with all people and in all sorts of conversations – big stuff and small stuff, school, family, friends, any sort of problem that students might be experiencing, it is all welcome.

#### HOW MIGHT COUNSELLING BE HELPFUL?

In counselling, people can increase their understanding of themselves and their relationships with others. Hopefully, by working together, there is an opportunity for problems to be explored, for things to change and for students to develop more resourceful ways to experience preferred things in their lives. Our counselling approach aims to work with every student who is finding life difficult and challenging in a respectful, ethically responsible, confidential, and non-judgmental way.

#### HOW DO STUDENTS OR PARENTS CONTACT THE COUNSELLING DEPARTMENT?

The counselling offices are in the Student Centre (opposite the school shop). To make an appointment see Mrs Gillanders or Mr Heaton please email us or drop into our offices and we will organise a time to meet.

Contact: [b.heaton@stpauls.school.nz](mailto:b.heaton@stpauls.school.nz)

Contact: [l.gillanders@stpauls.school.nz](mailto:l.gillanders@stpauls.school.nz)

#### THE WELLBEING TOOLKIT – AN ONLINE RESOURCE

Located on the St Paul's Collegiate landing page is the Well Being Toolkit. This online resource provides advice to help support students if they are finding things tough, feeling stuck, or want to improve their overall wellbeing. The resource is easy to use and contains both quick links and taskbars for navigation.

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## GIRLS' CAMP 2021 *Report from Sophie Marsh and Katie Brown*

With the worst forecast of the entire holidays, it really seemed as though the St Paul's girl's summer had come to an end. However, with much anticipation and excitement, the Year 11 and Year 13 girls arrived at school on 18 January with few complaints

This annual camp once again provided a great opportunity to form many new connections and friendships amongst the girls before the start of school. Now extended to five days, all three Year groups experienced various challenges and activities with tramping, kayaking, white water rafting, high ropes and orienteering just being some of the many.

When time could be found, the House leaders each impressively managed to prepare their skits for the final night. The placings of these played a large role in the final result of Tihoi, the first House competition of the year.

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Ultimately, the girls camp was a great success where a good foundation for the year was formed. Despite this being the biggest camp ever, it was impressive to see how the girls dealt with this, in particular the house leaders and Harington staff. We would like to thank the tihoi staff for having us, Mrs Lewis, Mrs Lock, Ms Williams, Miss Lilley, Mrs Stewart and Mr Bell for taking such good care of us and making the camp possible.

The overall results for girls tihoi are as follows (with these counting for full house points):

- 6th Hamilton
- 5th = Fitchett and Clark
- 4th Hall
- 3rd Williams
- 2nd Sargood
- 1st School

Congratulations and thank you to all the houses for their hard work and cooperation during the week allowing for the camp to run so smoothly and successfully.



## PRIORITY ENROLMENT APPLICATIONS FOR SIBLINGS OF CURRENT STUDENTS

The Headmaster and Associate Headmaster have already completed over 75 interviews for our 2022 new students. The Year 11 places for girls are almost full with a waiting list. The Year 9 interviews are well underway and we will soon start a waitlist.

It is crucial that the existing school families, who want to enrol another child for 2022 complete an application through the school website [www.stpauls.school.nz](http://www.stpauls.school.nz). Preference will be given to a sibling of a current student as long as the application has been completed by the end of Term 1.

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 will be disappointed if they do not take prompt action.

Please contact Mrs Suzanne Miller if you have any questions about this process. 09 975 8889.

### Get ready for winter – Great buys from our School Shop

#### SQUALL JACKET

The Squall jacket is designed for those frozen winter mornings and provides an ultimate level of comfort, style and warmth. Sherpa fleece.

- ◆ Navy
- ◆ Sizes S – XL
- ◆ Tihoi approved

~~RRP: \$89.99~~

**Our Price: \$65.00**



#### THERMAL CORE

A perfect base layer, the CORE+ thermal is a thick, extra warm top designed especially for icy conditions but also allows perspiration to be wicked away from the skin at a rapid rate. The compression weave is designed to cling tight to the body to help with muscle fatigue and warmth.

- ◆ Black
- ◆ Sizes S – XL
- ◆ Tihoi approved

~~RRP: \$79.99~~

**Our Price: \$69.90**



HUNTERS ELEMENT

