



**St Paul's**  
COLLEGIATE SCHOOL

# THE INFORMER

KEEPING THE ST PAUL'S PARENTS AND STUDENT COMMUNITY INFORMED

ISSUE 1 | FEBRUARY 2018

## DEAR PARENTS AND GUARDIANS

IT IS MY GREAT PLEASURE TO PRESENT TO YOU, THE FIRST NEWSLETTER FOR 2018. WE HAVE MADE A GREAT START TO THE NEW SCHOOL YEAR, WITH A RECORD ROLL, IMPRESSIVE EXTERNAL EXAMINATION RESULTS AND SOME INCREDIBLY EXCITING DEVELOPMENTS AHEAD OF US OVER THE NEXT TWELVE MONTHS.

Our roll is the highest it has ever been in the school's history, with 722 students (our previous highest at this time was 700 in 2017). A major feature of our roll's composition is the excellent number of enrolments in Year 9, where we are at capacity with 121 third formers, and the big numbers of students in Year 12 and 13, where the cohort is 168 and 170 respectively.

Over the December/January period; our rowers; 1st XI and Colts cricketers and musicians spent a considerable amount of time preparing for the challenges of the year ahead, with various camps, regattas and fixtures. All of our athletes at the NZSS Championship in Hastings achieved top ten finishes, with new student to our school, Caroline Kolver taking out the national girls' junior Shot Put title. While the Maadi Cup winning girls' four were selected as one of the top five secondary school teams of the year at the Waikato regional sports awards ceremony in January 2018.

Outstanding sporting highlights included Matthew Fisher's (Year 13 in 2017) selection for the New Zealand U19 team that played in the age World Cup based in the Bay of Plenty; Libby Clayton was invited to attend Netball New Zealand's

Development Camp, along with 59 of the top secondary school netballers from around the country, (from which the NZSS Netball side is selected); our combined junior Get-2-Go team of Trey Lincoln, Sam Kalma, Oliver Larcombe and Ben Littlejohn (joined by four Waikato Dio Girls) contested the national finals at Great Barrier and over the six days of gruelling competition, finished an impressive fourth place; while Lwamba Chileshe (Year 13 in 2017), won the Oceania Junior Squash Championships in Brisbane.

The Special Character highlight of the break was the highly successful Mission and Outreach trip to Cambodia in December. Twenty-four of our seniors spent a couple of weeks in the slums of Phnom Penh. It proved a hugely rewarding experience, working with the young people in that highly deprived and confronting environment. The seniors who took part were very positive in their feedback about the life-changing nature of the experience. Once again, like the 2016 trip, it wasn't without its physical challenges, but we are extremely appreciative of Mr Colin Lewis' coordination of this expedition and the crucial assistance provided by Mr Mathew Hewett, Mrs Christine Coates and Mrs Heidi Lewis.



**Grant Lander**  
HEADMASTER

Overall, the first month of the new school year has started extremely smoothly with events such as the Powhiri and welcome for new students and staff proving a magnificent occasion, with Archbishop Philip and Bishop David present for the induction of our new highly-respected Chaplain, Reverend Peter Rickman. We have also hosted the Prefects' commissioning, athletics standards and championships; the start of the Tihoi experience for 2018/Intake One; the dedication of the Sir Edmund Hillary mural; a fantastic fundraising evening for our cricketers touring Sri Lanka in 2019, hosted by Simon Doull, with special guests Daniel Vettori and David Lloyd 'Bumble'; along with many other special school events. There is a great feeling around the school and the student body have quickly settled into a productive, focused work pattern in the new academic year.



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# IMPRESSIVE SCHOLARSHIP RESULTS

This year, 18 of our senior students gained a total of 28 subject scholarships – three of which were Outstanding Scholarships. Three of our students gained three subject scholarships each: Talitha Patrick (Year 13), Dylan Woodhouse (Year 12) and Alice Cao (Year 11). One of the real features of the 2017 results was that 14 of the scholarships were gained by our Year 12 and 11 students.



Talitha Patrick



Dylan Woodhouse



Alice Cao

## OVERALL ACADEMIC PERFORMANCE

Our students established new benchmarks in both their NCEA and Cambridge results for 2017.

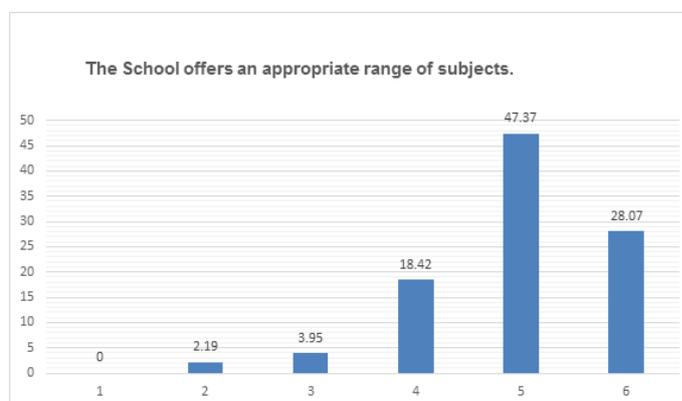
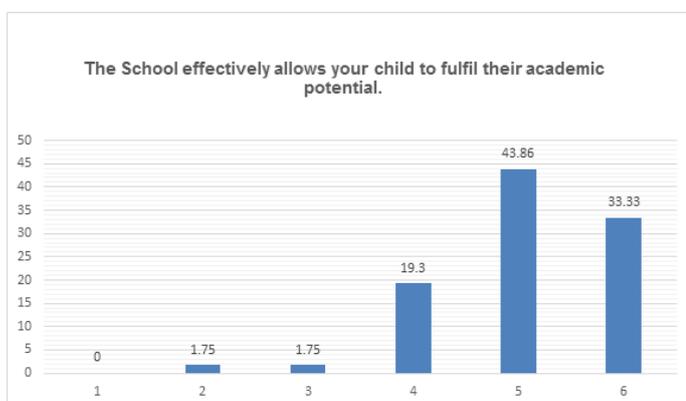
Particularly pleasing were the endorsement rates, which indicate the quality of the results achieved; with 57% of our Level 3 students gaining a certificate endorsed with Merit or Excellence; a best ever result; 54% of Level 2 students gaining an endorsed certificate, another historical high

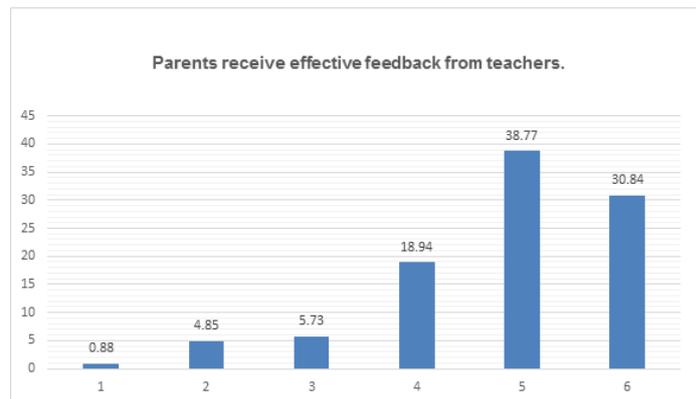
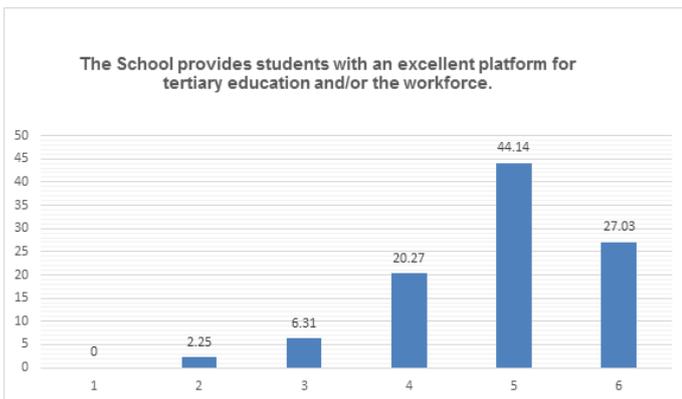
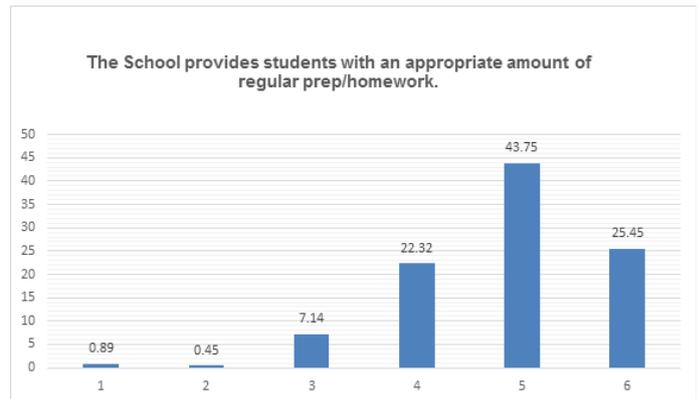
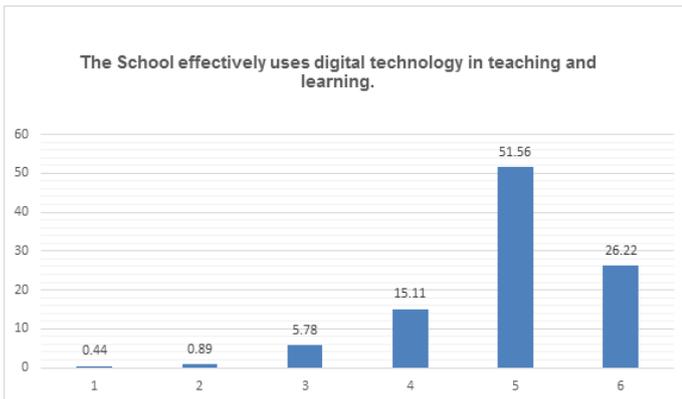
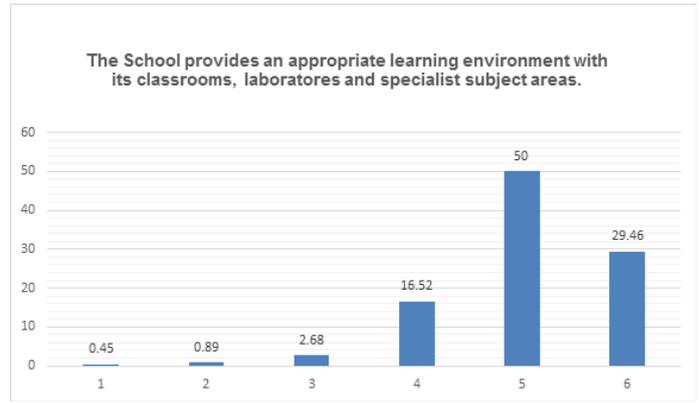
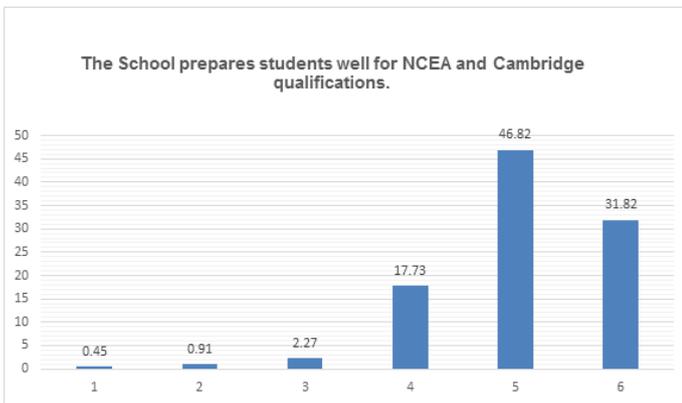
for endorsements; while 68% of Level 1 students gained an endorsed certificate (see more detailed analysis in the Academic Excellence section of this newsletter).

In Cambridge examinations, 100% of our AS students passed both Mathematics and English and we had a 93% pass rate for the demanding Biology, Chemistry, English, Mathematics and Physics examinations.

## COMMUNITY SERVICE FEEDBACK – ACADEMIC EXCELLENCE SECTION

In both the November (Special Character) and December newsletters (Citizenship), we have reported back on feedback on the results of the Community Survey, undertaken in Term Three of 2017, by just over 250 of our families. In this issue, we want to focus on feedback provided on the Academic cornerstone of the school.





Extremely pleasingly, 77.19% of parents rated St Paul's a 5/6 or 6/6 for the statement "The School allows their child to fulfil their academic potential" (same as 2014); 75.44% gave it the same rating for the statement "Offer an appropriate range of subjects", (up 4% on the 2014 Community Survey); 78.64% felt strongly that "The school prepares students well for NCEA and Cambridge qualifications", (up 17% on 2014); 79.46% felt strongly that "The school provides an appropriate learning environment with its classrooms, laboratories and specialist subject areas", (up 2% on 2014); 77.78% felt strongly that "The school effectively uses digital technology in teaching and learning", (up 34% on 2014 – probably largely due to the introduction of Chromebooks for our juniors, compulsory BYOD devices in the senior school and extensive use of Google-classrooms); 69.20% strongly felt that "The school provides students with an appropriate amount of regular prep/homework", (up 8% on 2014); 69.61% felt that "Parents receive effective feedback from teachers", (i.e. up 4.5% from 2014 – probably as a result of the introduction of regular electronic fortnightly reporting of the effort put in by students); while 71.17% felt strongly that "The school provides students with an excellent platform for tertiary education and/or the workforce" (a new question and not one asked in 2014).

# CAPITAL IMPROVEMENTS COMPLETED AND PLANNED FOR IN 2018

## MINOR CAPITAL WORKS OVER THE HOLIDAY PERIOD

With the focus on completion of the new wing for Harington girls' boarding house, there has been little opportunity for minor capital works over the break. These instead will be undertaken during the first half of the year.

In Term Two we will focus on the upgrade of the Mathematics classrooms in B29, B30 and B31. This will include new wall linings and the installation of aluminium windows in each of the rooms.

In the first half of the year, we will also convert and upgrade the old senior painting room into a photo studio.

## MAJOR CAPITAL WORKS IN PROGRESS

### Harington Girls' Boarding House

The start of term saw the seven new bedrooms, two toilets and two showers, an enlarged common room and new kitchen completed for the boarding girls to use. School Carpenters, Mr Gavin Jakes and Mr Phil Morgan spent a huge amount of time over the holidays to minimise the disruption for the boarding girls. The end result is an impressive facility for our Harington boarders.

### Clark House

Livingstone contractors and sub-trades worked throughout the holiday period to get us to a position where the Year 9 and 13 accommodation for Clark was ready for us on the first day of the academic year. Over Term One, the Year 12 dorm will be upgraded, but the actual complex itself will not be completed (earthquake strengthening, assistant housemaster's two-bedroom apartment, etc) until the middle of the year. When completed, the whole of the ground floor of Clark House will have a brick veneer, with most of the first storey's aluminium windows replaced with double-glazing. This huge project will increase the capacity of Clark from 72 to 92 students and will allow us to go some way towards meeting the significant demand for boys boarding placements.



Top Left: Year 13 Lounge – Clark House

Top Right: Year 9 dorm – Clark House

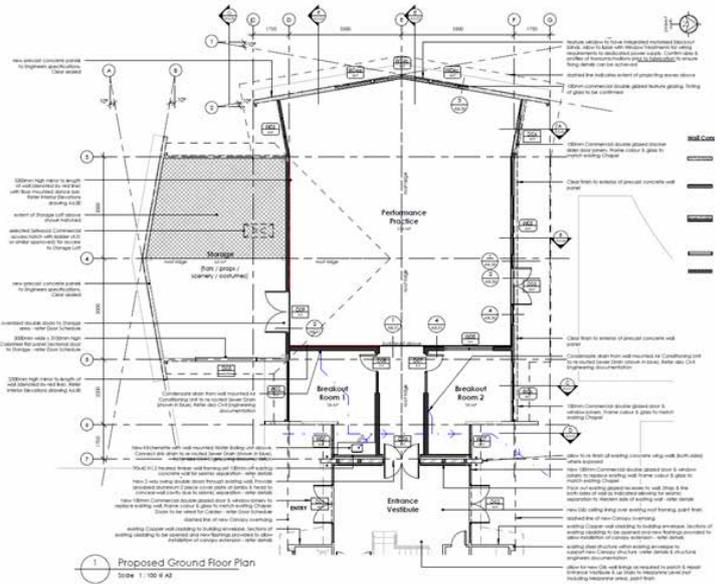
Bottom Left: Clark House Redevelopment Project



## MAJOR CAPITAL PROJECTS IN PLANNING – 2018

### Drama Performance Complex

Some initial ground work has been done with the removal of the camellia grove and the reduction of the large magnolia trees close to the Chapel bell. We will be planting a number of replacement large magnolia specimens at the completion of this project. Later in March, earthworks will start. The new performance complex will include a practice room and office for the HOD of Drama, a significant storage area for scenery flats, costumes and props; and a large drama/dance studio with sprung floor and the ability to accommodate small performances of comfortably 120-135 people (see floor plan). The facility will double as a reception/refreshment area for events held in the Chapel. Our intention is to hire the room out for dance lessons to a provider who will use it mid-week and on weekends when it is not required by the Drama department. The room itself has huge glass areas on two of the walls, with the end facing the Reynolds Room replicating the structure in the Sanctuary of the Chapel of Christ the King. The project is expected to be completed during Term Four. It will, like the Music block, cause some major disruption to the front entrance to the school and for movement to and from the Chapel area. We have had discussions with Livingstone's about limiting work during chapel services and assemblies and during any special events that may occur over this period.



### Tihoi classrooms

In Term Four, we are looking to relocate the second and third of the new classrooms for Tihoi. Mr Phil Morgan and Mr Gavin Jakes will complete one of these rooms at the Hamilton campus and this and the classroom that has been used as a temporary accommodation for Clark boys, will be transported down to the Venture campus around November. In 2019, the school carpenters will spend time down at Tihoi completing the verandahs and decking for the classroom complex.

### Football/Hockey Pavilion

The new Pavilion will be the Year 13 Construction class project for 2018 and potentially extend into a significant part of 2019. Ground work, including the sinking of piles has already been completed. The facility will include two large changing rooms and storage on the ground floor and a viewing gallery, offices for Midlands Hockey and a function room on the first floor. The Pavilion, the expansion of the dug-out and the relaying of a new astro-turf surface in Term One next year will be completed prior to the proposed hosting of the NHL senior inter-provincial competition in Hamilton later in 2019. We continue to be indebted to Thomson's ITM, the builders and construction sub-trades who each year give generously of their time and services for these Construction class projects. The Pavilion will be a major focus of an external fundraising campaign over the next 12+ months.

## MAJOR CAPITAL PROJECTS IN PLANNING – 2019 AND BEYOND

### Learning Hub

Over the next year we will finalise plans for the extension to the Hornsby library. This expanded facility will extend out into the main quad and on the first floor will house our Learning Enhancement Unit (LEU), the Director of Teaching and Learning and have break-out rooms for the students undertaking group work. The ground floor will include offices for the library, a resource centre, toilet facilities, revamped library and for collaborative learning opportunities. Groundwork will commence over the December/January period, with the foundations being laid in February 2019. While construction is taking place, the library will be relocated to the old assembly hall/drama room. This old building will then be demolished in 2021 and the area converted into a grassed quad, which will include extra car parking.

Given the significance of this new Learning Hub facility to many aspects of the school's operation and learning programmes, we will be undertaking extensive consultation with staff to ensure, as much as possible, we can future proof the functionality of this space.



# FOCUS FOR 2018

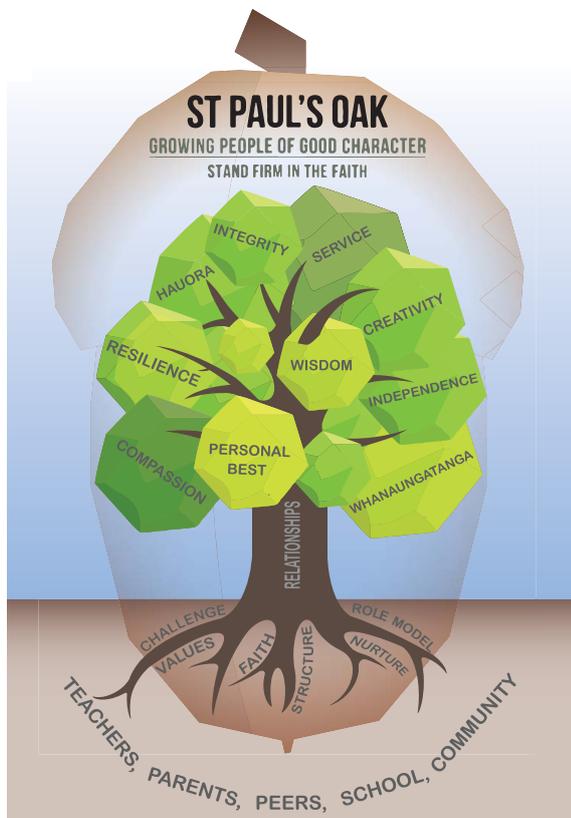
## PASTORAL CARE

### Mentor Classes

In 2018 we have opted to make the majority of our mentor classes co-ed groupings (i.e. Year 9 – 12 boys and Year 11-12 girls), in order to integrate our girls more effectively into the school. With ongoing growth in the number of female students (i.e. 134), it is now viable to distribute the girls through the vertical form classes in most house groupings. In boarding houses, this has necessitated an increase from four to five mentor classes per house. In day houses, there will be 3-4 girls per mentor class, while in the boarding houses, there will be 3-4 girls in three of the five mentor classes.

### Character Education

With the review that was undertaken in 2017, the Character Education programme has gone through a significant change. For the first term, the girls in the four Character Ed slots will work in female only groups, while the boys in each house will work on topics similar to that which have operated over the past four years. In mentor and co-ed Character Ed outside this time, students will focus on the outcomes highlighted in the foliage of the 'SPC Oak' diagram.



WHAT WE UNDERTAKE TO PUT IN	
Values	A sense of right and wrong, the morals, traditions and beliefs we live by
Faith	Valuing our Christian dimension and applying it to teenagers lives
Model	Staff conduct of relationships, staff involvement in sport, behaving the same way we espouse
Structure	Providing the rules, discipline and boundaries to live successfully in society
Nurture	Providing individual care, support, encouragement, aroha and hope
Challenge	Expecting our students to strive beyond their current success

THE OUTCOME: GROWING GOOD CHARACTER	
Compassion	Empathy, concern for others
Whanaungatanga	Meaningfulness of life, engagement in the community, connectedness, loyalty, pride, whanau
Resilience	Learning to respond to failures, moral fibre, optimism, hopefulness, future mindedness
Independence	Self reliance, self supporting, standing on your own two feet
Altruism	Unselfishness, giving unto others
Wisdom	Curiosity, exploration, critical thinking, open mindedness, mastering new skills and knowledge
Hauora	Healthy balance of mind, body and spirit, feeling of wellbeing
Personal best	Being better than before
Integrity	Being honest, authentic, courageous, having strong moral principles, steadfastness
Creativity	Originality, thinking outside the square, inventiveness, imagination

**MIGHTY OAKS FROM LITTLE ACORNS GROW** 

### Year 13 Life Skills Programme

With the removal of Year 13 girls from mentor classes, both the senior boys and girls sit outside this programme and on a regular basis during mentor time, will work on leadership issues with Housemasters. But they will also be involved in a new programme being coordinated by Mr Paul Wilson and Mr Peter Gilbert, looking at topics that relate to life skills required when students leave St Paul's. Part of this life skills programme will include involvement in the MindEd programme, which looks at helping students to identify their strengths and to better understand their own personality and that of others, to assist them to contribute more effectively to teams, to develop leadership and to assist with personal goal setting. We intend to implement this MindEd programme with our A band Year 9 students, as well as with Year 13.

### Emotional Intelligence (EI)

In 2018, we will be consolidating the EI programme in Year 9, 10 and 11, with the Year 11 programme being delivered by Housemasters during mentor slots in Terms Two and Three. We will be looking at a move to add EI data to students' PCSchools profiles, raising general staff awareness of EI and investigating the introduction of a Year 13 EI programme from Swinburne University, which has a focus on leadership skills and EI in 2019.

## **ACADEMIC**

### ICT

In 2018, we want to build on the use of our Google platform and intend to phase out i-Learn and replace it with Google applications – developing Google textbooks or online course books where teaching and learning resources can be utilised more effectively on a website platform. From a hardware perspective, we have replaced many of the core switches with modern hardware, spending just over \$50K to speed up delivery in key areas of the school. While our fibre infrastructure has had to be altered to make way for the new building projects which we are involved with.

In Year 9, Mr Ben van Meygaarden will be taking our junior students for block courses in Digital Technology to provide them with a basic toolkit which subject teachers will be able to utilise in their classrooms.

### A Stream – Year 9

Due to the strength of the new Year 9 intake, we have streamed the A band into a top class and a second top class, with the teachers selected to teach, particularly the A1 class, expected to deliver a purposeful enrichment programme for these most able of our cohort.

### Homework

We have moved to the use of a digital platform to record homework in the junior school. We have restructured junior boarders' prep in the dining room to allow us to have a better idea of the homework given to each of the core classes and we have employed three tutors, who are currently undertaking university studies, to support boarders with their homework each night. There will be a greater expectation that teachers will consistently give homework and that this will be regularly recorded and checked on.

### Careers

We will be hosting the school-based bi-annual careers expo this year and intend to make more effective use of new careers software in assisting students to determine potential pathways in order to help them with their self-motivation. We would like to investigate increasing our careers capability and in particular the programmes that we could offer within the junior school during Term Four, after the end of year examinations.

### Tikanga and Te Reo Māori

We will be introducing a new programme, with the assistance of Matua Thompson and Mr Defyd Williams in our Year 9 Social Studies course. While at Tihoi, through the input of Mr Stewart Tukerangi we will be providing one hour of Te Reo/Tikanga instruction per week as part of their programme at the Tihoi Venture campus in 2018.

We would like to raise the profile of the Kapa Haka group by having them regularly perform in front of the school at assemblies.

### Agribusiness

With the Level 2 and 3 Agribusiness standards having been placed on the NZQA framework, we will be looking to both support the over 30 schools who will be implementing the curriculum in 2018 and to assist and encourage a further 50 schools to consider Agribusiness as an option in 2019. To this end, we will be hosting a two-day Agribusiness Conference at St Paul's and our Agribusiness Advisor, Mrs Melanie Simmons, will move around the country to work with schools who are both considering and implementing this subject. We will also be liaising with the principal and business partners to gauge their commitment in continuing their engagement in the initiative.



## PEOPLE

### Innovative Practice

With Mr Jeremy Coley's new role as Director of Teaching and Learning, he will spend a significant portion of the new term informally visiting classrooms. As a key member of our Senior Leadership Group, Mr Coley will be working intensively with LOC's to help us to work towards the improvement of teaching and learning best practice. Initially a major part of his role will be ensuring that all staff adopt 'Teaching as Inquiry' practice to both fulfil their requirements for the Education Council and to operate in a reflective manner in their teaching. Mr Coley will be looking to revamp our professional development programme and opportunities for staff. A major focus in 2018 will be a significant number of staff taking part in the IBSC Conference in Australia, once again due to the generosity of Professor John Ormiston (Old Collegian), who will be our guest speaker at the Academic Scholarship assembly in June.

### Support for New Staff

With the large number of new staff we will need to be mindful of the support that will need to be offered when key milestones arise over the year.

## SPECIAL CHARACTER

### Greater understanding and connectivity with Māori

We want to build on the platform that we put in place last year as a result of our Marae based staff PD session in Term Three and look at offering a school-based Te Reo Māori staff PD opportunity and continuing to develop our staff's understanding of Tikangi Māori.

### Service

Further strengthen the service aspect of our school. We want to continue to consolidate the Over the Fence Ministry programme with Bankwood and Fairfield Primary and raise its profile within the wider Waikato community. As part of this initiative we have decided we will adopt a bi-annual rotation of a Twilight Gala in one year and the Colour Run and the Children's Party in alternate years.

### Sports Development

As a result of Director of Sport, Mr Josh Hay's observations from Term Four, he has established priorities for 2018. One of these priorities is the better communication of sporting activities within our school to both students and staff (through assemblies) and the wider community through social media and the school website. We intend to enlist the support of Mr Josh Howard and a team of students, to more effectively record co-curricular events. Mr Hay would also like to improve communication and coaching development through the sharing of information between codes through regular meetings and use of the school's digital platform.

### 60th Reunion Celebrations

With 2019 being the sixth decade since the establishment of the School, we are in the process of planning a year-long set of events with which to mark this historical milestone. The actual reunion will be held over two days in March 2019 (i.e. 8th/9th), but we will also have events throughout the year to highlight occasions such as 40 years of Tihoi. We will also be arranging special events for individual sporting codes over the summer and winter seasons.

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## **NEW STAFF 2018**

### **HAMILTON CAMPUS**



#### **Reverend Peter Rickman (Chaplain)**

Peter joins us following having most recently held the position of Dean of St Peter's Cathedral. We feel that we are extremely fortunate to secure Peter's services for the role; he understands the School well from his time here as Chaplain (January 2001 to December 2004) and more recently as a WACT Board member (September 2014 to December 2017); Peter has superb pastoral and guidance skills; relates well to young people and will prove a powerfully positive influence in Chapel services. With Peter's strong leadership experience, he will join the Senior Leadership Team and will have responsibility for Guidance/Welfare across our wider community.



**Mrs Angela Bromwich (HOD Commerce)**

Angela who gained her Bachelor of Commerce at the University of Auckland, has considerable experience in curriculum development and assessment as an NZQA contractor; national moderator; panel leader for NCEA Level 1 and 2 Accounting, digital assessment writer, material’s developer. She has previously been the HOD of Commerce at Edgewater College, Auckland Diocesan School for Girls, and had leadership positions at the Correspondence School. Her most recent teacher experience has been at St Cuthbert’s College.



**Mr Bryan Summerfield (LOC English)**

Bryan came to teaching after a ten year career in the retail and banking industries, joining Hamilton Boys’ High School as an English teacher. He has extensive pastoral care experience – supporting students at risk (2 years); Year 11 Dean (2 years); Year 13 Dean (4 years). Up to 2017, he was the staff rep on the HBHS Board of Trustees and has taken a leadership role in the Hamilton Central Schools’ Community of Learning. Bryan is a football coach, but has also been the editor of the HBHS school magazine and outside school is a volunteer firefighter.



**Mr Daniel Teka (Commerce)**

An Old Collegian (Sargood 2001-2005), Daniel completed his Bachelor in Business Analysis at Waikato University in 2011, having spent 2011 to 2016 in banking services. An accomplished rugby player in his own right (NZU17, coached Fraser Tech premier side and assisted with Waikato U19 rep team), Daniel has a real interest in business studies which will be an asset for the Agribusiness programme. He has shown an excellent rapport with our students as a Boarding House Tutor in both 2010 and 2016/17 and proved an impressive teacher trainee on placement at St Paul’s in Term Three, 2017. This will be Daniel’s first teaching appointment.



**Mrs Carolyn Gibbs (Mathematics)**

Carolyn has a Bachelor of Science from Massey University, with a major in Statistics and more recently (i.e. 2016), she gained her Graduate Diploma of Teaching (Secondary) from the University of Waikato. Her teaching subjects are junior Mathematics and senior Mathematics with Statistics. She has also given private Maths tutoring to secondary school students up to Year 12 (2002-2006). From November 2016 through to December 2017, Carolyn was a fulltime, permanent teacher of Mathematics at Rototuna Junior High School.



**Mr Brad Emslie (English)**

Brad gained his Bachelor of Arts at the University of Cape Town, taught for two years in South Africa, then a further two years in Hong Kong. For the past four years, he has taught at Westlake Boys’ High School. At Westlake, he coached rugby (1st XV 2016-17) and managed the 1st XI cricket side (2014-15). Brad has also had responsibility at WBHS as a House leader – in South Africa he had experience as a boarding housemaster. In 2017, Brad completed his post-graduate certificate in Educational Leadership. As well as his role in the English Faculty, Brad will take up the position as Assistant Housemaster of Clark Boarding House.



**Miss Nicole Schollum (Science)**

Nicole was educated at Aquinas College, where she was the Deputy Head Girl. In 2016, she completed a conjoint degree in Bachelor of Teaching and Bachelor of Science; majoring in Biology and minoring in Earth Science at the University of Waikato. In 2017, she had a LTR position at Tuakau College, where she has taught Biology to Year 12 and Science to Years 8, 9 and 11. An able sportswoman, she has the ability to coach basketball, volleyball, touch or netball. Nicole will, in 2018, be a second-year teacher.





### **Ms Melanie Simmons (Agribusiness Advisor)**

Melanie joins the St Paul's staff on 13th February 2018. She has a BA, Psychology; post-graduate diploma in Science and Technology and secondary teaching all from Massey University. From 2008 through to 2017, Melanie held several positions within NZQA including Marker of Level 1 Ag/Hort, independent checker for Levels 1 and 2 Ag/Hort, Materials Developer and then Examiner for Level 1 Ag/Hort, Agribusiness Moderator for Levels 2 and 3. From 2005 through to 2017, Melanie has worked at Feilding High School as a teacher of Sciences, HOD Horticulture and more recently Director of Agribusiness and was TIC Equestrian and Road Cycling.

## **TIHOI CAMPUS**

Mrs Emma Malcolm and Mr Stewart Tokerangi – both of whom have been Outdoor Instructors at the Tihoi Venture School previously, have completed their teacher training and have been employed as part of our teaching team at our Tihoi campus.

# **SIGNIFICANT CHANGES TO EXISTING STAFF ROLES**

**Mr Peter Gilbert** (Assistant Headmaster) Over the past eight years, Peter has spent the equivalent of three and a half years in an Acting Assistant Headmaster role, managing staff relief and pastoral care responsibilities. In 2018, with Mr Peter Hampton taking a sabbatical during part of Term Three, Mr Gilbert would have been once again called up to assist with Executive duties within the school. With the appointment of Mr Josh Hay as the Director of Sports Development, we have opted to appoint Mr Peter Gilbert to a permanent role as Assistant Headmaster. Peter will still continue with his DECA duties, but will delegate the High Performance Sport portion of his old role to Mr Hay. In this new role as Assistant Headmaster, Peter will have oversight for lateness to school, after school detentions, as well as the management and liaison with the increasing number of Te Amorangi scholars, who come from disadvantaged financial backgrounds, to attend St Paul's.

**Mr Jeremy Coley** (Director of Teaching and Learning) Previously the HOF English at St Paul's, Jeremy has been a most effective LOC and has been involved in major school-wide initiatives, including the earlier introduction of iPads into the junior school; raising literacy and more recently 'Write that Essay' programme. Articulate and a deep thinker, Jeremy has the huge respect of the staff. He joined St Paul's in 2006 as Head of English and between 2007-2009 was the Deputy Housemaster of Hall House. Prior to that he had teaching experience at New Plymouth Boys' High School and in the United Kingdom.

**Mrs Tess Hastie** (HOF Mathematics) Tess received an award for the highest academic in the final year of her degree at the University of Natal and was the Head Girl of her school in South Africa. She has been the Assistant Head of Faculty of Mathematics for the past three years. Tess joined St Paul's in 2003, having previously taught at Mt Roskill Grammar School and Northwood Boys' High School in Durban. In 2017, she gained her Masters in Educational Leadership (first class honours) at the University of Waikato.

### **Other Internal Responsibility Changes**

- Mr Kelvin Hogg will be Deputy Housemaster of Hamilton House.
- Mrs Heidi Lewis has joined Mrs Elizabeth Pitu as an Assistant Housemaster of Harington Day House.
- Mr Daniel Harper has replaced Mr Garth Littlejohn as the Deputy Housemaster of Clark House.

# **PASTORAL CARE SUPPORT TEAM**

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

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



## HOUSEMASTERS FOR 2018

### Boarding

Williams House:	Mr Craig Hardman	Housemaster	957 8816
	Mr Bruce Rawson	Deputy Housemaster	
	Mr Frans van der Merwe	Asst. Housemaster	
Clark House:	Mr Neil Muirhead	Housemaster	957 8822
	Mr Daniel Harper	Deputy Housemaster	
	Mr Brad Emslie	Asst. Housemaster	
Sargood House:	Mr Ryan McCarthy	Housemaster	957 8823
	Mr Michael Rameka	Deputy Housemaster	
	Mr Zane Hartley	Asst. Housemaster	
Harrington House:	Mrs Katie Lilley	Housemaster	957 8804
	Mrs Jackie Lock	Deputy Housemaster	957 8836
	Miss Karen Lock	Asst. Housemaster	

### Day Houses

Fitchett House:	Mr Colin Lewis	Housemaster	957 8895
	Dr Jason McGrath	Asst. Housemaster	
Hall House:	Mr Carl Neethling	Housemaster	957 8815
	Mr Ben van Meygaarden	Asst. Housemaster	
Hamilton House:	Mr Ian Campbell	Housemaster	957 8819
	Mr Kelvin Hogg	Asst. Housemaster	
Harrington House:	Mrs Jackie Lock	Housemaster	957 8874
	Mrs Elizabeth Pitu	Asst. Housemaster	
	Mrs Heidi Lewis	Asst. Housemaster	
School House:	Mr Andrew Gibbs	Housemaster	957 8840
	Mr Chris Foot	Asst. Housemaster	

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

- Mr Peter Hampton – Deputy Headmaster – Curriculum and Assessment:
  - Subject option selection
  - Year 13 Scholarship programme
  - Senior examinations
  - Internal examinations
  - Cambridge International
  - NCEA
  - Reports and assessment
- Mrs Helen Bradford – Assistant Headmaster
  - Junior curriculum and assessment
  - Junior internal examinations, entrance testing and class placement
  - Liaison for Year 9 boys and Year 11 girls new to St Paul's
- Mr Jed Rowlands – Deputy Headmaster – Pastoral Care:
  - Tihoi liaison and intake placement
  - Pastoral care/discipline for Boarding students
- Mr Ainsley Robson – Associate Headmaster:
  - Pastoral care/discipline for Day students



# STUDENT LEADERS FOR 2018



**Lane Tims**  
Head Boy  
Academic/Sports  
Portfolios



**Sarah Jackson**  
Head Girl  
Spirit/Boarding  
Portfolios



**Kaenan Ferguson**  
Deputy Head Boy  
Co-Head Junior  
Portfolio



**Victoria Chanwai**  
Deputy Head Girl  
Female Head of  
Hamilton  
Te Kaea Portfolio  
Social Portfolio



**Thomas Brown**  
Head of Clark  
Co-Head Boarding  
Portfolio  
Culture Portfolio



**Callum Prosser**  
Head of Fitchett  
Co-Head Junior  
Portfolio  
Sport Portfolio



**Alex Johnson**  
Head of Hall  
Social/Spirit Portfolios



**Temwa Chileshe**  
Head of Hamilton  
Sport/Spirit Portfolios



**Briana Cardon**  
Head of Harington B  
Co-Head Boarding  
Portfolio  
Female Head of Clark  
Te Kaea Portfolio



**Sasha Patil**  
Head of Harington D  
Environment Portfolio



**Liam Allen**  
Head of Sargood  
Boarding Portfolio



**Jamie Sandford**  
Head of School  
Co-Head Environment  
Portfolio  
Academic Portfolio



**Christian Collingwood**  
Head of Williams  
Co-Head Spirit Portfolio  
Boarding Portfolio



**Harry Forte**  
Chapel  
Co-Head Mission  
Portfolio



**Heath Johnson**  
Chapel  
Culture/Mission  
Portfolios





**Anna Hamilton**  
Chapel  
Co-Head Cultural  
Portfolio  
Academic Portfolio



**Genevieve  
Scott-Jones**  
Chapel  
Co-Head Mission  
Portfolio



**Grace Watson**  
Chapel  
Co-Head Sports  
Portfolio  
Female Head of  
Sargood



**Jack Walters**  
Chapel  
Co-Head Cultural  
Portfolio  
I-Team Member



**Luka Benseman**  
Co-Head Sports  
Portfolio  
Social/Boarding  
Portfolios



**Patchara Jirapanyayut**  
Co-Head International  
Academic Portfolio  
I-Team Member



**Dallas Taikato**  
Co-Head Te Kaea  
Portfolio  
Junior/Spirit Portfolio



**Alice Emeny**  
Co-Head Environment  
Portfolio  
Mission Portfolio



**Madeleine Gordon**  
Co-Head Social  
Portfolio  
Female Head of Hall  
Environment Portfolio



**Priya Singh**  
Co-Head Spirit  
Female Head of Fitchett  
Social Portfolio



**Matthew Winefield**  
Co-Head International  
and Academic Portfolios



**Shantanu Rawal**  
Co-Head Academics  
Sport/Spirit Portfolios



**Cameron Coull**  
Co-Head Social  
Environment/Boarding  
Portfolios





# ACADEMIC EXCELLENCE

## OVERALL ACADEMIC PERFORMANCE

### NCEA

Our 2017 results continued the impressive trend set in recent years. Our most senior students were able to replicate the NCEA Level 3 pass rate of 2016 (i.e. second equal best result). Impressively, 20% gained Excellence endorsement, while 57% gained either a Merit or an Excellence endorsement – again our best ever result.

At Level 2, the pass rate was also our third equal best ever. Endorsements were the best ever, with our historically highest level of Excellence endorsements.

For Level 1, our pass rate was third best ever. With quite a number of students for whom academic studies are challenging, we had a few who did not gain their national certificate at this level. Interestingly the Excellence endorsements were slightly down on last year's record levels. Although pleasingly an endorsed certificate level of 68% represents the highest record at fifth form for our school.

A summary of roll based pass rates is as follows:

Level 3	93%	[93% in 2016, 96% in 2015, 92% in 2014, 93% in 2013, 86% in 2012]
University Entrance	77%	[78% in 2016, 83% in 2015, 80% in 2014, 91% in 2013, 91% in 2012]
Level 2	96%	[99% in 2016, 95% in 2015, 96% in 2014, 97% in 2013, 89% in 2012]
Level 1	95%	[98% in 2016, 98% in 2015, 98% in 2014, 96% in 2013, 94% in 2012]

### **Note:**

For University Entrance it should be noted that in 2014, the MOE changed the criteria for tertiary entry (UE) and appropriately, made it much more difficult to achieve.

### Summary of Certificate Endorsements 2017

	SPC 2017	SPC 2016	SPC 2015	SPC 2014	SPC 2013
<b>Level 1 with Excellence</b>	16%	19%	17%	16%	14%
<b>Level 1 with Merit</b>	52%	48%	46%	42%	46%
<b>Level 2 with Excellence</b>	19%	17%	16%	15%	11%
<b>Level 2 with Merit</b>	35%	41%	30%	31%	29%
<b>Level 3 with Excellence</b>	20%	22%	14%	10%	11%
<b>Level 3 with Merit</b>	37%	30%	32%	28%	35%

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

	St Paul's	Decile 8-10
NCEA Level 1	95%	79%
NCEA Level 2	96%	81%
NCEA Level 3	93%	76%
University Entrance	77%	64%



While for the less discerning, participation-based results, we are still well above:

	St Paul's	Decile 8-10
NCEA Level 1	95%	89%
NCEA Level 2	96%	92%
NCEA Level 3	93%	88%
University Entrance	76%	74%

Roll-based by gender indicates that our boys are considerably out-performing boys in a similar Decile (by around 15%):

	St Paul's	Decile 8-10
NCEA Level 1	94%	72%
NCEA Level 2	92%	76%
NCEA Level 3	90%	67%
University Entrance	67%	54%

While our girls are also well above:

	St Paul's	Decile 8-10
NCEA Level 1	88%	85%
NCEA Level 2	100%	86%
NCEA Level 3	92%	82%
University Entrance	92%	73%

Pleasingly, our Maori students are mostly above their counterparts in similar Decile schools:

	St Paul's	Decile 8-10
NCEA Level 1	90%	74%
NCEA Level 2	87%	83%
NCEA Level 3	67%	72%
University Entrance	58%	54%

## EXCELLENCE ENDORSEMENTS

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

### Year 13 (Level 3 Excellence Endorsements)

(27 compared with 29 in 2016, 23 in 2015, 12 in 2014, 14 in 2013)

Sarah Best  
 Fergus Burke  
 Zacharias Campbell  
 Kathy Hastie  
 Jessica Hood  
 Matthew Jayasuria  
 Catherine Joe  
 Grace Li  
 Emi Ng  
 Talitha Patrick  
 Aidan Phillips  
 Maggie Powell  
 Oliver Saunders  
 Donna Smit  
 Proud Srisa-An  
 Alicia Stace

Madison Tims  
 Lucy Tustin  
 Kaitlyn Varga  
 Benjamin Wheeler  
 Daniel Wheeler  
 Jordan Wise  
 Millie Yarrall  
 Gavin Yip

### Year 12 (Level Three Excellence Endorsements)

Victoria Chanwai  
 Sasha Patil  
 Tony Wu

### Year 12 (Level 2 Excellence Endorsements)

(36 compared with 23 in 2016, 24 in 2015, 27 in 2014, 12 in 2013)

Katie Begbie  
 Christa Brandt  
 Jansen Cao  
 Briana Cardon  
 Victoria Chanwai

Raymond Chen  
 Temwa Chileshe  
 Zachary Collier-McCabe  
 Alice Emeny  
 John Flood  
 Oliver Goldfinch  
 Madeleine Gordon  
 Timothy Grigg  
 Sarah Gurnsey  
 Anna Hamilton  
 Joseph Harris  
 Isabella Heskett  
 Scott Hitchcock  
 Conor Horrigan  
 Sarah Jackson  
 Patchara Jirapanyayut  
 Alex Johnson  
 Heath Johnson  
 Samuel McClay  
 Toby McDonald  
 Holly Morrison  
 Bevan Muirhead  
 Divakrin Naicker  
 Sasha Patil  
 Lucy Phibbs  
 James Sandford  
 Genevieve Scott-Jones  
 Niamh Shalloe  
 Lucy Street

Keith Thorburn  
 Herman Wei

### Year 11 (Level 1 Excellence Endorsements)

(22 compared with 29 in 2016, 24 in 2015, 24 in 2014, 29 in 2013)

Jess Allen  
 Marnie Best  
 Alice Cao  
 Jack Deane  
 Madeleine Dickie  
 Sarah Gajzago  
 Adam Jefferis  
 Nicholas Karton  
 Olivia Knowling  
 Michelle Kong  
 Sarina Liang  
 Henry Mandeno  
 Julia McLean  
 Max McLean-Bluck  
 Jack Morton  
 Dillon Mulgrew  
 Sam Ogilvy  
 Angus Orsler  
 Christopher Penno  
 Campbell Smith  
 Jana Stokes  
 Aaron Taylor

## SCHOLASTIC CENTURIONS

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

### NCEA LEVEL 1 AND IGCSE RESULTS - ONE SUBJECT

Jess Allen	NCEA Level 1	Art
Marnie Best	NCEA Level 1	Agriculture/Horticulture
Louis Brown	NCEA Level 1	Sports Science
Mayson Coffin	NCEA Level 1	Art Design
Madeleine Dickie	Cambridge	IGCSE Chemistry
Galen Fan	NCEA Level 1	Computer Science
David Hancock	NCEA Level 1	History
Kate Healy	NCEA Level 1	Art Design
Fritz Jooste	Cambridge	IGCSE English
Nicholas Karton	NCEA Level 1	Sports Science
Hannah Mayer	NCEA Level 1	Music
Julia McLean	NCEA Level 1	Geography
Jana McLeod	NCEA Level 1	Sports Science
Jack Morton	NCEA Level 1	Mathematics
Mac Parker	NCEA Level 1	Sports Science
Abby Payne	NCEA Level 1	Mathematics
Tiaki Rhodes	NCEA Level 1	Sports Science
Holly Skelton	NCEA Level 1	Sports Science
Kaiden Yearbury	NCEA Level 1	Computer Science
Alex Zhong	Cambridge	IGCSE Mathematics



**TWO SUBJECTS CENTURIONS**

Adam Jefferis	Cambridge	IGCSE Mathematics IGCSE Physics
Dillon Mulgrew	NCEA Level 1	Mathematics Music
Campbell Smith	NCEA Level 1	Computer Science Mathematics
Jana Stokes	Cambridge/Level 1	IGCSE English Agriculture/Horticulture
Aaron Taylor	Cambridge/Level 1	IGCSE English IGCSE Physics
Orla White	NCEA Level 1	Chemistry Music

**THREE SUBJECTS CENTURIONS**

Simon Han	Cambridge	Chemistry Mathematics Physics
Lucy Simmonds	Cambridge	Biology Chemistry AS Mathematics Level 2

**FOUR SUBJECTS CENTURIONS**

Henry Mandeno	Cambridge/Level 1	Accounting IGCSE Chemistry IGCSE Mathematics IGCSE Physics
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**NCEA LEVEL 2 AND CAMBRIDGE AS**

Christa Brandt	NCEA Level 2	Photography	
Jansen Cao	NCEA Level 2	Sports Science	
Briana Cardon	NCEA Level 2	History	
Connor Downey	NCEA Level 2	Sports Science	
John Flood	NCEA Level 2	Computer Science	
Anna Hamilton	NCEA Level 2	History	
Michael Hunter	Cambridge	AS English	
Sarah Jackson	NCEA Level 2	Sports Science	
Patchara Jirapanyayut	Cambridge	AS Mathematics	
Alex Johnson	NCEA Level 2	Chemistry	
Charleis Kingston-White	NCEA Level 2	Sports Science	YEAR 11 STUDENT
Marcus Li	Cambridge	AS Mathematics	YEAR 11 STUDENT
Samuel McClay	NCEA Level 2	Computer Science	
Bevan Muirhead	Cambridge	AS Mathematics	
Divakrin Naicker	Cambridge	AS Mathematics	
Zahyra Osborne	NCEA Level 2	Sports Science	
Lucy Phibbs	NCEA Level 2	Chemistry	
Jonathon Porritt	NCEA Level 2	Photography	
Genevieve Scott-Jones	Cambridge	AS English	



Priya Singh	NCEA Level 2	Sports Science
Jack Walters	NCEA Level 2	Music
Herman Wei	Cambridge	AS English
Kaleb Williamson	NCEA Level 2	Computer Science
Dylan Woodhouse	Cambridge	AS English
Carter Wrathall	NCEA Level 2	Sports Science

**TWO SUBJECTS CENTURIANS**

Zachary Collier-McCabe	NCEA Level 2	Computer Science Sports Science
Oliver Goldfinch	Cambridge/Level 2	AS English Computer Science
Conor Horrigan	Cambridge/Level 2	AS English Economics

**THREE SUBJECTS CENTURIANS**

Toby McDonald	Cambridge/Level 2	Art Painting AS English Chemistry
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**FOUR SUBJECTS CENTURIANS**

Alice Cao	NCEA Level 2	Biology Chemistry English Physics	YEAR 11 STUDENT
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**FIVE SUBJECTS CENTURIANS**

Raymond Chen	Cambridge/Level 2	AS English AS Mathematics Biology Chemistry Physics
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**NCEA LEVEL 3 – ONE SUBJECT CENTURION**

Victoria Chanwai	NCEA Level 2	Sports Science	YEAR 12 STUDENT
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**NCEA LEVEL 3 – TWO SUBJECTS CENTURION**

Tony Wu	NCEA Level 3	Calculus Statistics	YEAR 12 STUDENT
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# CAMBRIDGE EXAMINATION RESULTS

In Cambridge, once again at an AS level (Mathematics and English), we had a 100% pass rate and 40% of the candidates gained an A grade (80% or better), with Raymond Chen gaining an A grade in both of these very challenging subjects.

## AS Level

Marcus Li topped Mathematics with 92% (A), with Dylan Woodhouse and Conor Horrigan both gaining the highest grade in English with 91% (A).

Other students to gain an A grade in Mathematics were: Raymond Chen (87%), Divakrin Naicker (82%), Patchara Jirapanyayut (82%), Bevan Muirhead (81%) and Lucy Simmonds (80%). Other students to gain an A grade in English were:

Raymond Chen (89%), Toby McDonald (85%), Herman Wei (83%), Michael Hunter (83%), Oliver Goldfinch (80%) and Genevieve Scott-Jones (80%).

## English

Sixteen of the 17 students gained a C grade or better (60% and above) and eight gained an A grade (compared to one in 2016, four in 2015, nine in 2014 and one in both 2013 and 2012). Abbie Stephenson is to be commended for these very impressive results with this AS class.

## Mathematics

Thirteen of the 17 students gained a C grade or better (60% or above), with six gaining an A grade (compared to five in 2016, five in 2015, nine in 2014, six in 2013 and five in 2012).

## IGCSE Results

With an overall pass rate of 93% (96% in 2016, 97% in 2015, 99% in 2014); 12% gained an A\* grade (19% in 2016, 21% in 2015 and 22% in 2014); 28% gained an A grade or better (42% in 2016, 47% in 2015 and 48% in 2014).

## Individual Highlights

Henry Mandeno gaining A\* in three subjects, with an average of 96%

(96% in Chemistry, 98% in Mathematics, 94% in Physics)

Simon Han gained A\* in three subjects, with an average of 95% (94% in Chemistry, 97% in Mathematics, 95% in Physics)

Lucy Simmonds gaining A\* in two subjects and an A in a third, with an average of 91%

(92% in Biology, 92% in Chemistry, 89% in Physics)

## Top Subject Performers

Biology: Lucy Simmonds (92%)

Chemistry: Henry Mandeno (96%)

English: Jana Stokes (94%)

Mathematics: Henry Mandeno (98%)

Physics: Simon Han (95%)

## Subject Highlights

### Biology

11 of the 12 students gained a pass grade (E or better). [Note: 21 of 23 in 2016.] Four students gained an A\* or A grade (six in 2016, none in 2015, five in 2014, one in 2013 and three in 2012).

### Chemistry

28 of the 31 students gained a pass grade (E or better). [Note: 46 of 49 in 2016.] Four students gained an A\* (12 in 2016, 8 in 2015, 12 in 2014, 13 in 2013 and 4 in both 2012 and 2011) and eight gained an A or better (20 in 2016, 13 in 2015, 24 in both 2014 and 2013, 10 in both 2012 and 2011).

### English

16 of the 17 students gained a pass grade (E or better). [Note: 23 of 23 in 2016.] Three gained an A\* (10 in 2016, 7 in 2015, five in both 2014 and 2013, three in 2012 and six in 2011). Ten gained grades of A or better (18 in 2016, 14 in 2015, 9 in 2014, 8 in 2013, 4 in 2012 and 12 in 2011).

### Mathematics

Impressively, 100% of all students gained a pass mark (i.e. 24), for the third year in a row. [Note: 29 of 29 in 2016.] Four students gained an A\* (4 in 2016, 7 in 2015, 8 in 2014, 12 in 2013, 4 in 2012 and six in 2011).

### Physics

47 of the 51 students gained a pass grade (E or better). [Note: 54 of 57 in 2016.] Four students gained an A\* (7 in 2016, 8 in 2015, 12 in 2014, 9 in 2013, 3 in 2012 and 8 in 2011). Nine gained grades of A or above (13 in 2016, 14 in 2015, 15 in 2014, 21 in 2013, 13 in 2012 and 14 in 2011).

In a number of the IGCSE subjects, the number of students was significantly down on 2016 and this needs to be taken into account when making a comparison with:

- Biology: 12 in 2017 compared with 23 students in 2016
- Chemistry: 31 in 2017 compared with 49 students in 2016
- English: 17 in 2017 compared with 23 students in 2016
- Mathematics: 24 in 2017 compared with 29 students in 2016
- Physics: 51 in 2017 compared with 57 students in 2016



# SCHOLARSHIP RESULTS 2017

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

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

**Callum Herbert:**  
Technology (Computing)

**Daniel Wheeler:**  
Chemistry

**Josh Grindlay:**  
Chemistry

**Talitha Patrick:**  
English  
Geography  
History

**Alice Cao (Year 11):**  
English  
Biology  
Statistics

**Michael Turnbull:**  
English  
Geography

**Conor Horrigan (Year 12):**  
English  
Geography (O)

**Dylan Woodhouse (Year 12):**  
English (O)  
Geography (O)  
History

**James Sandford (Year 12):**  
Geography

**Genevieve Scott-Jones (Year 12):**  
English  
Physical Education

**Toby McDonald (Year 12):**  
Chemistry

**Emi Ng:**  
Music

**Jordan Wise:**  
English

**Zacharias Campbell:**  
Chemistry  
Physics

**Samuel Dean:**  
Geography

**Benjamin Wheeler:**  
Earth and Space Science

**Raymond Chen (Year 12):**  
Statistics

**Sasha Patil (Year 12):**  
Biology

# SCHOLARS TIES LEVEL ONE 2017

*Calculated using grade point average of best five subjects including English and Mathematics. A total of 56 awards will be made to our 2017 Year 11 cohort.*

*+ Students who attended other schools in 2017.*

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

Rico D'Anvers	70%	Edwin Wills	75%	Nicholas Karton	84%
Gus Hanham	70%	Lily Carr Paterson	76%	Yat Him (Marcus) Li	84%
Harrison Stace	70%	Te Waiti Rawiri	76%	Holly Skelton	84%
Samuel Harcourt	71%	Abby Bartels	77%	Campbell Smith	84%
Molly Clements	72%	Catherine Wilson+	77%	Jess Allen	85%
Madison Bailey	73%	Katherine Grant+	78%	Sarah Gajzago	85%
Jana McLeod	73%	Mac Parker	78%	Angus Orsler	85%
Aidan Nelson	73%	Victoria Tucker	78%	Yao (Alex) Zhong	86%
Kaiden Yearbury	73%	Louis Brown	79%	Sarina Liang	87%
Kate Healy	74%	Charleis Kingston-White	79%	Jack Morton	87%
Hannah Mayer	74%	Michelle Kong	79%	Madeleine Dickie	88%
Jeremiah McDonald	74%	Jack Deane	80%	Dillon Mulgrew	88%
Sophie Chisholm+	75%	Jasmine Fountaine	80%	Christopher Penno	88%
Lachlan Crean	75%	Harry Coxhead	81%	Olivia Knowling	89%
Jacob Gibbs	75%	Benjamin Tustin+	81%	Max McLean-Bluck	89%
Carlin Vollebregt	75%	Elliot Leighton-Slater	82%		



**Achieving Personal Bests – High Achievers 2017 – Year 11**  
(calculated using best 5 subjects including English and Mathematics)

<b>Julia McLean</b> <b>(Aggregate 91%)</b>	Geography 100% French 99% English 88% IGCSE Biology 86% IGCSE Mathematics 85%	<b>Marnie Best</b> <b>(Aggregate 92%)</b>	Computer Applications 100% Ag Hort 100% Science 95% Mathematics 85% English 81%
<b>Simon Han</b> <b>(Aggregate 92%)</b>	IGCSE Chemistry 100% IGCSE Mathematics 100% IGCSE Physics 100% English 81% History 81%  Honours Board 3 x 100% Scholastic Centurions	<b>Aaron Taylor</b> <b>(Aggregate 93%)</b>	Computer Science 100% Mathematics 95% IGCSE English 91% IGCSE Physics 91% IGCSE Chemistry 88%
<b>Adam Jefferis</b> <b>(Aggregate 94%)</b>	IGCSE Mathematics 100% IGCSE Physics 100% Economics 94% English 93% History 85%	<b>Jana Stokes</b> <b>(Aggregate 94%)</b>	IGCSE English 100% Ag Hort 100% Science 95% Economics 94% Mathematics 79%
<b>Abby Payne +</b> <b>(Aggregate 95%)</b>	L2 English 100% L2 Biology 100% Mathematics 100% Visual Art 95% L2 Biology 89%	<b>Orla White +</b> <b>(Aggregate 96%)</b>	Music 100% L1/2 Chemistry 100% L1/2 Biology 94% L2 Calculus 94% English 93%
<b>Lucy Simmonds</b> <b>(Aggregate 96%)</b>	AS Maths 100% IGCSE Biology 100% IGCSE Chemistry 100% Geography 91% English 89%  Honours Board 3 x 100% Scholastic Centurions	<b>Henry Mandeno</b> <b>(Aggregate 96%)</b>	Accounting 100% Computer Science 100% IGCSE Chemistry 100% IGCSE Mathematics 100% English 80%  Honours Board 4 x Scholastic Centurions



# SCHOLARS TIES LEVEL TWO 2017

69 awards will be made to our 2017 Year 12 cohort plus 1 award to a Year 11 student – a total of 70 awards. \*Scholars tie received for Level 1 2016. + Students who attended other schools in 2017.

Brendan Hunt*	70%	Matthew Winefield*	80%	Jamie Sandford*	87%
Sukhneet Kaur Rehill*	70%	Carter Wrathall*	80%	<i>Scholarship: Geography – Honours Board</i>	
Charlie Saxton*	70%	Sarah Jackson*	82%	Christa Brandt	88%
Turi Edmonds	71%	Sophie O’Meeghan*	82%	Jansen Cao*	88%
Aidan Lee	72%	Yutong (David) Su*	82%	Temwa Chileshe	88%
Jonathon Porritt*	72%	Lane Tims*	82%	Sarah Gurnsey*	88%
Jack Russell	72%	Sophie Colquhoun*	83%	Zahyra Osborne	88%
David Tohi	72%	Michael Hunter	83%	Keith Thorburn*	88%
Libby Clayton*	73%	Holly Morrison*	83%	Dylan Woodhouse*	88%
Cameron Coull*	74%	Harry Forte*	84%	<i>Outstanding Scholarships: English,</i>	
Zara Peck*	76%	Niamh Shalloe*	84%	<i>Geography Scholarship: History –</i>	
Marcus Ratcliffe*	76%	Jack Walters*	84%	<i>Honours Board</i>	
Jacob Rae*	77%	Sophie Egan*	85%	Samuel McClay*	89%
Siobhan Read*	77%	Priya Singh*	85%	Bevan Muirhead*	89%
Luka Benseman*	79%	Lucy Street*	85%	Shantanu Rawal*	90%
Luke Henderson*	79%	Giovanni Glendining*	86%	Tim Grigg*	91%
William Heng*	79%	Joseph Harris*	86%	Divakrin Naicker*	91%
Fergus Hunt*	79%	Heath Johnson*	86%	Tony Wu*	91%
Zihan Zhong	79%	Briana Cardon*	87%	Alex Johnson*	93%
Kaenan Ferguson*	80%	Isabella Heskett*	87%	Lucy Phibbs*	93%
Louise Van Bysterveldt	80%	Patchara Jirapanyayut*	87%		

## Achieving personal Bests – High Achievers 2017 – Year 12 (calculated using best 4 subjects including English)

<b>Victoria Chanwai*</b> <b>(Aggregate 94%)</b>	L3 Sports Science 100% L3 Music 95% Chemistry 94% English 86%	<b>Alice Emeny*</b> <b>(Aggregate 94%)</b>	Art Painting 95% Chemistry 95% History 95% English 90%
<b>Madeleine Gordon*</b> <b>(Aggregate 94%)</b>	Chemistry 95% Economics 95% History 95% English 95%	<b>Zachary Collier-McCabe *</b> <b>(Aggregate 96%)</b>	Computer Science 100% Sports Science 100% English 95% Chemistry 88%
<b>Oliver Goldfinch *</b> <b>(Aggregate 97%)</b>	Computer Science 100% English 100% Physics 95% History 93%	<b>Toby McDonald*</b> <b>(Aggregate 97%)</b>	Art Painting 100% Chemistry 100% English 100% Statistics 89%  Honours Board Scholarship: Chemistry



<b>Genevieve Scott-Jones*</b> <b>(Aggregate 97%)</b>	A Level English	100%	<b>Herman Wei*</b> <b>(Aggregate 97%)</b>	English	100%
	History	98%		Calculus	98%
	Agribusiness	98%		Computer Science	95%
	Drama	93%		Physics	95%
	Honours Board Scholarship: English Physical Education				
<b>Anna Hamilton*</b> <b>(Aggregate 98%)</b>	Geography	100%	<b>Conor Horrigan*</b> <b>(Aggregate 98%)</b>	AS English	100%
	History	100%		Economics	100%
	Drama	96%		L3 History	100%
	English	95%		L2 History	93%
				Honours Board Scholarship: English	
<b>Raymond Chen *</b> <b>Aggregate (100%)</b>	Biology	100%			
	Chemistry	100%			
	AS English	100%			
	AS Mathematics	100%			
	Honours Board 5 Scholastic Centurions Scholarship: Statistics				

LEVEL 2 SCHOLARS TIE 2017 GAINED BY A YEAR 11 STUDENT			LEVEL 3 SCHOLARS TIE 2017 GAINED BY A YEAR 12 STUDENT		
<b>Alice Cao*</b> <b>(Aggregate 100%)</b>	Biology	100%	<b>Sasha Patil*</b> <b>(Aggregate 95%)</b>	English	100%
	Chemistry	100%		Statistics	95%
	English	100%		Biology	95%
	Physics	100%		Calculus	88%
	Honours Board 4 Scholastic Centurions Scholarship: English, Biology, Statistics			Honours Board Scholarship: Biology	

## ST PAUL'S CAREERS SERVICE

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

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

Career education is offered at all levels of the school curriculum. Students and parents are welcome to come and discuss subject choices and first step options post-secondary school. The careers department arranges tertiary liaison visits from universities and other providers (the NZ Defence Forces for example) as well as the bi-annual Careers Expo held this year on the 26th June.



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

### **CAREER RESOURCES**

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

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

### **CAREER CENTRAL**

An exciting innovation this year is the programme Career Central 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.

Students go to [cc.school.nz](http://cc.school.nz) choose St Paul's from the list of schools and login with their school email address and password.

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

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

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

### **BULLS EYE**

So many options, so little time...

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

Finding focus before investing in further education.

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

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

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

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

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

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

How to work all this stuff out?

A good diagnostic assessment is a great start to helping teens focus on these questions. There are lots of tools around both paper-based and online as well as many career consulting companies who can provide advice and assistance. The best



approach for you will depend on your particular circumstances, preferences and budget.

At BULLS-EYE we have developed an online tool which uses a quiz-based format to help young people work their way through the six steps outlined earlier. Our research told us that the internet is where teenagers prefer to go for their information. With a topic like careers where teens may lack direction and/or confidence we think an online tool is a particularly good idea. BULLS-EYE steps them through the process of reflecting on their personality, interests and

talents, then introduces them to the career paths likely to suit them best. We've developed a resource page for more than 40 separate job families (with information on more than 400 jobs). We encourage teens to action plan, and get out in the real world to discuss and experience these areas for themselves; and, we provide up to date information on projected demand for as many career paths as we possibly can.

## YEAR 13 CAREER PLANNING FOR 2018

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.

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

1. Draw up a list of goals – Long Term, Medium Term & Short Term Goals plus how you intend achieving these. This list should be on your notice board at your desk. This is not restricted to career goals only.
2. Keep your CV up to date and make sure it contains all the information required for a school type CV. Get several people to check it for you to ensure that it is appropriate.

3. Start researching scholarships. Check Generosity NZ. You can access this site at school. Remember that scholarships are not only awarded to the very academically able (although this does help). Many average hard working students earn some very generous scholarships. If you don't apply you will not get!!
4. RESEARCH, RESEARCH, RESEARCH. This includes paper/internet research into career areas of interest, but also interviewing people in the industry and doing volunteer work with people employed in jobs of interest. Remember to write up your experience after an interview/job shadow and file this.
5. CONTACTS, CONTACTS – these are essential in your quest for work/money over the next few years. Get yourself out there and make a point of meeting new people – particularly in your career interest areas.
6. Making training decisions with little or no information, will cost YOU big money. Every year spent training costs about \$20,000. Add to this cost, what you may have earned if you hadn't gone to Uni/Polytech/Workplace Training. A four year course can cost you over \$100,000.
7. Have a good year – get involved (but not over-involved) work hard, and enjoy your final year at St Paul's Collegiate School.

## IMPORTANT DATES:

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

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

• Wintec	26 February	12.15pm
• Massey University	28 February	12.15pm
• AUT	5 March	12.15pm
• Canterbury University	7 March	12.15pm
• Auckland University	8 March	12.30pm
• Lincoln University	26 March	12.15pm
• Otago University	27 March	12.30pm
• Waikato University	28 March	12.15pm
• Victoria University	9 April	12.15pm

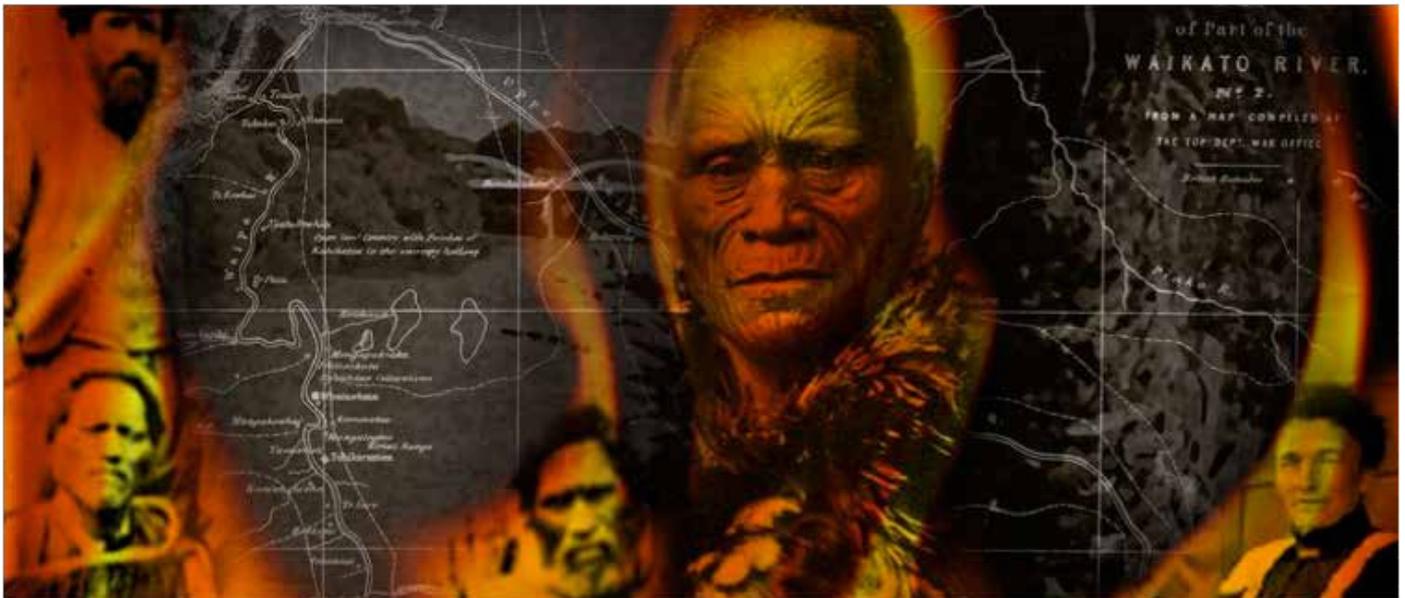
## OTHER ACADEMIC HIGHLIGHTS:

Sean Dykes (Year 13 in 2017) has been awarded the Callis Performance Scholarship worth \$6,000 by the University of Otago.





# PARTICIPATION



## FLOWING WATER

Friday, 16th February was the world première for 'Flowing Water' a Waikato story. Singing, acting, kapa haka, film and dance came together in a ground-breaking and dazzling musical drama, written and produced specially for the Hamilton Gardens Arts Festival 2018. Flowing Water told the epic story of the Waikato River and all the peoples nurtured by the river – Māori, Pakeha and later migrants, in a landmark production supported by Tainui.

Year 9 student, Geoffrey Smith and Musical Director, Mr Tim Carpenter were thrilled to have principal roles. Waikato Times reporter, Lisa Nicolson, wrote "Geoffrey Smith's young voice pierced the night and touched our hearts as he played the part of John Tinsley."

Acclaimed writer Witi Ihimaera joined forces with local historian Tom Roa to write this Waikato story, carefully distilling the area's history down to distinct events – the arrival of Pākehā migrants and colonisation of the Waikato; the establishment of the Kiingitanga under Pōtatau Te Wherowhero; the Land Wars, including the attack on Rangiaowhia. Conflict again was at the heart of the third act, but this time at Gallipoli and the battle of Chunuk Bair, when Pākehā and Māori fought and died together for the same cause – an intense reminder of how far we have come as a nation in a relatively short space of time.



# 2018 MUSIC CAMP REPORT *by Jack Walters*

On Friday, 19th January, 34 students, from the Big Band, Orchestra, Guitar Group and newly formed Drumline participated in the 2018 Music Camp. This year is the first year it has been held at the main school campus - and the newly upgraded music block.

Our repertoire was all brand new, which saw many challenges to new and old students. However, in many people's opinions, this camp was seen as the most successful camp so far. This was because, all of the groups had learnt a much greater repertoire which was entirely new and executed it extremely well with only 2 ½ days practice.

We all arrived after an early morning wake-up on Friday, at 8:30am to "the mighty green machine" - Williams House - to spend the next two nights on camp. Because camp was no longer at Tihoi, we saw our first practice start at 9.00am, instead of the usual after dinner practice. After a hard days work of six hours, we ventured off to "Leap" for a jump around on trampolines. We all enjoyed dodge ball, shooting hoops and trying to leap onto an extremely high wall.

Saturday brought another day of long six hour rehearsals. However, we thoroughly enjoyed our venture of rock climbing at "Extreme Edge".

On Sunday - after clean-up and a final rehearsal - camp came to an end, with a concert showcasing the work of the students and teachers. Each group performed several pieces from the 2 ½ day camp, displaying their musical talents to the parents and

residential staff.

Our pieces included:

Drumline: a routine designed by Mr Adrian Hayward

Guitar Group: Imagine, Flaming Goats and Ashio's Rags

Orchestra: From the Highest Peak, The Blessing, La La Land, Allegretto from Beethoven's Symphony No. 7 and Don't Stop Me Now

A new addition this year was the Drumline, directed by Mr Adrian Hayward. This group is made up of drummers and percussionists who will be playing at many different events throughout the year to help create a unique atmosphere.

We'd like to say a big thank you to everyone who made camp possible. To Chef Warner and Roy - the cooks for the fantastic meals, to Williams House staff for allowing us to stay and put up with the noise, to our teachers and tutors: Mr Duncan Smith, Miss Jane Spenceley, Mrs Michelle Flint and her daughter Sarah-Jane, Mr Adrian Haywood, Mr Oliver Barrett, Mr Ricky Oatham and Mr Derek Shaw. Thanks for all the time and effort you put into organising the camp - we really appreciate it!

All in all, music camp gave us a head start into the new school year which will no doubt prove to be very beneficial to the future of our upgraded music department.

## OTHER CULTURAL HIGHLIGHTS

- Victoria Chanwai (Year 13) has been accepted to be a member of NZSSSO (NZ Secondary Schools Symphony Orchestra). This will be her third successful audition to be in the orchestra (2016, 2017, 2018) and she has once again been given a 1st Violin position. The NZSSSO offers a valuable opportunity for some of New Zealand's top secondary school orchestral musicians to represent their school, and receive the opportunity to experience playing in a full Symphony Orchestra. Students are selected by audition. The NZSSSO course runs for six days, during which students participate in a variety of practical sessions – culminating in two public performances. Each year, the standard reached has remained high, with full-scale orchestral works being performed. It is widely regarded as a significant training ground for young players aspiring to membership of the New Zealand Youth Orchestra and ultimately to a career as a professional musician.
- Both Victoria Chanwai and Anna Hamilton (along with 2016 graduate, Katie Trigg) were all awarded The Adastra Foundation Scholarships, which are awarded to athletes and musicians between the ages of 16-23, who reside in the Waikato/BOP region. Musicians, such as these three young woman, need to be the holder of a recognised music qualification or enrolled in a tertiary institution to study music and be considered to have the potential or to be amongst the best in their chosen area of music. We offer all three our congratulations on their achievement.



# SPORTING ENDEAVOURS



## RICO D'ANVERS IMPRESSIVE BMX GOALS FOR 2018

In July 2017, Rico travelled to the USA to represent New Zealand at the BMX World Championships in South Carolina for 16 year old boys. His riding was strong in the first three motos, but unfortunately he went out in the 16ths – not the result he was hoping for, but it was a great experience.

Over Labour Weekend (2017) in Whangarei, Rico then competed at the North Island Championships and came away with a second placing in the 16 year old boys' class.

2018 is a challenging and exciting year for Rico, as he steps up to race with a Championship Licence for Junior Elite Men (17 and 18 year old age group). As a Junior Elite rider, Rico is trialling at various BMX race meets throughout New Zealand

and Australia, to be selected to represent New Zealand at the World Championships in Baku, Azerbaijan in June, and the Junior Olympic Games in Argentina in October. So far this year, he has attended the 2018 National Championships in Christchurch, coming away with NZ 2 in Junior Elite Men, which is a fantastic result as a first year Junior Elite rider. Also attending a UCI C1 (International event), which was held in Te Awamutu coming away with a fifth place for Junior Elite Men.

Rico will be travelling from the 17th-24th March to Perth, Australia to attend the 2018 Oceania Championships at Bunbury BMX Club. We are incredibly proud of Rico's impressive performances in this physically demanding of sports.

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## ROWING CLUB UPDATE

St Paul's Rowing Club with numbers having grown on the back of last year's success has had a very productive summer holiday programme. Two training camps were held at Mangakino over the Christmas break and another at Karapiro. The Club competed in the Christmas Regatta in mid-December and the Cambridge Town Cup and the North Island Club Championships from the 26th to 29th January 2018.

A feature of the summer break, was the commitment of the entire Club to their individual Christmas training programmes, which has seen the St Paul's rowers in their best shape possibly ever at this time of year.

In the recent Cambridge Town Cup regatta, age group events against the majority of the best school crews in the North Island, the Club made 10 A finals and 3 B finals. The standout result of the regatta was the first place of the U17 boys eight of Harris Moana, Adam Jefferis, Sam Harcourt, Seth Peake, Max Dobbe, Isaac West, Jeremiah McDonald, Max McLean-Bluck and cox Gus Hanham against a highly rated Boys' High crew. Second placings were gained by Grace Watson and Kate Littlejohn in the U18 girls pair; the girls U17 four of Jasmine Fountaine, Catherine Wilson, Isobel Knowling, Madeleine

Dickie and Molly Flavell; and the girls U18 eight in one of the most prestigious events of the regatta. Other crews to place were the girls U18 four of Jasmine Fountaine, Kate Littlejohn, Grace Watson, Mia Bradford and Victoria Chanwai and the boys U17 four of Harris Moana, Adam Jefferis, Max Dobbe, Jeremiah McDonald and Gus Hanham; who both gained third placings.

A smaller number of St Paul's crews also raced in the North Island Club Championships with the U18 girls four winning gold in the U19 event; the U18 girls pair winning bronze in the senior women's pair and the novice boys eight doing very well against adult rowers to finish seventh in

Over the week commencing 12th February, our senior rowers competed at Karapiro in the prestigious NZ Club Champs. Our crews competed in senior events against adult crews, one below the premier level of New Zealand's top international rowers.

In the women's pair, Kate Littlejohn and Grace Watson qualified for the A final of the U22 event and after finishing second in both their heat and recharge, qualified fifth for



the A final of the senior women's event.

These two girls were joined by Madeleine Dickie, Jasmine Fontaine, Abby Bartels, Abby Payne, Mia Bradford, Alice Emeny and cox, Molly Flavell in the girls eight, who finished fifth in their heat of eight crews and therefore made the A final, in which they finished fifth.

The boys eight of Harris Moana, Adam Jefferis, Sam Harcourt,

Seth Peake, Max Dobbe, Isaac West, Jeremiah McDonald, Max McLean-Bluck and cox, Gus Hanham finished fourth in their heat, just behind their arch rivals, Hamilton Boys', to easily qualify for the A final of club eights, in which they finished sixth.

The girls four of Kate Littlejohn, Grace Watson, Jasmine Fontaine, Alice Emeny and cox, Victoria Chanwai rounded off the week by winning a bronze medal in the U19 four event.

## OTHER SPORTING HIGHLIGHTS

- Oliver Larcombe competed in the "Future ChampionZ" triathlon festival held in Taupo from 15th – 17th December 2017. This is a major triathlon competition for young triathletes and attracts top triathletes from all around the country. Oliver placed fourth in the duathlon, consisting of a 300m run/10km bike/300m run. He placed fourth also in the aquathon, which consisted of a 200m swim/750m run/200m swim/750m run. Finally, he competed in the triathlon, consisting of a 400m swim/10km bike/2.5m run, where he placed third. Overall, Oliver achieved a third equal placing in the final standings.
- On 27th December, Oliver Larcombe competed in the Surf Breaker Triathlon. This event consisted of a 750 metre swim in the ocean (2 laps); a 19km bike leg and a 5km run. Competing against men and women of all ages, Oliver finished 18th overall and second in the U16 division.
- On 28th January, Oliver Larcombe competed in the Blue Lake Multisport Festival in Rotorua, where he placed 8th in the triathlon in the U20 age group.
- On Sunday, 11th February, Isaac Reay and Oliver Larcombe competed in the Youth Triathlon at the Triathlon NZ Sprint Championships held at Kinloch. This triathlon consisted of a 300metre swim/9 kilometre bike and a 2.5kilometre run. In one of his first triathlons, Isaac placed 19th in a field of 35 competitors. Oliver, a very experienced triathlete, was first out of the water by one second. He extended his lead during the bike to 20 seconds. Although the gap between first and second narrowed during the run, Oliver held on for a well-deserved and very convincing win, in a time of 31 minutes and 12 seconds.
- During Term 4, 2017, Thomas McAdams, Oliver Larcombe, Matthew Waddell and Isaac Reay competed in the Hamilton Cycling Club, "Spring Series" – a series of road cycling races held on Thursday evenings on roads around Horsham Downs. The four boys competed in the U15 division, with races consisting of approximately 15-20 kilometres. Thomas McAdams achieved a third placing in the series overall.
- Recent graduate, Lwamba Chileshe won the Oceania Junior Squash Champs in mid-January 2018 in Brisbane. Lwamba (#1), Temwa Chileshe (#2) and Sean Dykes (#3) were all part of the four-man Trans-Tasman team who competed for the Trans-Tasman Trophy.
- Three of our students recently attended the Rep Touch Rugby Nationals. Their results were:
  - Briana Cardon – Waikato U18 girls – placed first equal with Otago due to finals being cancelled because of the weather.
  - Siobahn Taute-Collier – Bay of Plenty U18 Mixed team – placed third.
  - Kalem Cardon – Bay of Plenty U16 Mixed team – placed third.
  - Brianape made the U18 girls trial squad for the 2018 Youth World Cup team that will play in Kuala Lumpur and Siobahn has made the U18 Mixed trial squad.
- The following students participated in the Taupo SNZ/Epic Open Water Swim recently and placed as follows:
  - Thomas Griffin : SNZ 10Km 1st in his age group and 13th male overall
  - Ben Littlejohn : SNZ 5Km 14th in his age group
  - Isaac Reay : Epic 2.5Km 27th in his age group; 1km 17th in his age group
  - Oliver Rasmussen : Epic 2.5km 20th in his age group; 1km 20th in his age group
  - Matthew Waddell : Epic 1km 25th in his age group
  - Samuel Peoples : 2.5km 22nd in his age group; 1km 4th in his age group
- Caroline Kolver won the junior girls' Shot Put at the National champs in December 2017, with a throw of 13.87metres and Brooke Batters placed 6th in the junior girls' High Jump event, clearing 1.55metres.



Thomas McAdams (far right) with his medal

## EXPECTATIONS RE ATTENDANCE AT SUNDAY EVENING WORSHIP

All boarders are expected to return weekly, on Sunday evenings by 7.30pm for Chapel Services. Day students must attend two Chapel Services per term (i.e. the School-wide events such as Garden of Remembrance, Founders' Service and Christmas Carol Service), as well as their own House service. These requirements are not negotiable and are part of every student's commitment to the special character of St Paul's. A student's continued place at our School depends on them completing their obligation to the School's special character.

We would love it if parents felt comfortable, when feasible, to attend these services with their son or daughter. We see Sunday evening Chapel as a community event. The students who lead worship, put a huge amount of time and thought into the services and their sermons have proved very thought provoking. Services average around 30 minutes and often you will be welcome to stay afterwards for a cup of tea or coffee.

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

The "Old New Chaplain"

Kia Ora Koutou!

Warm greetings to you all. It's wonderful to be back at St Paul's Collegiate School after a 14 year break. On 31st January, at the beginning of Term One, I was licensed and commissioned by Most Reverend Philip Richardson, Archbishop of the New Zealand Anglican Church to be the new chaplain of St Paul's Collegiate School. He welcomed me back as the "new old chaplain". It was wonderful to gather with other new staff, along with so many friends and colleagues from St Peter's Cathedral in Hamilton where I have spent the last five years as Dean. I'm a very lucky man: not only have I had the blessing and privilege to be the chaplain of this amazing school from 2001 to 2004, I have also been invited back for another season. It is so good to be back.

I was born and educated in the United Kingdom in a beautiful fishing port and yachting centre called Lymington in Hampshire, where most of my family still now reside. After my education, I entered into the world of banking and finance, working in Bournemouth and then spent six years in London with Lloyds and latterly with Coutts & Co. During this time I had a significant change in vocation and decided to follow the convictions of my heart and faith, but saw me move to Manhattan, New York City to assist in the management of a homeless shelter, which was then followed by a degree

in theology at Oxford, prior to ordination into the Anglican Church in 1997. After four years working in the city of Southampton, we took up the challenge of a move to New Zealand and the ministry of chaplaincy at St Paul's Collegiate School, following the encouragement and support of the then Bishop, now Archbishop Sir David Moxon.

I have been married to Jane for 21 years, a primary school teacher at Hamilton West Primary School and we have three children: Daniel in Year 12, Toby in Year 10 and Breanna in Year 8. Both boys attend St Paul's and are in School House. The boys were both born whilst I was last at the school and having two very young children saw the need for us to return to the UK.

Upon my return to England, I took up the challenge of prison chaplaincy at HMP Winchester and then moved to take up the challenge of being vicar to three parishes in The New Forest. From this place, I was invited to consider the position of Dean of Waikato and as a result, we returned to Hamilton in 2012 to take up the position at the Cathedral. During this time I had the privilege of serving the school on the Waikato Anglican College Trust Board and with the announcement of Rev James' departure, the opportunity presented itself for a return as school chaplain. It is wonderful to be back! The School has continued to grow, improve and reach new heights of excellence across each of the four cornerstones of academics, sport, culture and spiritual development. It is a phenomenal place to work and I'm so deeply appreciative of the depth

of welcome received and support given to me in this new role of not only school chaplain, but also being in the Senior Leadership Team of the school.

My role in itself has not changed much, I still will be responsible for the operation of a challenging, creative and innovative programme of services in the Chapel of Christ the King, the ongoing development and delivery of curriculum in the Religious Studies department and in this respect, we shall continue with the rollout of the fantastic new syllabus provided by the Anglican Schools Office, a national department within the Anglican Church, entitled "Middle School Theology". Alongside this, there is my commitment and dedication to the welfare of our students, staff and wider school community in the area of pastoral care and emotional well-being. I see this role as being akin to that of a vicar of a large school community, available to everyone for pastoral care, support, prayer or just a friendly listening ear. This role includes the provision of all forms of liturgy, including baptisms, weddings, funerals, house blessings; in addition to many other rites and services as required.

I am additionally very well supported by a remarkable team of Chapel Prefects for 2018: Genevieve Scott-Jones, Harry Forte, Anna Hamilton, Heath Johnson, Grace Watson and Jack Walters. I am constantly impressed by the calibre and character of these fine young men and women and look

forward to a wonderful year working with them in the chapel and service programmes of the school.

My goals for the year, in addition to managing the chapel, operating in the religious studies classroom and being a presence in all areas of pastoral care in the boarding/day houses and beyond, including the wonderful Tihoi, are to continue the work of striving for a tolerant, peaceful, caring and respectful educational community. A community where all feel safe and valued, where everyone's story can be told, heard and respected and a community centred in the Gospel, the good news of our Lord and Saviour Jesus Christ who came that all might have life, life in full abundance (John 10.10).

Again my thanks for your welcome, my thanks to Mr Grant Lander our inspirational headmaster and my thanks to Jane and my children for joining me on this new adventure of faith. I look forward to meeting you all and to serving this community as its chaplain.

Tena Koutou Tena Koutou Tena Koutou Katoa

Manaakitia koe e te Atua

Blessings in His service

Rev Peter

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## TONGAN CYCLONE FUNDRAISER

Through the amazing generosity of the St Paul's community, we were able to raise \$7,000 through the combined efforts of the mufti day and by direct donation, towards St Paul's families past and present, who have been adversely affected by Cyclone Gita. These funds will go to pay for roofing iron, nails,

rice and canned food, which will be shipped in a container to Tonga in the upcoming weeks. Thank you all for your kindness and compassion. It is heart-warming to see that once again, as a school community, we have come together to support our own and offer assistance to those in need.

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## STUDENT LED WORSHIP – HARINGTON BOARDING HOUSE CHAPEL SERVICE

On Sunday, 18th February 2018, the first of the student led Sunday evening Chapel Services of the year was held. The girls of Harington Boarding House were responsible for the sermon, but the Harington Day House girls were present in the congregation, as were the male boarding houses.

### Theme: Resilience

The Sermon began following a game of Ice Curling by the students.

Now of course most of us could have gotten up and competed and done pretty well because we all have the ability to walk and move freely. We are lucky enough to not face any serious mobility issues that stop us from say walking, running or jumping etc. A skill that I guarantee nearly all of us take for granted, myself included.

OPENING RESPONSES: GRACE WATSON  
 READING: JULIA MCLEAN  
 PRAYER: ARIANA HALLEY  
 SERMON: BRIANA CARDON  
 CLOSING RESPONSES: GENEVIEVE SCOTT-JONES



So let's say one day, in an instant, that is all taken away from you. You are no longer able to walk, run, jump, dance. Your life is flipped around and your career, that is heavily dependent on these things, is no longer a possibility.

Devastated, demoralised, depressed, useless and just about every negative word under the sun would be a great contender as to how you are feeling

Unfortunately this is many people's reality, but what defines you is how you react in the face of adversity, the days, months and years after. How do we help ourselves?

28 year old Penny Coomes is a professional Ice Dancer, she has made a huge name for herself over the past two winter Olympics and was set to medal this year in Pyeongchang. However 18 months ago she suffered a career ending injury during practice, when she landed on the ice, shattering her knee cap. Penny's future seemed bleak. There was no way she would be able to walk for at least six months, let alone skate - her dream of medalling at the 2018 winter Olympics was over, or so everyone told her.

This is where the situation comes to a cross roads, one that many of us will, if we have not already, face in our lives. When devastation strikes, how are you going to react? For Penny,

she could have given up hope, retreated into despondency and let this stop her from chasing her dreams - who would blame her though? All the odds were stacked against her and countless medical professionals had said she would never skate again. However she took the hard and relentless path, putting all her waking hours into intense physio and recovery. Of course this was not easy, with time fast running out to get to a point where Coomes and her partner could compete at the Olympics, they suffered tremendous mental and physical strain. She had to regain confidence, fitness, strength and self-belief.

But here she is 18 months after suffering a so called career ending injury, competing at the Olympics. Only this time she has undergone a struggle far more challenging than a lot of other athletes there, when times got tough, the choice needed to be made and Penny chose resilience and determination and for that she is already going to the Olympics having achieved something far greater than winning a gold medal.

As Theodore Roosevelt once said:

*"Nothing in the world is worth having or worth doing unless it means effort, pain, difficulty... I have never in my life envied a human being who led an easy life. I have envied a great many people who led difficult lives and led them well."*

# LEGALLY BLONDE

*The Musical*

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St Paul's  
COLLEGIATE SCHOOL



# CHARACTER

SPECIAL CHARACTER



## TIHOI 2018

The Tihoi year started with our biggest Girl's Camp ever! The time spent in year groups and house groups was an adventurous start to the year with girls participating in most of the Tihoi pursuits including - tramping, camping, sea kayaking, rafting, mountain biking, caving, high ropes, abseiling, rock climbing, the Tongariro Crossing, kayaking, swimming and generally making the most of great weather and a wide range of activities.

2018 Intake one is well into their adventure. We have welcomed Mrs Emma Malcolm and Mr Stewart Tukerangi back onto the team as full time staff members. Both have recently completed their Diploma in Teaching and begin their journey as teachers.

Intake one has 57 students in residence and they have been enjoying the warm weather. Forecasts have been favourable for the outdoor pursuits and whilst we have had plenty of rain, this has not altered outdoor plans thus far.

Coming to Tihoi post a summer vacation can be quite a shock to the system. The busyness of the school day and the seven day a week timetable has certainly challenged

our new cohort. Every year the intakes seem to find the challenge of not carrying devices for personal entertainment and communication more significant. Boys spent some of the first two weeks wondering what to do with themselves, but it is pleasing to report the table tennis table, cards, card tricks, wood chopping and reading are all now 'go to' recreational activities. Boredom is an important part of growing up, but becoming rare as our young people grab for devices any moment they have free. Boredom is essential in awakening creativity. Students on the bush survival programme attest to this as they face the night out in their bivouac with two others. Yet post this experience boys proudly show things they have made, conversations they have had and new friendships forged.

We are proud of our 'Back To Basics' programme - many things that are now highlighted in multiple articles on growing up in a digital world are valued and modelled at Tihoi; nutritious food, green space, limited technology, unstructured play, responsibility for chores, sleep routines and physical activity. It is hoped those who have returned from Tihoi manage to keep these basics in the forefront of their daily lives.



# CAMBODIA TRIP AN EYE OPENER FOR STUDENTS – A STUDENT’S PERSPECTIVE

Working with slum-living children in Cambodia is an experience these St Paul’s students will never forget.

“I have seen poverty and struggle before, but didn’t really take in the difficulties these people face in their daily lives. It broke my heart to see a young child begging on the streets or driving a tour boat trying to make a living for their family. As a child in New Zealand, that kind of life never crosses your mind,” says Mike Hunter (Year 13).

Mike, along with 23 other students and four staff, travelled to Cambodia in December where they spent a fortnight working among the slums of Phnom Penh.

The trip is part of the school’s three-tiered service programme that was introduced in 2016. The travelling group work alongside charitable organisation Flame, who operate a number of activity centres in Phnom Penh that allow children to attend classes if they missed out on government-provided schooling.

“It was inspiring seeing the children and teens who Flame are helping. It is obvious that these kids come from nothing and have nothing. However, this certainly doesn’t stop them. Each and every one of them was eager to learn, to grow, to change the way they lived and change their nation. I taught one particular boy, he was incredibly smart and was learning English faster than I had ever seen anyone learn anything,” says Elliot Leighton-Slater (Year 12).

When the St Paul’s partnership with Flame was established

in 2016, key projects the students would undertake on these service trips involved helping to renovate one of the activity centres, along with fundraising to establish a book tuktuk service to the slums.

The students were also given an in-depth education of Cambodia’s dark history, which included a visit to the Tuol Sleng Museum of Genocide (formerly the infamous S-21 Prison) and the killing fields. “We listened to one of the survivors and every word cut into each of our hearts like knives. It left me angry, frustrated and filled with horror, that people could put anyone, let alone a child, through that,” says Elliot.

To round off the trip there was an opportunity for some touristy experiences, including visits to Silk Island and Angkor Wat, but by far the highlight for all was the service aspect in Cambodia’s slums.

“I now understand that this kind of poverty exists across the world and it breaks my heart. It makes me so incredibly grateful for the opportunities I have been given in what I now realise to be an incredibly privileged life. I wish desperately I could give those opportunities to every amazing kid I was privileged to meet in Phnom Penh,” says Alice Emeny (Year 13).

“I want to thank the school and members of the Board for granting this opportunity to St Paul’s and giving us students the chance to see the reality of poverty first hand. It has truly influenced me and will continue to do so in the decisions I make in my life,” says Mike.

## GIRLS’ CAMP

*by Sasha Patil, Head of Harington Day, and Briana Cardon, Head of Harington Boarding*

Over the course of the last week of the summer holidays, a group of 135 girls headed over to Tihoi for their annual girls’ camp. Nerves and excitement were high for all the new girls and even the older ones; this was the biggest the house had ever been and it was the first time we were coming together before starting school for the rest of the year.

Tihoi began with the anticipated Assault Course Challenge. Despite the terrible weather, the girls gave it their all and the mighty School House ended up taking the win! The following day saw the girls splitting into their Year groups to carry out their respective activities, with Year 12s kayaking and the Year 13s white water rafting. The Year 11s took off on their overnight tramp while the rest of us remained behind at camp, taking the opportunity to continue getting to know everyone else.

With the weather finally clearing up for good on the next day, the Year 12s did their campus activities of high ropes, abseiling and rock climbing, while the Year 13s did the infamous Tongariro Crossing. Despite the Crossing being busy, the girls enjoyed the nature of the hike and really got stuck into the task. The Year 11s also came back after a tiring two days, and all the girls were back together again, which allowed them to make headway on their skits for the following day.

Thursday saw a more relaxed day as the girls chose their own activities from paddle-boarding, caving, hiking, sea kayaking, high ropes and flat water kayaking. As the girls were mixed through their Year groups, this was a wonderful opportunity to continue to get to know everyone in the house.



On 24 February, 110 girls hopped on three buses and headed to Tihoi for a fun packed week. The first day was filled with games and activities which encouraged teamwork, and friendships to be formed between the girls in their houses. That night, it was time for the girls to mix through the year groups with a Harington House Quiz.

Day two came with cold wind and rain, which resulted in the Year 13s not being able to walk the Tongariro Crossing; instead having to do the Taranaki Falls in -2 degrees and 80km/hour winds. With the weather the way it was, the Year 12s sea kayaking experience on Lake Taupo, led to them not being able to see the maori rock carvings, which was disappointing.

However they all still had a good time. The Year 11s couldn't have had a more unpredictable day to do the overnight tramp, as the weather turned out to be bad. That night, while the Year 11s were having such a memorable night in the bush, the Year 12s and 13s were snuggled up in sleeping bags and bean bags, all watching the enjoyable sing along movie 'Mamma Mia'.

Day three came around and the Year 13s were excited to jump onto the bus, heading to Rotorua for white water rafting. There were mixed emotions throughout the girls, but overall everyone enjoyed themselves and had a great time, and luckily there were no injuries. The Year 12s stayed on campus and tested each other's limits by completing the high ropes course

## 2019 ENROLMENT PROCESS ALREADY COMMENCED

Enrolment interviews have started for the 2019 intake. We have limited places in the Boarding Houses and will be restricted to just 50 new Year 9 boarders and 12 new Year 11 to 13 female boarders. While in Year 9 we will take just 60 day students to ensure average class sizes remain at 20 or below.

It is crucial that existing school families:

1. Have completed an Application for Admission form for a son/daughter who they may be considering enrolling into St Paul's Collegiate School. (The easiest way to do this is online/electronically through the school website – [www.stpauls.school.nz](http://www.stpauls.school.nz).) Preference will always be given to a sibling, as long as the enrolment process has been completed prior to the end of Term One for a boarder and Term Two for a day student, the year prior to entry (i.e.

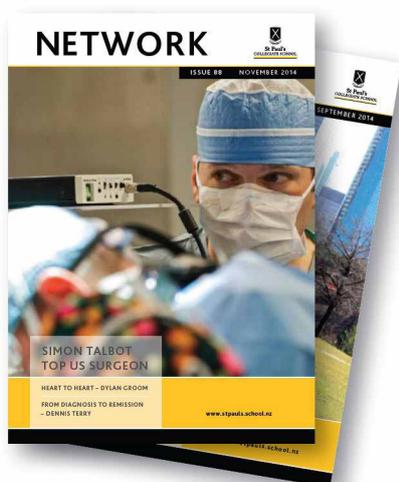
contact Mrs Donna Shalloe if you don't have the sibling of your current student on file – 07 957 8889).

2. If you are planning to have your daughter/son enrol in 2019, arrange an appointment for an interview with the Headmaster by telephoning Mrs Donna Shalloe – 07 957 8889. You need to bring along (or send through in advance) a copy of their birth certificate/NZ passport and also their end-of-year 2017 school report.

We want to give priority to families that have a strong connection with St Paul's.

**Our first Open Day is scheduled for Saturday, 17th March. Please go to [stpauls.school.nz/events](http://stpauls.school.nz/events) to register.**

## ADVERTISE WITH US



### NETWORK MAGAZINE

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

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

*If you wish to advertise in the 2019 St Paul's calendar or the Network magazine please contact [marketing@stpauls.school.nz](mailto:marketing@stpauls.school.nz)*



