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Contents



Growing great leaders
2



Kākahu for Kapa Haka
12



An outstanding production
25



Education in Wellbeing
8



School harvests first vintage
23



Learning love for music
26

- 6 Encouraging leadership at a young age
- 7 Brook Houston reflects on leadership journey
- 8 Creating wellbeing ambassadors
- 9 Meet the wellbeing team
- 10 SchoolTV's Michael Carr-Gregg visits St Peter's
- 14 Creating a second family at St Peter's
- 16 Future world leaders at model UN conference
- 18 Learning to embrace a different culture
- 19 Support through Learning Groups
- 22 Modern world celebrates Shakespeare
- 23 *Lord of the Rings* designer visits
- 25 *Bonnie & Clyde* — an experience they will never forget
- 29 Improving the act of Performance
- 30 Clean sweep at Waikato Sports Awards
- 34 Cyclist smashes Junior World and NZ records
- 34 Student named as Vice-captain for NZ Deaf Basketball team
- 35 Bright future in cricket for Emma Baker
- 36 Excellence in school, regional and national Cross Country
- 38 Basketball girls fifth in the world
- 42 Rowers head to Junior World Championships
- 43 Producing international golf players
- 44 Students compete in epic multisport race
- 46 Vision for volleyball overseas
- 47 Charitable service and Philanthropy at St Peter's
- 50 Building resilience from Year 7 onwards
- 51 Every year begins with team building
- 52 Lifting spirits through community wellbeing
- 53 Cheering on our record beaters
- 54 Athletics sports and beyond
- 56 Reducing greenhouse gases at Owl Farm
- 58 The importance of developing your own creativity
- 60 Art teacher features in global art exhibition
- 61 Passion and love still strong after 40 years
- 62 Retirement for long-serving staff member Rose Todd



History made at Maadi
40



New Year 10 Camps
48

2019 Open Day

Sunday, 22 September

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Owl Editor: Emma James, St Peter's, Cambridge

Owl Graphic Designer: Kath Carmody, St Peter's, Cambridge

PRINCIPAL'S NOTE

Growing great leaders



On the cover of this magazine are the head students for 2019. Jonathan Khalil, Charlisse Leger-Walker, Brooke Houston, and Jason Nel are representative of a large number of students that have been selected or come forward to be leaders this year.

We have focused on leadership for a number of years now, as we build the capacity of our students and staff to have the confidence and ability to make decisions and lead other people.

I have often been asked what makes a good leader. While I find it quite difficult to distill it down to a few characteristics, I think that being decisive, empathetic, having integrity and strong communication skills are important. The rest I believe is up to the individual. At St Peter's we believe that anyone can be a leader. When asked the question about whether leaders are born or can they be made, I think that it's the wrong question. Although we strongly support the idea that you can learn the skills required to be a leader.

At the core of our leadership programme is the philosophy that leadership is a choice or action, not a position. Having a title does not make you a leader. What makes you a leader is a choice that you make internally to stand up for something, resolve to change something, to right a wrong and so on. Leaders exist when they make this choice. Leaders should be courageous. Not without fear but willing to stand up for a cause. In many ways, passion is at the heart of leadership. Passion to see something through to the

end. We choose to be a leader when we embrace the passion within.

At our school and for me personally, leadership has been and always will be about service. Servant leadership puts others first. The best example for me has always been Jesus Christ who gave his life for us.

Mark 10: 42-45 bears this out further.

And Jesus called them to him and said to them, "You know that those who are considered rulers of the Gentiles lord it over them and their great ones exercise authority over them. But it shall not be so among you. But whoever would be great among you must be your servant, and whoever would be first among you must be a slave of all. For even the Son of Man came not to be served but to serve, and to give his life as a ransom for many."

Putting others first in the pursuit of a wider purpose is an aspect of servant leadership that we believe strongly in at St Peter's. Whether that purpose is a team, a boarding house or one of the four school houses, a school or a community.

There is a difference between leadership and management. While we accept that there will always be a combination of leadership and management in any role, we tend to favour growing leaders who know and practice the difference and can adapt their leadership with each situation. We appreciate that there will always be some situations that require management or directional leadership.



Brendon Burchard, the author of *The Student Leadership Guide*, clearly points out the difference between leadership and management. Leaders, he says, collaborate, coach, a mentor in the pursuit of mutually agreed goals and objectives. Managers direct people with tasks and control them. A leader's authority is maintained by their ability to empower others. A manager's authority rests in formal hierarchies, power, control and the ability to issue sanctions and rewards. Leaders have a healthy disregard for the status quo and seek to make the change. They focussed not on doing things

Leadership Group 2019



right but rather doing the right things. Managers seek to maintain standards, keep the status quo and make sure that the status quo works well.

At St Peter's we encourage our leaders to move away from the desire to direct, control and manipulate more to being activators of empowerment and service.

As leadership author Sheri Drew said, "true leaders understand that leadership is not about them but about those that they serve."

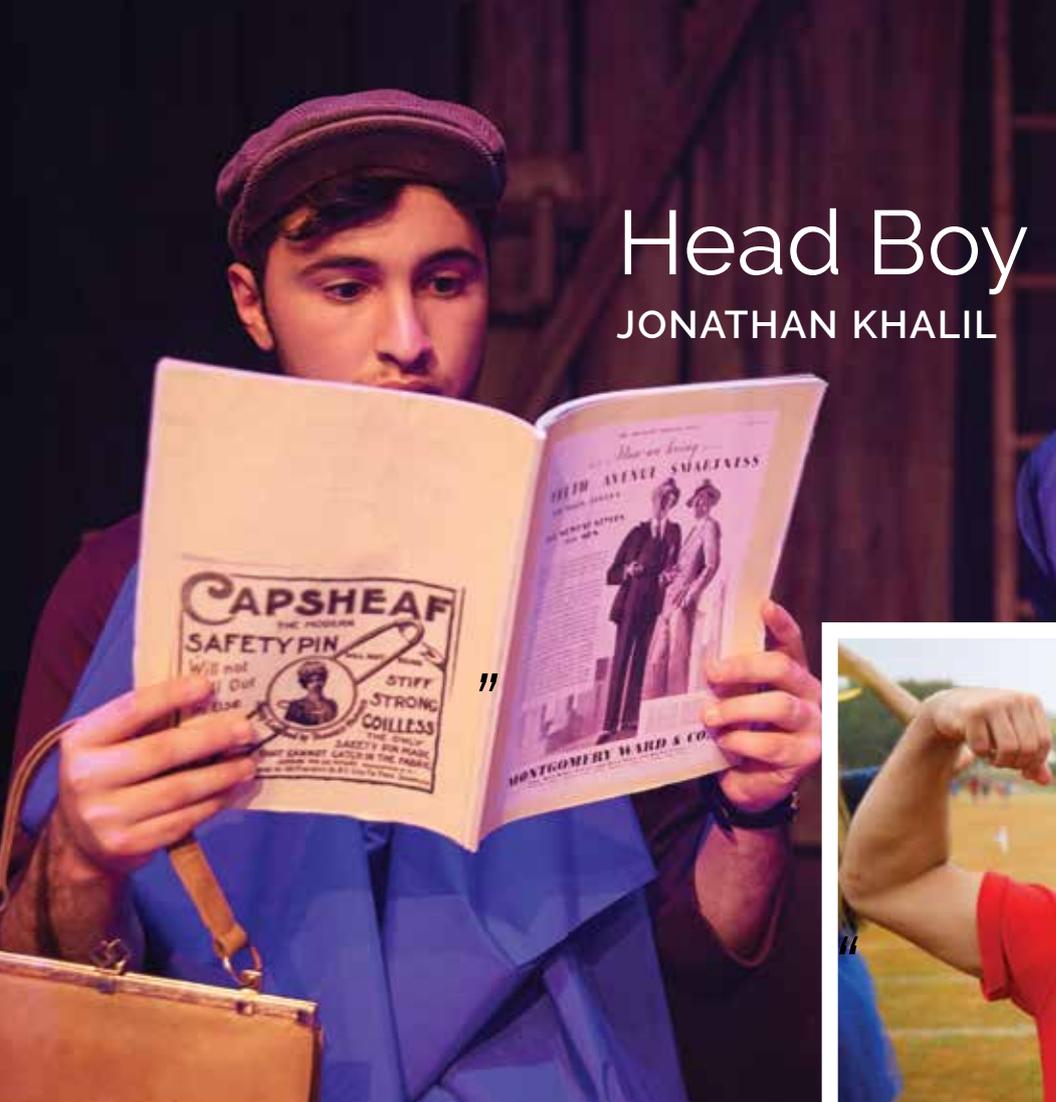
Dale Burden
Principal



*Left: Jason Nel being presented with his Deputy Head Boy badge from Associate Principal Julie Small
Right: Director of Boarding Jed Rowlands congratulates Waiata Jennings at the Leadership Assembly*

Head Boy

JONATHAN KHALIL



My name is Jonathan Khalil and it is my honour to introduce myself as the Head Boy for St Peter's for 2019. I was born in Manchester, England and was raised there until I was 8, which is when my parents decided to make the move to New Zealand. I can happily say this was the best decision we, as a family, have made and I could not be happier to live in this amazing country.

My St Peter's journey began as a bright-eyed, fresh-faced Year 7 student. I was extremely eager to make friends, have fun and absorb as much knowledge as I could throughout my time here. I was already quite comfortable with the 'blazer and tie' look due to my previous experiences in England; however, something felt different at St Peter's. It felt like I had been welcomed into a home that I had unknowingly already been part of, like stepping through the front door to a new house but realising that it had always been your home anyway. I carried on as a day student up until Year 11 when I then made the transition into boarding. I found myself in Oliphant House and one of my biggest regrets at St Peter's is that I didn't board sooner!

As Head Boy, I intend to lead by service and example. I want to be there for students and help them understand that trying new things and not being prodigious in whatever area it may be, is not a bad thing. To get involved and have a go is what is most important as a student. How can you learn what your strengths

“ It felt like I had been welcomed into a home that I had unknowingly already been part of, like stepping through the front door to a new house but realising that it had always been your home anyway. ”

and weaknesses are if you never try new things? I am ecstatic to say that I have succeeded in that regard. I have been part of multiple sports teams from rugby, hockey and touch rugby, and starred in last year's production of *Miss Saigon* and this year's production of *Bonnie and Clyde*. Every new experience is one I have been glad to partake in, even though I may have not continued to participate in all of these extracurricular activities.

There is something in St Peter's, Cambridge. Something untouchable, on the tip of your tongue, very much there but invisible to the naked eye. It is what draws students, parents and teachers from far and wide, and what fuels the culture and passion of this school. With this unknowable spark in my heart and the world at my feet I feel confident, hopeful and ready to take on the challenges life will undoubtedly throw in my path. St Peter's offers the world, it is up to us to take it.



Head Girl

CHARLISSE LEGER-WALKER

Ngā Mihi kia kautau
Ko Makeo te māunga
Ko Waiaua te awa
Ko Mātaatua te Waka
Ko Whakatōhea me Te Whānau Apanui oku iwi
Ko Ngati patu moana te hapu
Ko Waiaua te marae
Ko Leanne rāua ko Eliu ōku mātua
Ko Krystal tōku Tuakana
Ko Tannika taku teina
Ko Charlisse ahau

Hello, my name is Charlisse Leger-Walker and it is my honour to represent St Peter's as Head Girl for 2019. I was born and raised in the Waikato; however, my turanga waewae - the place where I belong - is in Opotiki, where my family is from. I am of Māori and Samoan descent.

My association with St Peter's was initiated before I became a proud prep student six years ago. I would spend time in the gym, on the side of the basketball court, occasionally allowed to jump on so my sister could use me as scrimmage bait - a term basketball players use. It became a second home for me. Once I was enrolled and officially became a student, I managed to involve myself in a range of activities. Sports, cultural, academic and spiritual pursuits at this top class educational facility, have enabled me to develop a holistic view.

It is with appreciation and gratitude that I have experienced care and support from a range of well qualified, passionate and engaging teachers, coaches, mentors and support staff. Playing in sports teams, being a part of the kapa haka group, participating in the prep choir and learning a new instrument is just a small sample of my highlights.

When attending our unique school you get to use world-class facilities and you enter a community filled with like-minded students striving to achieve their goals. The community is happy to support and encourage you in the pursuit of your own dreams.

“When attending our unique school you get to use world-class facilities and you enter a community filled with like-minded students striving to achieve their goals.”

As Head Girl, I aspire to be someone who is both proactive and approachable. I want to be remembered as the person that can listen and support wherever needed. I hope to contribute to our school by being a bridge between our student body, the Senior Leadership Team, and the governance of our school. I am determined to be open-minded so that I can continue to learn. I want to inspire other students to maintain a positive outlook towards what St Peter's is all about and to encourage them to step outside of their comfort zones so that they can grow as individuals and flourish. I intend to work alongside my peers to promote and emphasise the importance of wellbeing at this school and the endless benefits that come with it.

I want to acknowledge and pay credit to this school and its community, who, along with my parents and family, have nurtured and shaped me into the person I am today. I stay grateful for the endless opportunities and pathways that have been on offer.

Encouraging leadership AT A YOUNG AGE

There are no restrictions on who can learn to be a leader. No one can predict the future leaders of the world, so it's important to let students explore the leadership potential within themselves. This year St Peter's has softly introduced a leadership programme to Year 7 and 8 students.

Every week, a different Year 7 or 8 class is in charge of a Monday afternoon assembly. They follow a basic structure, but the students are responsible for designing and delivering the content. It works in rotation so every class and every student can get involved. So far this year, a range of guest speakers have been arranged by the students, including Olympian Nikki Hamblin. Members of the

school's non-teaching staff have also been guest speakers, talking about and defining their roles within the school.

Year 8 Dean Owen Steverson said sometimes the leadership initiatives continued on from the assemblies, such as Fresh Fruit Friday. "Every Friday each student brings a piece of fresh fruit and it all goes into a basket, then goes to people in need within the Cambridge community."

There is also a leadership group which meets weekly. This is available for any Year 7 and 8 student who wants to further their leadership skills, learn new skills, or gain confidence in the area of leadership. Every week has a different focus and a different activity.

"They learn about who inspires them, how to communicate effectively, and how to see the potential in themselves. It's a very gentle introduction into leadership in a supportive environment," said Owen. The student leaders provide pivotal information back to staff about new ideas and initiatives they may have.

He said one of their current tasks is looking after the junior block's sports equipment. They record when items are taken out and returned. "It may seem small, but it's a great place to start as the students are regularly interacting with others and taking responsibility for equipment that is not their own, making it an act of service."



Year 7 Dean Cameron Holt working with the Year 7 and 8 Leadership Group

Reflecting on my leadership journey



St Peter's believes that leadership capability is inside every student. It can be taught and there are many opportunities to practise leadership skills at the school. Deputy Head Girl Brooke Houston writes about her leadership journey, which began when she started at St Peter's in Year 9.

My journey at St Peter's has been eventful, to say the least. There is always a hive of activity in the mornings with swimmers, runners, and sports teams training. The mantra "hard work beats talent when talent doesn't work hard" is on full display daily. The actions of my peers inspire me and highlight that leadership is prevalent in not just the head students or prefects, but all students who actively participate at St Peter's.

We are all given the option to attend leadership workshops every second week in order to discuss and nurture leadership quality. We then put our leadership into action by organising an activity or fundraiser driven by us, the students, to try out our leadership capabilities. One of my favourite parts of my own personal leadership journey was attending a leadership conference in Hawaii with our Head Boy Jonathan Khalil, Prefect Margaret Wise, and teacher Gina Boone last year. At the Student Global Leadership Institute, we got to meet other student leaders our age from around the world.

People at St Peter's are always supporting each other to be our best and make the most of the

opportunities presented to us. One of the opportunities this year was to run the Prefects Assembly, which acknowledges student leaders' achievements and the hard work they will put into the school in their prefect roles. Each prefect student receives a badge and their role is to lead by example. They receive support and regular prefect training at least once a week.

Running the assembly with our other head students was a great way to start the year off, testing our leadership abilities by coordinating a large team and communicating effectively with staff members. We would like to say a big thank you to those who helped us step up in this role and supported us so far this year.

Leadership is practised not so much in words but in attitudes and actions. Doing your best makes you a natural leader by leading by example. Our St Peter's peers inspire us daily by doing just this.



Wellbeing

A BIG FOCUS AT ST PETER'S

In this day and age parents tend to sugar coat life for their children, but it is important for them to experience adversity as young people in order to strengthen their resilience. This was a key message from Dr Michael Carr-Gregg during his visit to St Peter's.

Dr Carr-Gregg is one of Australia's leading psychologists, author of 11 books, broadcaster, specialist in parenting, children, adolescents and the use of technology for mental health. He is also the face behind SchoolTV, a wellbeing resource we recently introduced to our community. We were fortunate to host him at St Peter's for an exclusive wellbeing presentation: How to Build Happy and Resilient Young People.

The event was a huge success, with people travelling from as far as Te Kuiti to hear Dr Carr-Gregg speak.

Associate Principal Brendan Kelly, who was a driving force behind introducing SchoolTV to St Peter's, said Dr Carr-Gregg's messages were key.

"The internet is full of so much rubbish that people often struggle to know where to go to get reliable information on wellbeing issues. SchoolTV acts like a 'wellbeing Netflix' where people can find material on a topic of most relevance to them. In addition, Dr Carr-Gregg's presence here was a huge boost for our community who

got to hear his wisdom first hand," says Brendan.

Since its introduction to the school in Term 1, SchoolTV has been hugely popular. Within the first two months we had about 3000 site visits, which was higher than anticipated.

Wellbeing is a big focus at St Peter's. It goes right back to our founder's ethos of Mind, Body, Spirit.

"St Peter's is leading the way in wellbeing education and the media coverage we got from Dr Carr-Gregg's visit showed the widespread interest and relevance of the topic," says Brendan.

Dr Carr-Gregg said the only thing that can predict success is wellbeing. Not money or beauty, but wellbeing and having a good repertoire of friends.

"They need a sense of us-ness. They need to feel safe, loved and listened to. But they also need to experience adversity. We can't shield them from everything. We have a tendency to sugar coat life," he said.

St Peter's students have the opportunity to meet people with similar interests, take healthy risks and be themselves. Dr Carr-Gregg said this was extremely important in a school.

One Australian school banned cartwheels and somersaults for health and safety reasons and another banned best friends, in case the friendship ended and upset the kids. Another one told teachers not to mark in red pen because it was too confronting.

"It's what I call 'wussification' of an entire generation," he said. "We need to build a robust fence at the end of the cliff. They need to face things and overcome them to be strong in the face of adversity."

He gave advice to parents on how to enhance their children's wellbeing while using humour to get his points across. At the end of his presentation, parents were able to ask real-life questions about strategies they can use in their own parenting.



“ Wellbeing is a big focus at St Peter’s. It goes right back to our founder’s ethos of Mind, Body, Spirit. ”

Dr Michael Carr-Gregg is one of Australia’s highest profile psychologists, author, broadcaster and specialist in parenting, children, adolescents and mental health.

It is clear that the wellbeing of today’s youth has never been more challenging for parents, schools and communities. Mental, physical and emotional wellbeing issues are now impacting children at a much younger age, making early intervention critical and highlighting the need for easily accessible and expert resources, to enable parents to be more informed.

SchoolTV is a NEW resource that is now available to the parents of students at St Peter’s, Cambridge. This innovative resource addresses adolescent issues such as anxiety, depression, body image, stress, online threats and many more.



schooltv



*Dr Micheal Brown
Director of Wellbeing*

Leading the way in **WELLBEING EDUCATION**

St Peter's is excited to be leading the education sector in health and wellbeing with the introduction to new services to the school in 2019.

Dr Micheal Brown was appointed as the Director of Wellbeing - the first person in New Zealand to hold this full-time position at a school. He leads the Wellbeing Services Team, established at the beginning of the year.

His career in health and education spans 20 years. He will improve the availability and effectiveness of mental health services, wellness promotion and build capacity in students.

St Peter's continues to offer students, staff, and parents with opportunities to engage with and be part of wellbeing events, learnings, and culture.

Through the application of sound, well-researched knowledge, and methodology toward understanding wellbeing solutions to the school environment(s), St Peter's increases

the ability for students and staff to excel.

The value of wellbeing in the education setting is clear. There is an opportunity to deliver wellbeing content to a captured audience. The community is where the value of a wellbeing culture lies; in that students, teachers, practitioners, staff and parents all engage in a wellbeing process where the outcome is both academic and holistic.

Society can place enormous pressure on a child to be 'other' than what they may choose to be. The wellbeing programme is a way to support students, their parents and staff as they move along their journey of wellbeing, using growth mindset tools to assist their own and others' wellbeing. In doing this, students, staff and the wider community develop an awareness of their own inner critic and thus, learn to manage and choose to positively re-frame and focus on their strengths.



Meet the WELLBEING TEAM

Stefanie Williamson Wellness Consultant

Stefanie began her career 10 years ago and has qualifications in both social work and psychotherapy. She has a passion for working with children and teenagers and has expertise in working therapeutically with youth.



Anna Hill School Counsellor

Anna has a background in psychology and has worked in the community disability sector for a number of years. She strives to cultivate warm and supportive relationships with the students, as the central cornerstone in navigating the struggles of adolescence together.



Dominique du Plessis School Counsellor

Dominique is a clinical psychologist with expertise in child and youth mental health and child development. She is passionate about positive psychology and supporting students to develop resilience in the face of life's challenges.



Karen Jones Nurse Practice Manager

Karen has been nursing for over 25 years. In 2016 she became the first Nurse Prescriber in New Zealand. Karen is passionate about assisting in medication management and how medications work - and guiding students in decision making.



Joanne Wright School Nurse

Joanne has 23 years of nursing experience. For 17 years she worked at Starship Hospital in the Paediatric and Congenital Cardiology Service as a senior nurse. She moved her focus to youth health, and now supports and educates young people in a school environment.



Bridgit Underwood School Nurse

Bridgit has been nursing for 25 years. Bridgit is passionate about nursing, youth health and the opportunity to promote and support the health and wellbeing of students in their journey at St Peter's.



BECAUSE PARENTING

doesn't come with instructions



A LEADING
RESOURCE
SUPPORTING
MODERN-DAY
PARENTING

The wellbeing of today's youth has never been more challenged. SchoolTV, together with St Peter's Cambridge, now delivers accessible and empowering information in an easy to understand format.



ST PETER'S
CAMBRIDGE

SCHOOLTIV IS PROUD TO BE ASSOCIATED WITH

New kākahu for Kapa Haka

He hōnore, he korōria ki te Atua, He maungārongo ki runga te matā o te whenua, He whakaaro pai ki ngā tāngata katoa, tihei mauri ora! Ki tō tātou kaihanga, he hōnore ki aia. Ki tō tātou Kiingi, Kiingi Tuheitia paimārire ki aia, kia ora te Kāhui Āriki whānui tonu. Ki ngā mate haere. Ki ngā iwi ngā mana, ngā matao waka tēnā koutou, tēnā koutou, tēnā koutou katoa.

To honour and glorify our lord and to bring peace on earth, good thoughts to mankind, hark tis the breath of life. To our creator we honour him. To our King, King Tuheitia, good will to him and to the royal family. To the people, the prestige, the tribal areas we acknowledge you once, twice, three times.

For the past six years, the St Peter's Kapa Haka group has been performing at various events without a cultural uniform. But now, thanks to some dedicated students and staff, stunning new kākahu will be worn.

It took about four years to come to fruition but the wait has been worth it.

It began back in 2015 when the group performed at Te Tai Ohinga in borrowed uniforms. They decided they wanted to return one day wearing their own.

In 2016 AriaHuia Te Ruki, a now-former student, took the lead on the project after meeting with supporting staff and tuakana. She created the designs, organised fundraisers, made sure the students were happy with the representation and spent hours researching appropriate designs and meeting with Mātua Carlson Wirihana to connect the designs to the area.

"We both decided it was important to remember that the past students have helped create a path for the present and future students," said AriaHuia; not knowing that back then, she would be the one paving the path for future students. "This is represented in the blue awa (water) design. The first layer is the previous people, the middle is the current, and the inner layer is the future people of St Peter's. It was created like a ripple," she explained.

There were a couple of setbacks along the way, primarily around getting the correct colours with the company who wove the kākahu. The school had a very specific colour in mind – the St Peter's teal.

AriaHuia and her former classmate Greer Caddigan, who was also involved in the process, came back to the school in March to celebrate the blessing on the new uniforms.

The new uniforms consist of pari (bodices), tātua (belts), tīpari (headbands), maurākau (weapon sticks) and patu (short weapons). The blessing of water over the cultural uniforms was performed by Mātua Haki Wirihana on Friday, March 8, 2019.

"I didn't quite expect the impact it would make on the school. We

were both happy to leave behind a koha to the students and school. It was amazing to see how much the group has developed, their singing made us both feel proud," said AriaHuia.

They expressed gratitude for the support they received in the four-year process and especially gave thanks to the St Peter's Parents' Association whose donation made it possible.

St Peter's students will now be able to stand for their school in their cultural uniform expressing their mana (self-prestige), ihi (inspiration), wehi (awe), and wana (inspire fear). This will, for past, present and future students, instill a sense of pride and belonging.





The new Kākahu was blessed at a special assembly. Former student Ariahuia Te Ruku attended

Creating a second family AT ST PETER'S

Brotherhood, family, culture, sportsmanship. Those are the four words Year 12 Justin Vela-Reynolds would use to describe boarding life at St Peter's.

"It sounds cliché but it really is a home away from home."

So what does a normal day look like for a boarder? The first thing Justin does when he wakes up is make his bed. After a morning rugby training and gym session, he heads to the dining hall for breakfast with the rest of the boarders.

After breakfast, they go back to their rooms to get ready for the school day, which starts at 8.15am and ends at 3.20pm. After school, Justin goes to another rugby training, then back to the dining hall for dinner. Students are generally back in their Houses by 6.15pm for prep and mandatory homework.



"We have tutors and house assistants who help us with our study or sport, or life in general because they have more life experience than us. We have really good relationships with all of the boarding staff, they become a part of the family," says Justin.

They then have a house meeting and downtime until 10pm which is mandatory lights out time.

Justin says being a boarder helps you become better at time management and routines.

Making sure your bed is made, your room is tidy, and your chores are done.

But that's not all it's about – fun is also a big part of it.

In Justin's boarding house, Broadhurst, they have a "behaviour wheel". If the

boys' rooms aren't tidy or they haven't done their chores, their name gets added to the wheel, which contains different chores and embarrassing activities. This could be something as simple as doing a chore, or it could be humorous, such as singing or dancing in front of the whole house.

"It's a soft consequence approach, but it's really effective," says Justin. "I've never had my name on that wheel though fortunately." However, consequences also come in the form of opportunities to give back to the house (if the offence is serious enough). "For example, you might spend some time gardening or cleaning the common areas," he said.



Justin

"It sounds cliché but it really is a home away from home."

BROADHURST



Amber

“It is so much easier living onsite because everything is within walking distance.”

Year 9 Amber Funnell started her St Peter's journey at the start of 2019. Her father and uncle attended as boarders, and now she boards in Lippincott House. Like Justin, Amber gets up early. She completes a gym session before breakfast, and after school, she does strength and conditioning, rock climbing or horse riding.

"It is so much easier living onsite because everything is within walking distance," she said.

Amber is from Taupo but had no trouble settling into boarding life right away.

"After a while, everyone starts to be more like a family, because we all live together and share similar interests. Everyone is so caring, especially our matrons, tutors, and prefects. It feels like a second home," she said.

Another fun part of boarding is dorm challenges. They do things such as belly flop competitions, baking challenges, and inter-dorm cleaning challenges.

Amber said the dorm challenges are a great way to build competitiveness but in a friendly way. "We also have activities

planned for weekends to keep us entertained, such as the movies, sleepovers with other girls' dorms, or social events with our brother houses," she said.

Amber highly recommends becoming a boarder.

"There are so many opportunities for boarders and it often feels like you're having a giant sleepover with

your friends. If you haven't been away from home much before, just make sure you keep yourself busy with the amazing opportunities put in front of you," she said.

"Just relax, be yourself, get involved and enjoy your boarding journey."

Welcoming our new Director of Boarding

Jed Rowlands may be new to St Peter's, but not to the life of boarding. Earlier this year he filled the shoes of long-serving Director of Boarding Brenton Joubert, who took on the new role of Lead Dean.

Jed brings with him a wealth of boarding knowledge and experience, having been involved in boarding for many years. He will undoubtedly be a great asset to our school and the continued focus on wellbeing. His wife Maree also joins the St Peter's team as our Boarding Administrator, as the school continues to improve communication between boarding houses and families.

Jed has led the introduction of character education and emotional intelligence programmes as Deputy Headmaster and Director of Boarding at his previous school. He is also one of New Zealand's leading Secondary School rugby coaches with a proven track record at provincial and international level as coach of Taranaki, the Auckland Blues, and Black Ferns.

Jed will continue to build on the excellent work of Brenton Joubert and take boarding at St Peter's to the next stage in its development.



FUTURE WORLD LEADERS

at model UN conference

Tackling pressing issues within society and finding reasonable solutions isn't just for politicians. It is for the leaders of the future as well, our students.

At St Peter's we believe every student can lead. Leadership helps our students develop, strengthen and enhance their confidence, self-esteem, resilience, ability to think critically – the list goes on.

Earlier this year, four of our Year 11 students had a taste of what it would be like to be world leaders. Meghana Gaddam, Elaine Li, Anna Serafeimidou and Matthew Axtell were part of the team representing New Zealand at an international model United Nations conference held in Geneva, Switzerland. This particular conference, known as FerMUN (Ferney-Voltaire Model United Nations) is an annual three-day high school model UN conference. Students discuss current issues and work together to find solutions, just like world leaders do in a real UN conference.

In order to communicate in Geneva, they had to learn French. Anna and Meghana take French as a school subject but found it surreal using it in the real world. Elaine and Matthew were able to take beginner classes over there, which helped them communicate with their host families.



Meghana Gaddam at the UN Conference

During the conference, they were separated into trilingual and bilingual committees.

"To surpass these language barriers, both committees had translators, which helped us to understand the French and Spanish speakers in real time, and for them to understand us," explained Meghana. "This was one of the most amazing parts because it meant that we could communicate and make meaningful connections with people who we never would have been able to say hello to before."

Anna said they were able to indulge in a passion of theirs, which is public speaking and debating. "My ideas built towards something meaningful, and I was able to listen to the opinions and views of other people who all came from very diverse and distinct backgrounds."

Artificial intelligence was a fairly new topic which had not been discussed in much detail, so the students were limited in what solutions they could produce. But that meant they could be creative, and it proved to be an incredibly productive three days.

Meghana said it was a simulation of what a real UN conference would look like.

"It actually helped us look at some career paths as well. It meant there was no misconception of what a career down that path might look like because we've been able to experience it."

Elaine believes conferences such as FerMUN could truly change the world.

"As youth we are the future leaders of the world and opportunities like

these allow us to explore attributes that are not only used in politics and leadership roles, but in daily life," she said.

"We learn skills of compromise, public speaking, communications, creativity, listening, and the list goes on. We get to contribute our youth voices and opinions towards big ideas and goals," she said.

"Our resolutions and opinions were considered and while not directly influencing the decisions of the real UN, the chairs and directors of FerMUN were invited to read our resolutions on the sustainable development goals and artificial intelligence at various events and in news reports over in Geneva."

The students were also able to experience other parts of Geneva such as:

- a special tour of the CERN (Centre for European Nuclear Research)
- a private tour and presentation from some of the world's leading scientists at the World Health Organisation Head Quarters
- a presentation at the United Nations High Commission for Refugees
- visiting the New Zealand Embassy
- visiting the Red Cross Museum
- taking part in Atelier Crepe making at a traditional Swiss café

Elaine highly recommends the conference to others.

"This trip truly did, as cliché as it sounds, change my life. It showed me the passion and intellect of youth from all around the world united to one common goal; changing the world for better."



“ It actually helped us look at some career paths as well. It meant there was no misconception of what a career down that path might look like because we've been able to experience it. ”

- Meghana Gaddam,
Year 11

Learning to embrace a different culture

St Peter's has a special relationship with Shoin School in Japan. Every year some of their students come to New Zealand and attend St Peter's as part of an exchange. This year 15 of our students (from Year 8 – 11) visited their school in Kobe, Japan as part of their Japanese Language Trip.

The group, accompanied by three staff members, had an 11 day excursion to Japan, visiting Tokyo, Kyoto, Hakone, Hiroshima and Kobe.

The trip was part of the curriculum for the students taking Japanese as a language. They fully immersed themselves into the Japanese culture and were excellent ambassadors for St Peter's overseas.

Year 9 student Morgan Duffy said it was important for everyone to get a taste of different cultures, and to be completely immersed in it was a life-changing experience.

"A valuable lesson I took away from the experience is to try everything, just go for it," she said. "It was

also really cool to see how such a different and hugely populated country operates compared to New Zealand."

Highlights of the trip included

- A unique three night homestay with students from Shoin School (Kobe)
- Exploring in the snow in the Hakone region, next to Mount Fuji
- Excursion to Miyajima Island with lots of local wildlife and the spectacular Itsukushima Shrine (floating gates)
- Visiting the 700-year-old Himeji Castle, UNESCO Heritage site
- Staying in the Shibuya district in Tokyo and walking the famous Shibuya Crossing
- Experiencing a variety of transportation - Shinkansen (bullet train), subway trains, local buses, taxis and ferries.
- Reflection on history whilst visiting the Hiroshima Peace Park and Museum.
- Visiting the Mazda Factory in Hiroshima and observing the production line in operation
- Exploring World Heritage sites – temples and shrines in Kyoto
- Strolling through Yoyogi Park and appreciating the Meiji Shrine in Tokyo
- Exploring Akihabara (Electric Town) in Tokyo
- Checking out a Cat Café in Harajuku
- Spending a day at Tokyo Disneyland and a night at the Disney Resort Hotel
- Negotiating the ultra-busy Tokyo Subway Station
- Cruising on Lake Ashi and travelling up the cable car in Hakone
- Exploring the lantern laden streets of the Gion in Kyoto
- Singing Karaoke in Hiroshima
- Chilling out next to the water in the Chiba District in Tokyo
- Experiencing delicious Japanese cuisine.



Eating traditional Japanese food was a real highlight for the students





Support through Learning Groups

With an increase in wellbeing, there is an increased ability to cope with stress, build resilience, develop stronger social and emotional skills, and improve self-awareness and more academic engagement.

Through research, we know there is a rising prevalence of mental illness. Our students live in a world where unfiltered information and social media on a daily basis can be hugely influential.

Learning Groups help students to attain skills in dealing with challenging situations that arise. They also help students identify their character strengths and how they can use these to flourish.

With the implementation of the Wellbeing Curriculum, which is delivered through these Learning Groups, we have a unique opportunity to teach these life skills. Our students are in horizontal year groups working with a Learning Group coach twice a week.

Connection (whanaungatanga) is our first priority, building relationships and a sense of belonging. Learning Group time allows for the connection with a significant adult and their peers.

Care (manaakitanga) is another focus to ensure all students have a place and are included.

Learning (ako) is ongoing and we focus on students building their toolbox with wellbeing skills to help navigate their way in life. These skills include box breathing, resilience tips, how to have a growth mindset, thinking traps, and how to have a great conversation. We want our students to feel connected and cared for so that they can learn at their best.

Specific Learning Group content can be learning about self-awareness and managing emotions in a situation they may feel angry and upset by. Students learn how the incorporation of positive self-

talk can help them to control their emotions; using the thinking brain before the emotional brain kicks in.

They are encouraged to write down three good things that have happened each day and are taught where to go for further information, such as the SchoolTV website.

The St Peter's Deans and Wellbeing Team work together to ensure the content is relevant for what students are experiencing. Learning Group coaches all add their own flavour to make the content specific for their own students. Student voice is strongly valued and enables students to contribute to the programme.

We are fortunate to have dedicated time to help students be the best versions of themselves; this is a journey we are continually reflecting and refining.

*- Jessica Patrick,
Wellbeing Curriculum Writer*



School harvests first vintage

Over the last two and a half years, agriculture and horticulture, chemistry and design students have experienced hands-on authentic learning with the St Peter's vineyard.

The grapes were harvested earlier this year in preparation for the school's first vintage of wine. On the menu are pinot gris, chardonnay, cabernet franc, and pinotage.

The vineyards have been an authentic learning experience not only for the agriculture and horticulture students, but science and design students as well.

Year 12 chemistry students did regular titrations to determine the acidity of the grape juice. By adding a base solution to the juice, a neutralisation reaction was occurring. Based on the volume of the base added, students could calculate the acidity. This helped determine when the grapes were ready for picking.

Before the grapes went to the science labs, agriculture and horticulture students would pick leaves from around the fruit to reduce humidity in the bunches and use a refractometer to measure the Brix (sugar levels) in the grapes.

The grapes were picked in March and sent to Forbidden Fruit Winery in the Karangahake Gorge to be turned into wine. About 15

kilograms of grapes produces about 10 litres of wine. Each vine – pinot gris, pinotage, chardonnay, and cabernet franc – produced over 100 kilograms of fruit.

All going to plan, the wine should be back at St Peter's by the end of the year. In the meantime, Year 10 design students are designing labels for the wine, which was branded *Blue Ruru*. St Peter's ran a wine naming competition and after much deliberation, *Blue Ruru* was the winner. Ruru is the Māori term for morepork, one of New Zealand's native owls. The name *Blue Ruru* introduces a cultural aspect to the existing heritage of St Peter's, and the owl is already part of the St Peter's crest, representing higher wisdom and learning, inner knowledge, and magic.

In time, the St Peter's business students will also become involved with *Blue Ruru*, creating marketing campaigns for it.

The wine industry has expanded rapidly in the 21st century, averaging 17% per annum in the first two decades. New Zealand produces world winning wines and exports them to worldwide markets. Having hands-on experience with viticulture at St Peter's sets students up well to get involved in the industry if they choose to follow that path.



Modern world celebrates Shakespeare

A passion for theatre helped Year 12 students Matt Wightman, and Jamal Robertson secure a chance to perform at the Shakespeare Globe Centre NZ National Competition.

In April, St Peter's hosted the Waikato Regional Shakespeare Sheilah Winn Festival, which is a celebration of Shakespeare's work through the performance of five and fifteen-minute scenes. Students have the opportunity to direct, perform and work on technical aspects of the plays while competing alongside other Waikato schools.

Matt and Jamal performed Merchant of Venice, Act 1, Part 2 for their five-minute scene. The story revolves around a wealthy Venetian merchant (Antonio) and the loan he takes from Shylock, a money-lending Jew, to help his friend Bassanio win Portia's love. In this scene, Portia (played by Matt) and Nerissa (played by Jamal) discuss the suitors who have come to win Portia's love, but she complains none of them are worthy until the

dreamy Bassanio is brought up. They had been preparing their piece since the end of February.

It was for this performance that Matt and Jamal were selected for nationals. The adjudicators for the Waikato event were two industry professionals, Ben Barrington, best known for playing Drew McCaskill on *Shortland Street*, and Will Hall, known for roles such as Mike McCarthy on *Westside*. They spoke very highly of the acting and directing skillsets the students presented, alongside their commitment and enthusiasm for not only their own performances but for all of those involved in the day.

Nationals took place over Queen's Birthday weekend. Drama teacher and SGCNZ representative Renate O'Sullivan said the weekend was full of invaluable experiences.

"It was an amazing opportunity to meet like-minded people and exchange on ideas about gaining more interest in the regional festivals," she said. "I am looking

forward to fostering an even stronger and more collaborative Waikato festival across as many schools in our region as possible."

Jamal has been involved in drama since Year 8 he landed the villainous role of Jafar in *Alladin Jr.*

Matt's interest in drama began after watching multiple pantomimes put on by a local group while he was in primary school. He auditioned and successfully got a place in one of them and his passion has grown from there.

Both of them put their success down to not only their hard work and dedication but to the support, they'd received from the school.

"Had it not been for the excellent performing arts staff at St Peter's, I don't know if I ever would've become involved in drama, and I certainly wouldn't have been able to take part in all the fantastic opportunities over the years," said Jamal.

"Had it not been for the excellent performing arts staff at St Peter's, I don't know if I ever would've gotten involved in drama."

*-Jamal Robertson
Year 12*



Lord of the Rings

DESIGNER VISITS

World renowned set and prop designer John Harding visited St Peter's in Term 1. John has worked on sets for the *Lord of the Rings* and *Hobbit* trilogies, *Avatar*, *King Kong* and many more.

John spoke to students about his career path through teaching and into theatre. He shared his focus on his love of design in all fields, his resilience and experiences working on projects that are world renowned.

"New Zealand punches above its weight in the film industry with a 'can do' attitude," he said. He identified our isolation in NZ is our gift, as we cannot hire stately homes or period costumes. We can, however, explore materials, experiment, be creative and innovative in a myriad of ways to design costumes, sets, and cutting edge digital effects and programmes shared across the world.

While John was here he worked with Faith Thomas, Head of Department Art, on the set for the St Peter's production of *Bonnie and Clyde*.

John has had a versatile and varied career. He's one of the country's most respected theatre designers, film and television designers, art directors and character and costume designers.

His professional theatre career began at the Mercury Theatre in Auckland as a resident designer. His love of theatre has remained

with him and his recent highlights include working on the outstanding production of *Chicago*, the set for New Zealand's Musical Theatre Consortium's *West Side Story*, and *Mamma Mia!*

Using the *Bonnie and Clyde* set as an example, John said it was important to keep things simple and work with what you have. He emphasised the story and how it is told is much more important than the props, especially when starting out.

When working on set design and costume design, John would think: "What do these characters have available to them?" for example the natives in *King Kong* didn't have many resources, so their costumes are made entirely of human hair. If the costumes are designed with what the characters would've had available, another layer is added to the story.

He encouraged students to film anything, just start somewhere. "Get your phone out, have a play with the angles. Just shoot stuff, and you will learn what works and what doesn't," he said.

After his talk, John walked around the *Bonnie and Clyde* set with keen students, generously sharing new techniques and insights.



BONNIE & CLYDE

AN OUTSTANDING PRODUCTION

St Peter's Performing Arts continue to deliver with their exceptional portrayal of *Bonnie and Clyde* during Term 2. The achievements of the students and staff involved have been widely acclaimed by the more than 2,500 people who came to watch it over six performances. An incredible testament to the more than 200 hours of rehearsals that have been taking place over the last five months.

It was directed by David Sidwell, who is also the director of the St Peter's Musical Theatre Academy. David has been involved in music and theatre for about 50 years.

A thrilling look into the events that surrounded the ill-fated love affair of Bonnie Parker (Liberty Jack) and Clyde Barrow (Connor Kelly-Gage), the show explores many of the key events that ultimately led to their deaths. Clyde, who has just broken out of prison with his brother and partner-in-crime, Marvin 'Buck' Barrow (Jono Kahlil), discovers Bonnie, stranded on the side of the road with a broken-down car. The two hit it off and so begins their journey of crime that

ultimately achieves folk-hero status amidst the hardships of the time. Supporting and contrasting their story is the relationship with Buck and his wife Blanch Barrow (Tu Maia Carbone-Curtis). Buck is wild like his brother, while Blanche attempts to be a tempering force to keep her husband on the straight and narrow.

Keeping true to actual events the show takes the audience through prison breaks, recapture, new love and relationships. It touches on hardship, death, family ties, and loss.

The music by Frank Wildhorn was an exciting amalgamation of blues, rockabilly, folk, and gospel styles. Presenting heartfelt ballads through to up-tempo full chorus numbers the audience was on the edge of their seats with foot-tapping excitement! The singing by all the cast was outstanding and the performances were supported by an exceptionally competent wider production team. Once again St Peter's has delivered musical theatre of the highest standard, and the crowds loved it!



AN EXPERIENCE THEY WILL NEVER FORGET

THREE OF OUR STUDENTS IN LEAD ROLES ARE YEAR 13 THIS YEAR, MAKING *BONNIE AND CLYDE* THEIR FINAL SCHOOL PRODUCTION. THE FOURTH IS IN YEAR 11 AND THIS WAS HIS FIRST PRODUCTION.

WHAT DO THEY ALL HAVE IN COMMON? THEIR LOVE FOR THEATRE AT ST PETER'S.

Liberty Jack BONNIE PARKER

It became very emotional for me as we came to an end of *Bonnie and Clyde* as it was my fifth and final year to be involved with St Peter's productions and it was a surreal thought knowing I will never do one again. The productions have been the highlight of my time here and they really helped shape who I am today.

I found a huge passion for performing arts at St Peter's and it would be a dream to make a career out of it. I have grown a lot throughout my time here and have had endless opportunities. I have been introduced to so many amazing things and people that I know I will look back on forever. The boarding community has also been a huge part of my life here. I have learned so much during my time at St Peter's and will really miss it when it's all over.



Connor Kelly-Gage CLYDE BARROW

Being offered the main role this year took me by surprise. I have experience on stage from Kapa Haka, but it was my first time auditioning for a production. It took me a bit of time to accept the role, but I decided to take the risk and get into it.

It was Jonathan Khalil, who played the role of Buck, who convinced me to audition and take the role. I learned that if you want to get involved, don't hesitate, and I'm so glad I took it because it was an awesome experience. It was something I wasn't used to, learning lines and reaching higher notes in my singing, but I opted to take Drama as a subject this year to support my role and I'm thoroughly enjoying it. I'm definitely excited to be part of any future St Peter's productions.



Tu Maia Carbone-Curtis BLANCHE BARROW

Knowing that *Bonnie and Clyde* would be my last production was definitely emotional. The school productions have been a huge part of my life. I am so happy *Bonnie and Clyde* was my last show because it was an amazing show to be part of.

Even if you don't see yourself as a performer, still audition for the production before you leave St Peter's. It's an amazing experience to be part of such a close-knit team and create a performance. As St Peter's students, we have the opportunity to be part of such high calibre shows. I've always been interested in the arts but it was St Peter's that pushed me to be more involved. My life has revolved around performing arts, something I never would have imagined before coming to St Peter's.



Jonathan Khalil BUCK BARROW

My last production was definitely one to remember. Emotions were at an all-time high knowing it was the last time I would perform on the St Peter's stage. Now looking to the future, I can only express my gratitude to everyone who made those productions possible.

Some advice to those keen to become part of production or the arts at school is this: Just do it. In all seriousness, that's all there is to it. Give it a go. Friends of mine who are more at home on the sports field have said 'why not' and found their love for the stage. Some have never performed before and gone on to get lead roles in their first production, how crazy is that?! What you put into the arts you will receive aplenty, so once again don't think 'why should I', think 'why not' and you'll never regret it.



Young students learn love for music

Creating pathways for students is a big focus at St Peter's. This year we started building solid music foundations with our year 7 and 8 students with a clear pathway plan to our top performing arts groups.

We want to foster and grow a passion for music in these students. Introducing them to music at a young age will enable them to join our high-performance music ensembles, should they choose to. The most important part of it all though is to have fun and get a taste of music.

The success of this programme is already evident as over 20 students have already signed up for more lessons with our bigger groups.

Throughout Term 1, every Year 7 and 8 student had the opportunity to explore making music with specially purchased instruments. The Year 7s worked with violin and cello, looking at the various aspects of creating sounds, how to properly hold the instrument, and the hand position required to effectively hold and use a bow.

The Year 8s learned about wind instruments such as clarinet, flute, saxophone, trombone, and trumpet. Navigating all the different keys, fingerings, and sound production techniques with enthusiasm, the students had a great time learning and being loud at the same time.

Having completed the class unit, the wind and strings continue as optional lunchtime groups where students are issued instruments to take home and practise. The uptake on this has been fantastic since the Year 7 and 8 programme began.

Music plays such an important role in our lives and it is wonderful to see our youngest students so engaged and excited.

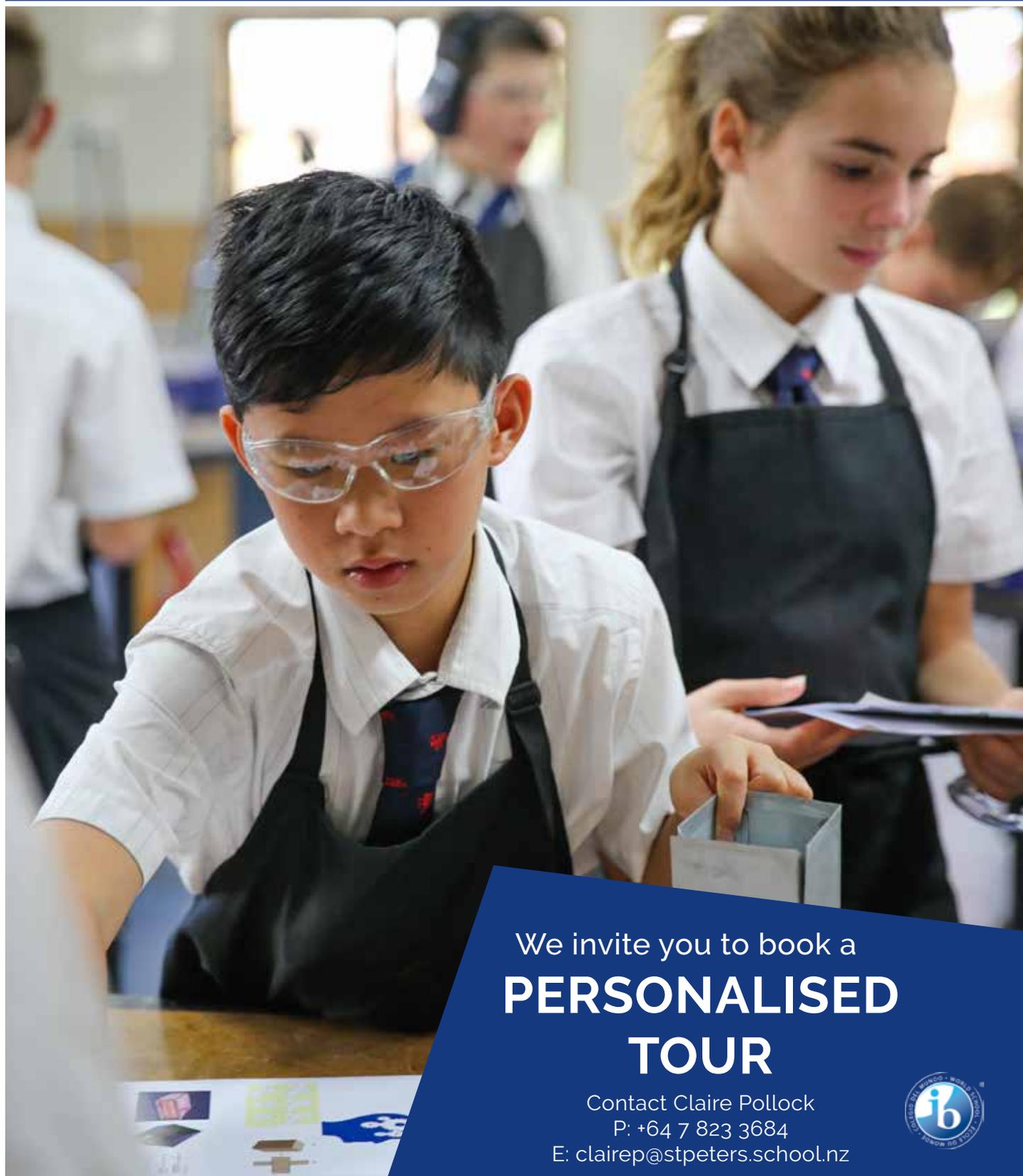


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IMPROVING THE ACT OF PERFORMANCE

As a key component of the Performing Arts programme at St Peter's, Musical Theatre is moving from strength to strength. Now in a pathway alignment that sees performance opportunities every year for all students, a critical component is the Musical Theatre Academy, open by audition to students in Years 10-13.

In its second year, the Musical Theatre Academy has been refined and developed so that it exposes the students to a range of styles and techniques designed to support our big annual production and lead students confidently into tertiary musical theatre programmes.

Performance is at the heart of Musical Theatre and as such, it is the centrepiece of our academy design. Throughout the programme, we feature students in Performance Cafes. These are informal performance opportunities open to students and parents to give

students the opportunity to put into practise their new learning in a safe and supportive environment.

The first Performance Cafe theme was golden age theatre. Students learned to sing and dance in a flowing, lyrical style from shows that featured in the golden era (pre-1960s). For our second Performance Cafe, students performed original choreography by Bob Fosse, one of the great Broadway choreographers. They were also assigned comedy duets to perform. The third Performance Cafe will take place later this year.

The aim of the Performance Cafes is to teach the students to share their work. This is the key foundational principle of the Musical Theatre Academy, to improve through the act of performance practice. The year's work will culminate in a showcase concert featuring a range of the work covered throughout the year.

The Musical Theatre Academy provides students with intensive vocational training outside of academic class time. It will open pathways for future studies at tertiary institutions and give students performance opportunities locally and further afield.



CLEAN SWEEP AT WAIKATO SPORTS AWARDS

History was made for St Peter's in February as the St Peter's won all three secondary school titles at the 2018 Brian Perry Waikato Regional Sports Awards.



Morgan Blind, Kaylin Wren, Finn Fisher-Black, Charlisse Leger-Walker, Beckie Leigh, Boorke Kilmister, Brie Perry

• SPORTSMAN OF THE YEAR



The region's best professional, amateur and secondary school sports people were invited to attend the annual night of celebrations at the Claudelands Arena with St Peter's taking out top honours.

THE TEAM OF THE YEAR

Awarded to the St Peter's Girls U18 Rowing Eight, and the individual awards for Sportswoman and Sportsman of the Year both went to St Peter's: for Head Girl Charlisse Leger-Walker and Finn Fisher-Black.

Director of Sport Nic Slade said it was outstanding.

"To win one of the categories at this event is a terrific achievement - but to win all three is very special and it has never happened before," he said.

"All of the student winners are not only very good sportspeople, but also excellent role models at the school. They are fantastic examples of what hard work, dedication and resilience can achieve when combined with talent and inspirational coaches."

The Girls U18 Rowing Eight had an exceptional season, winning the Levin Jubilee Cup at the New Zealand Secondary School Rowing Championships in Twizel in 2018. They also won the Fairfield College Supporters Rowing Shield at the North Island Secondary Schools Rowing Championships, and the Senior Womens' Eight at the New Zealand Club Nationals.

SPORTSWOMAN OF THE YEAR

Charlisse Leger-Walker is the youngest ever member of the Tall Ferns Basketball team that won bronze at the Commonwealth Games. She is also captain of the New Zealand U17 team that went to the FIBA World Cup where Charlisse was one of the leading scorers of the tournament.

SPORTSMAN OF THE YEAR

Finn Fisher-Black won gold at the 2018 Junior Track Cycling World Championships in Switzerland in the Team Pursuit and placed in the Individual Pursuit. He also won a silver medal at the Elite National Track Cycling Championships in the Open 25km Madison.

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Cyclist smashes junior world and NZ records

Both the Junior World and New Zealand records for the Individual Pursuit were broken by St Peter's, Cambridge cyclist Finn Fisher-Black at the Vantage Elite and U19 Track National Championships this year.

New Zealand now holds both Junior Individual Pursuit world records, as former St Peter's, Cambridge student Ellesse Andrews set the women's record at the World Championships in 2017.

The 17-year-old student set the New Zealand record of 3:08.815 in the 3000m Individual Pursuit on Saturday, 9th February. This race, however, could not be considered for the official world record without a UCI official in place.

But that didn't matter for Finn as he set an official world record in the final – clocking 3:09.710 to win gold.

On top of his records, Finn also

placed third in the Open Men's 40km Madison with riding partner George Jackson and fifth in the U19 Men's Scratch Race.

This success follows his recent accomplishment of being named Secondary School Sportsman of the Year at the 2018 Brian Perry Waikato Regional Sports Awards.

Finn is already a junior world champion in the Team Pursuit having won gold at Junior World Track Cycling Championships in Switzerland in 2018. He is part of the Grassroots Trust Waikato/Bay of Plenty Performance Hub in addition to road riding with the Skoda Fruzio Team.



Student named as vice-captain for NZ Deaf Basketball team

Year 12 student Tuhua Taikato-Litz is the youngest player in the New Zealand Deaf Basketball team. Not only that, he is also the team's new vice-captain.

Tuhua's selection was announced in Term 1 after trials for the open men's team.

"I was so happy, I just wanted to tell my family because I knew they'd be so proud of me," he said

The 16-year-old has played for the school's senior premier boys' team for the past two years.

The new team will present a bit of a challenge for Tuhua because not only will he have to gel with new players, he also needs to become fluent in sign language.

"Communicating with people will be a bit hard, but I'm going to learn. My coach doesn't speak sign, so he can talk to me, but there's also a translator who can translate for other people in the team," he said.

"Off the court, it will be okay, but in the game, I'll have to really focus and learn people's expressions and what they mean."

Over the next few weeks, Tuhua will meet his other team members. They will then begin training for the Asia Pacific Deaf Games in November in Hong Kong.

Tuhua is big on teamwork and wants to help the Black Thunders win every game possible. Even if they lose some, he will make sure the players keep their heads up and support them.





BRIGHT FUTURE IN CRICKET FOR Emma Baker

One day Emma Baker hopes to represent the country in cricket, and it's a goal of her's that is inching closer and closer by the season.

Earlier this year Emma was named Junior Female Cricketer of the Year at the Northern Districts Cricket Association Annual Awards. The award is for players under 21.

Her season leading up to the award was fantastic. She won the trophy for most runs at the Northern Districts Schools Tournament in December and first on the points table for taking the most wickets at the National Women's U21 Tournament.

Emma was introduced into the Northern Districts Women's team, Northern Spirit, mid-2018. She had to quickly learn how to juggle her end of year exams as well as her cricket.

"But the team was very supportive of my studies as well as helping me develop throughout the season," she said. "I am one of the youngest members of the squad, so being able to develop my personal skills on and off the field with the help of

the older players is something I will definitely be able to carry into the future."

At the beginning of 2019, she was also a nets bowler for the White Ferns as part of their preparation for their T20 games against India. As testament to her potential, Northern Districts have put in place a bowling coach to work with Emma, current Northern Knights and former Wellington Firebirds pace bowler, Anurag Verma.

Emma started playing cricket when she was about five-years-old. She wanted to try all the sports she could, but when she was about 10 she realised cricket was a sport she

wanted to take seriously. She made her debut for the Northern Spirit at age 17 against Wellington Blaze, where she took her first wicket in the national women's domestic competition.

She's now working towards becoming a regular player for the Northern Spirit next season, while also trying to be the best all-around performer in the respective Age Group National Tournaments. "In the future, I would love to wear the Fern and be able to represent New Zealand, whether it be in the development team, or my ultimate goal of the White Ferns," she said.





Excellence in school, regional and national Cross Country

A big Term 2 highlight for St Peter's is the School Cross Country! Fortunately, the rain held off long enough for most of our runners this year. Hanna won the House Points, followed by Swears in second, Thornton in third and Chandler in fourth. The annual event is a great way to bring students together, raise House spirit, and prepare our athletes for regional and national cross country events.

Following on from the school cross country, St Peter's runners won numerous titles at the Waikato Bay of Plenty Cross Country. Charli Miller won the Senior Girls' event with a phenomenal last 500m, increasing her lead substantially.

Jemima Antoniazzi, completing her first year in the senior category, finished third. Will Taylor placed second in the Senior Boys' race and James Corbett finished third. Year 9 girls Milana Tapper, Mania Elliot, and Imogene Short also had podium finishes in their races.

Twelve athletes went on to compete at the New Zealand Secondary Schools Cross Country event in Timaru. As a result of their success at this event, Charli Miller and Jemima Antoniazzi were selected for the NZSS Cross Country team to compete at the Australia Cross Country Championships in August. It's a first-time NZSS selection for both girls and a huge achievement



to have two St Peter's runners selected. It is also a big celebration that Ange Russek, St Peter's Head Coach, has been appointed as one of the coaches and managers for this team.

In Timaru, Charli and Jemima, along with Courtney Elliot, won bronze in the three-person event. The remaining runners of our girls' team; Sophie Waddell, Mia Fletcher, and Alee Holman-Evans worked hard during the 4km course gaining valuable points for our team, to just miss out on the bronze medal by one point. All of these girls were selected for the WBOPSS regional 5 x 2km relay teams.

For our Year 9s Hayden Waddell, Imogene Short and Milana Tapper it was their first national event. Their efforts were rewarded with their selection for the Waikato Bay of Plenty Secondary Schools relay teams the following day. Senior boys Will Taylor and James Corbett were also selected for the WBOPSS team, with Will running the fourth fastest 2km split in the race.

House Results

Hanna 1 st	Swears 2 nd
Thornton 3 rd	Chandler 4 th

School Cross Country Results

Year 7 Girls

- 1st Boh Ritchie
- 2nd Lily Greenough
- 3rd Annabel Chapman

Year 8 Girls

- 1st Keira Hayidakis
- 2nd Tylah Southall
- 3rd Keana Woodfield

U14 Girls

- 1st Manaia Elliot
- 2nd Arabella Barrio-Frojan
- 3rd Imogene Short

U16 Girls

- 1st Jemima Antoniazzi
- 2nd Alee Holman-Evans
- 3rd Courtney Elliot

O16 Girls

- 1st Charli Miller
- 2nd Lucy Jeffries
- 3rd Eliza Hay.

Year 7 Boys

- 1st Kaleb Woodfield
- 2nd Nick Greaney
- 3rd Olly Jeffaries

Year 8 Boys

- 1st James McGuire
- 2nd Flynn Underwood
- 3rd Shea Hall

U14 Boys

- 1st Casey Atkinson
- 2nd James Thomas
- 3rd Hunter Robinson

U16 Boys

- 1st Will Taylor
- 2nd Alex Brackenbury
- 3rd Jayden Murphy

O16 Boys

- 1st James Corbett
- 2nd Daniel Marsden
- 3rd Jason Ne



Jemima Antoniazzi and Charli Miller at an inter-school event



James Corbett representing Waikato Bay of Plenty



BASKETBALL GIRLS 5th IN THE WORLD

It's already been a big year for the St Peter's Premier Girls' Basketball team. They are now ranked fifth in the world after competing at the ISF World Championships in Greece in April.

The team won the NZSS National Championships in 2018 which enabled them to represent New Zealand at the prestigious world championship event.

The girls won five out of their six games, playing teams from Israel, Denmark, France, Chile, and two teams from Greece. It was a chance for them to learn about the culture of the game through different perspectives of different countries.

The team from Israel were the reigning secondary school champions in their country and hadn't lost a game in two and a half years. The battle was fierce and at one stage they had a 10 point lead,

but the St Peter's girls won 61-60 through sheer determination and talent.

Team member Alana Paewai said it was a challenging experience playing against the best teams of each country.

"Being a team winning comfortably in New Zealand, to having nail-biting games was a big difference. Thankfully we had our coach Leanne Walker who is experienced in international play, so as a team we had a heads up and knew what to expect and how to overcome it," she said.

"We played teams that were fast, tall, smart and aggressive, but as a collective team, we worked hard to win all but one of our games. St Peter's has helped us further our knowledge in the game," said Alana.

After a tough game against Greece, losing 60-49, St Peter's played

against Chile for fifth or sixth place. A topsy-turvy game saw Chile pull back a 16-9 first-quarter lead into the half time break, but the St Peter's girl's fought hard to win 49-42, earning a very credible fifth place world ranking.

A highlight of the tournament was the Cultural Day, which was where each country shared a piece of their culture with the other teams. St Peter's joined forces with Rosmini College to perform a haka and waiata. Alana said it was an experience they will never forget.

"Sharing our cultural item was awesome because our culture means a lot to all of us. Coming from a small country, we were unknown to many. But by the end of our performance, we were known by a lot more people."

Following the games, the girls had a few days of sightseeing.





They went to some caves in Crete, one of which is rumored to be the birthplace of Zeus. In this cave, the girls sang a beautiful rendition of Hutia Te Rito.

They also visited a number of monasteries, swam in the Aegean Sea, visited three islands (Hydra, Poros, and Aegina), and traipsed up the hill to view the world-famous Acropolis in Athens.

The team would like to thank all of the people who supported their fundraising events and who sent many good wishes their way.



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therapy

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Corner of Queen and Albert Street, Cambridge 3434 p: 07 823 1263 e: info@bodyperformance.co.nz w: www.bodyperformance.co.nz



U15 Boys 4x+ - Esme MacGillivray, Jack Scragg, Toby Robinson, Connor Davison and George Muir



U16 Girls Quad - Holly Williams, Emma Stead, Madison Brown, Teagan Carvell and Atlanta Bruce



U18 Girls' Double Sculls winners Beckie Leigh and Terri Wyatt with coaches Anthony Berkers and Norm Charlton



Jason Nel, Gold U18 Single Scull



Boarders supporting our rowers



Terri Wyatt and Beckie Leigh talking to Sky Sport

History made at Maadi Cup 2019

St Peter's made history at the Secondary Schools Rowing Nationals, otherwise known as Maadi Cup, again this year!

St Peter's was the only school to have both a Girls' Eight and Boys' Eight in the U18 finals at the end of the regatta. It was also the first time in school history that we had a Boys' Eight in the final! It was definitely an exciting way to end the regatta with both of our crews racing in these pinnacle events. The girls only had one returning athlete from last year's winning crew and they raced a gutsy race to finish third. The boys placed fifth in their race.

Overall the St Peter's rowing team came home with three gold, three silver, and four bronze medals. They won the Presidents Scull for Overall Top Sculling School for the ninth time in the past 10 years and placed third overall in the Star Trophy for the Top School in NZ, which also meant we were the top Co-Ed School in NZ.

Year 13 Jason Nel dominated the field in the U18 Boys' Single Scull to win his second sculling trophy, having won the U16 Boys' Single Scull in 2017.

He said he had an overwhelming sense of satisfaction about his win, as the final was filled with many great scullers. It was his fifth and final NZSS Rowing Nationals, so he made sure not to have any regrets.

"All of the hard work had just paid off in a few moments. It wasn't just the long hours I had put in, but the support and commitment from my family, coaches, school, and friends. Without them, I wouldn't be the person I am today and the feeling of them being proud of me was greater than the victory itself," he said.

Jason then partnered up with our Captain of Rowing, Patrick Griffin, to produce a stunning sprint and pick up silver in the U18 Boys' Double.

Beckie Leigh led the way for the girls, winning four medals from

her four races to top off a very successful school rowing career. She won gold in the U18 Girls' Double with Terri Wyatt, who is only in her second year of rowing. She then picked up bronze in the U18 Girls' Single, Quad and Eight.

Our U16 Girls' Quad came third in their final. Leading from start to finish, the team of Holly Williams, Atlanta Bruce, Emma Stead, Maddie Brown and coxswain Teagan Carvell picked up their second medal of the regatta, after also winning silver in the U16 Girls' Eight.

Our younger rowers also had a wonderful regatta with the U15 Girls picking up silver in the Octuple. The U15 boys continually improved as the regatta went on and raced a superb race in the Quad to pick up an unexpected but well-deserved bronze medal. They also placed fifth in the U15 Double and made the U15 Boys 8+ final for the first time in 19 years, placing sixth.



Rowers head to Junior World Championships

St Peter's is consistently one of the top rowing schools in New Zealand. The Rowing Academy has produced many New Zealand representatives. Again this year, two St Peter's rowers are heading to the Junior World Rowing Championships to be held in Tokyo, Japan from 7-11 August. It is a great way for the Year 13s to end their final school rowing season.

Jason Nel will race for the NZ U19 Men's Sculling team and Beckie Leigh will compete in the NZ U19 Women's Quad. Both students won gold medals at NSS Rowing Nationals which meant they were invited to trial for the New Zealand team for Junior World Championships.

The week-long trial process was intense and competitive, consisting of erg and seat racing, interviews and a 2000m time trial. They were

up against rowers who had already left school and were already competing for performance centres.

Jason said he was extremely happy with his final school rowing season.

"With the help from our school's new rowing coach, Megan Glenn, I was able to achieve my two main goals; to win the U18 Single Scull at nationals, and trial for Junior World Championships," he said.

"It was also great to see a culture shift in rowing. It was a season that was competitive, but also a brotherhood. This was proved by St Peter's making the A Final in both the U15 and U18 Eight at nationals. We have a great group of hard-working men at this school,"

After his time at St Peter's, Jason hopes to attend university in America and earn a degree in business.

Beckie plans to join the Waikato RPC to row throughout the summer and go from there.



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PRODUCING INTERNATIONAL GOLF PLAYERS

The St Peter's Golf Academy has developed many New Zealand representatives, including Year 10 Ing Iadpluem who will head back to the USA to defend her Optimist International title that she won in 2018.

Ing has been playing golf for seven years, starting as a seven-year-old when her father bought her a golf club and took her to the driving range after school. She entered her first tournament after just three months of practising.

Now the 14-year-old is climbing the world ranks. In 2017 she finished fourth in the IMG Junior World Championships. In 2018 she placed third in the U15 New Zealand Age Groups and won the Optimist International Junior Golf Championship.

Her long term goal is to win a tournament through the Ladies Professional Golf Association. She believes the coaches at St Peter's, Simon Thomas and Reon Sayer, will help her achieve that goal.

"They try to understand me as a player and they take care of every one of their students. They teach us to learn from our mistakes, which has helped me a lot in my golf," said Ing. "If I didn't have my coaches, I don't think I would have improved as much as I have."

The primary focus of the St Peter's Golf Academy is to ensure each student is exposed to the game in a way that makes it fun and enjoyable. Building confidence, teaching good sportsmanship, making friends, understanding the rules and learning the game are all major objectives of the academy.

"The golf programme is tailored to each student. The coaches make it work for whatever level you are at, and it's good because I don't have to learn the same things at the same time as other people, I can work on what I need to work on to improve," said Ing.

The world-class driving range was built at the school in 2005, complete with specialised technologies for swing analysis measuring which gives the students accurate feedback.

Head Coach Simon Thomas said the academy strives to appropriately balance five key areas of golf development; mental, physical, technical, tactical and organisational.

"Our goal is for students to come away from their learning experience with robust technical skills, physically fitter, stronger and better golfers. And, more importantly, better organised and resilient."

GOLF ACADEMY FACILITIES INCLUDE

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Hitting mound for multiple lies

Multiple bunkers and target greens

Classroom accompanied by physical training area



Students compete in epic multisport race



The Coast to Coast race is the pinnacle of multisport races. It involves kayaking, cycling, and running. Two of which Jack Foley and Hector MacGillivray had little experience in, but that didn't stop them from taking on the challenge.

The event starts on Kumara Beach on the west coast of the South Island and finishes 243km later on New Brighton Beach in Christchurch.

The Year 13 boys competed in the Individual 2 Day race along with 270 others. Total competitor numbers were over 1000 when teams, tandems and one day athletes are included. It is an iconic race and a major accomplishment for all who cross the finish line.

"For me, it was more than just a race. It represented a year of training, lead-up races, and the development of new skills. It was incredibly rewarding to look back and see how far I had come and that the dedication had paid off," said Hector.

Jack said it was hard to say how the race measured relative to his expectations.

"Completing the race was a very rewarding moment; a moment in which the previous year of vague ambition and practical preparation came to a point," he said.

"However, what I found most rewarding was something I didn't expect. The experience provided me an opportunity to balance everything else I was doing, mostly around schoolwork. I began to appreciate the extent to which of it was of benefit to me," said Jack.

Their road to the race began when Hector's father, James, made a not so off-hand comment that they could do the race as a way to tick off part of the CAS (Creativity,

Action, Service) requirements of the IB course. The idea seeded and took root as a plan was made to tick off the skills and fitness requirements the boys would need to be able to enter, race and hopefully finish.

Neither of the boys had any river kayaking experience and had to start from scratch. Paddling technique coaching, hours on Lake Karapiro and then completing a grade 2 kayaking certificate on the Mohaka River were all accomplished before the school year finished in 2018.

Finally, a dress rehearsal 52km paddle race down the Rangitikei River proved they were ready to take on the Waimakariri River.

It wasn't just the kayaking that had to be learned. Neither of them owned a road bike let alone competed in any cycle racing.

They began riding on second-hand and borrowed cycles over the winter and then joined the Te Awamutu Sports Cycling Club, taking part in Tuesday night racing getting the required bunch riding and racing skills for the cycle legs of the Coast to Coast.

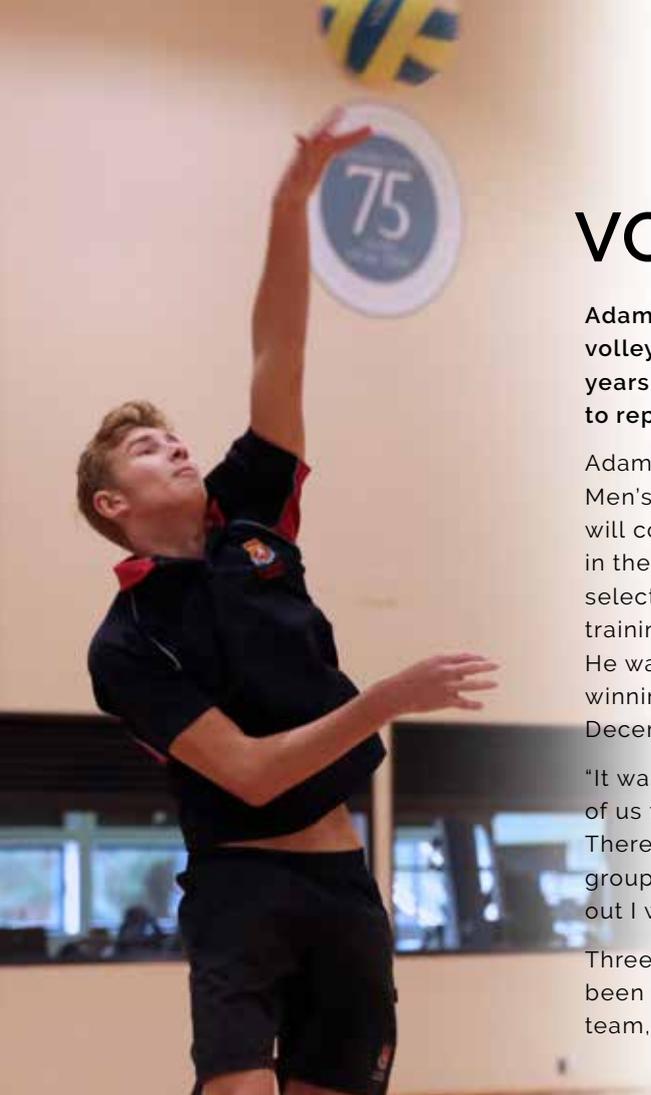
The mountain run over Goat Pass during the event is like no other. Training sessions of up to five hours together with balance and river bed running simulation skills were all part of the preparation.

Jack finished 34th overall and fourth in the secondary school's division in a time of 14 hours, 44 minutes and eight seconds.

Hector finished 92nd overall and sixth in the secondary school's division in a time of 16 hours, eight minutes and seven seconds.

Both of them are keen to compete in the Coast to Coast again.





VISION FOR VOLLEYBALL OVERSEAS

Adam Langlands started playing volleyball when he was just 11 years old. Now at age 15, he is off to represent New Zealand.

Adam has been selected for the NZ Men's Youth Volleyball team that will compete in Fort Lauderdale in the United States in July. His selection came after a gruelling training camp in April this year. He was eligible for the camp after winning at an U15 tournament in December.

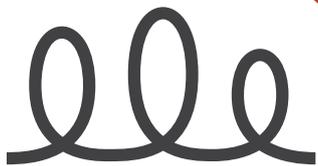
"It was really competitive with lots of us trialling for different positions. There was a lot of talent in the group so I was stoked when I found out I was selected."

Three other Waikato players have been selected for the New Zealand team, so Adam trains with them.

"I put a lot of pressure on myself, and I think I feel more pressure now that I'm selected for the team because I want to make my country proud, as well as my family who has put in a lot of effort to get me where I am today," said Adam. Adam also aims to be in the New Zealand U18 Men's team next year.

One of his long term goals is to get a scholarship for a university in the United States where he can further pursue his passion for volleyball.

"It's not as big of a sport in New Zealand as it is in some countries and I think to get the true experience and climb the ranks, I will need to go overseas," said Adam.



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CHARITABLE SERVICE AND PHILANTHROPY AT ST PETER'S

Philanthropy has always been at the heart of the St Peter's community. The school was founded by a philanthropist and over the last 80 years, the ongoing generosity of parents, students, alumni, and staff has helped keep Arthur Broadhurst's intentions alive.

We encourage students to get involved in community service and charity work including things such as Daffodil Day, 40 Hour Famine, and Breast Cancer Awareness Month. Swears House leader Harriet Butcher rose to the challenge and arranged a group of students and staff to complete the 2019 Relay For Life.

Along with Reverend Michael Bennett and teacher Deborah Keep, Harriet and 13 other students travelled to Claudelands Event Centre on March 30th to raise money for the Cancer Society. In total, they managed to raise over \$8,500! Their dedication helped them earn the Westside Kiwanis Shield, which is awarded to the high school team that raised the most money.

Their day started at 8.30am when they arrived to set up the team tent. They all dressed in green as they were participating in the event in conjunction with Swears House who had chosen this charity. Harriet said it was emotional from the first lap, which is called the survivor's lap.

"These people came from all walks of life but all had at least one thing in common – they had all fought and won their battle with cancer. It was amazing to see the community support as the survivors opened the relay," she said.

For the next 12 hours, the team took turns walking or running around the 450m track, keeping the team baton moving the whole time. Although the main event of the day was the relay, they also participated in a round-robin volleyball tournament and competed and joined in Zumba sessions.

"As evening came about, we all settled down to decorate our candle bags to commemorate loved ones lost to or fighting cancer," said Harriet. "When darkness fell the

candles were lit to illuminate the track and everyone walked a lap of remembrance together. It was another very emotional part of the day."

Before they knew it they were in the final hour of the relay. Between each team member, they walked a combined 432 laps, which adds up to a total of 419.4km over the 12 hours.

Ben Westwood and Matt Wightman finished the most laps out of the team, completing 130 (58.5km) and 95 (42.7km) laps respectively.

Harriet said they couldn't have done it without the support from the St Peter's community.

"I would like to thank everyone who donated to us, your money has gone to a great cause. We were also grateful to have Mr Elliot Sharp, Mrs Jess Patrick, Mrs Jodie Blackwell, and Mr Marty Seifert come and support us throughout the long day, along with the parents who came out too. Your support was much appreciated."



St Peter's students raised over \$8,500 for the Cancer Society during the 2019 Relay For Life



Our New Adventure-based Learning Programme

It's pouring down with rain. Walking along a bush track I hear a loud scream — fear or excitement? Coming out into a clearing at the edge of a high cliff I see a girl suspended by a cable, two-thirds of the way across a large gorge with a stream far down below. A team of girls on the cliff edge are working together on a rope to pull their team member back in. There is the biggest smile on the one dangling in the air as she is pulled back in. Ziplining is a pretty awesome way to start a camp!

This year St Peter's embarked on a new adventure-based learning programme for our Year 10 students that replaced our previous camp programme. We linked up with Hillary Outdoors so our Year 10s could attend week-long camps at their Tongariro site over Terms 1 and 2. Students attend with others in their school house.

The new arrangement fits in better with the wellbeing curriculum and the promise of holistic education at St Peter's. Key topics from the wellbeing curriculum are included

to create a natural progression, allowing students to face new and bigger challenges, and expand their toolbox of personal skills.

On arrival at Hillary Outdoors, the students are split into groups of a maximum of 10 (in Learning Groups if possible) and paired up with an instructor. Instructors stay with their group of 10 students for the duration of the week, enabling them to get to know the students and make sure the programme is appropriate for their group's needs.





The week is structured around learning outcomes rather than specific activities, so different groups of students may experience different activities during the week. Activities are dependent on the weather on any particular day, the collective choices of students within the team, and also what the instructor feels is the optimum activity for their group of students to achieve the outcomes of the day. Outdoor activities undertaken on the camps so far have included

high ropes, caving, rock climbing, abseiling, bridge jumping, ziplining, tramping and overnight bivvying.

Service work is a key part of the programme. The Department of Conservation has labelled a large area of land just inside the National Park as 'The St Peter's Project', where each group that attends camp spends time clearing broom. Already a significant positive impact has been made on the site. Unfortunately, due to weather,

one group was unable to do the broom clearing work. But the alternative service option was to check and clear the trap lines. This was an interesting and challenging experience for most students who had to remove any dead pests and reset the traps.

- Jeremy Cutler

BUILDING RESILIENCE

from Year 7 onwards

Starting a new school can be daunting, but it's easier to make new friends when there are fun activities involved. That's one of the main aims of the annual Year 7 camp at St Peter's.

This year's three-night camp in Waimarino, at our Tongariro National Park Base, gave students the opportunity to explore a range of activities outside the confines of the school campus and classroom. They also faced unexpected challenges in the form of torrential downpours, rivers of mud and unpredictable weather changes. These conditions forced students to dig deep and call on previously untapped reserves of resilience and strength to create memories that would last a lifetime.

The weather didn't ruin their activities though. Rafting the Grade 2 Tongariro river provided front seat exposure to the natural beauty of New Zealand. Navigating the turbulent water while surrounded by native bush and birds, including the endangered whio, was a highlight for many.

The National Trout Centre emphasised the value of our environment and outlined the conservation work that is carried out in Tongariro.

Local guides Manaaki Tours also escorted students on a four-hour hike, traversing the high alpine tundra and fording a raging river. The relentless rain left students cold and wet, yet unceasingly positive and enthusiastic.

Students also assisted in the restoration programme run by Tongariro, clearing ground and learning about native plants. St Peter's has been privileged to be part of this programme for years and is proud to be able to give back to the community and the environment. Returning to the site annually and viewing the transformation that we have been a part of is both amazing and rewarding.



Every year begins with **TEAM BUILDING**

Every year our Year 8 students share a special camp experience in a supportive environment that builds resilience and courage. This helps them get to know each other and form positive relationships.

The Year 8 camp is held in the Coromandel area. Students immersed themselves in education outside of the classroom, visiting Waterworks and the Driving Creek Railway. This year they also had a bountiful catch on the Mussel Barge Snapper Safari, which made for delicious fresh fish and chips for dinner.

Team building is particularly important for young people as it improves morale, leadership skills, organisational skills, productivity, problem-solving and much more. A new addition to the Year 8 camp

this year was a raft building activity. The resulting raft races, as well as the annual sand castle competition, proved to be real highlights for the students as they mixed aspects of fun and competitiveness.

On the last night, the group had a memorable camp concert with a special appearance from an ABBA tribute group!

These camps could not happen if it weren't for the outstanding parent helpers. Thank you to everyone who assisted in making the 2019 camp such a success.



LIFTING SPIRITS THROUGH COMMUNITY WELLBEING

It was fantastic to see the St Peter's community getting involved with this year's Wellbeing Through Community Week. The annual event was held in Term 1 and each day had a new focus.

First up was **Melody Monday**. Music was played between lessons and interval, and a live band played at lunch. The intention was to bring our community together through positive and uplifting music. We also had our Swimming Sports! Thornton House won overall House Points.

Up next we had **Teamwork Tuesday**. Each House identified a signature character strength they wanted to be identified with. Houses were divided into junior (Y9-10) and senior (Y11-13) groups. Hanna juniors demonstrated creativity by creating a human light bulb, and the seniors demonstrated bravery

through their shield. Chandler seniors demonstrated teamwork by making cogs in a wheel and rotating at the same time, and the juniors demonstrated zest through their spiralling wave. Swears seniors created a lightning bolt which was a symbol of zest, and the juniors made a question mark which represented curiosity. All Thornton students spelled out their House name, tying it in with the theme of love. Each House also had a go at seeing how fast they could pass a hula hoop around a circle of people with joined hands. It was a great exercise to build teamwork and friendship.

Mvumi Day (Wednesday) was heaps of fun! It was a mufti day for staff and students. The theme was to dress up as characters from movies or books. Everyone who wore mufti donated a minimum of

\$1 to the Mvumi School in Tanzania. This school was set up by one of our former headmasters, Richard Morris, and is a school we have regular contact with still.

Thoughtful Thursday was the day of our Academic Honours Assembly. Students received acknowledgement for their high achievements in 2018. During lunch time students posted wellbeing messages on a wall and nominated others for random acts of kindness. Spot prizes were given to some of the nominated students.

Fitness Friday was our Athletics Day! This is always a highlight of our school calendar. The Parents' Association did a fantastic job of running the lunch and House tents.



CHEERING ON OUR RECORD BEATERS



House chants and lots of cheering can be heard across the school campus during Swimming Sports. It's a great day to raise House spirit and have some fun. It's also a great opportunity for our competitive swimmers to beat school records.

Savanna Bourke, who set a couple of school records took out top honours in the Junior Girls' division. Her teammate Issy Wilson also swam personal bests across a number of races to take out second position. Spencer Cleland dominated the backstroke, his favoured fly events, and the breaststroke events to take out top honours in the Junior Boys'.

Harvey Williams won Intermediate Boys' division. Jade Houston and Danielle Joblin raced toe to toe

all day with massive personal best displays across all of their events. They both picked up records in their favoured events and it was wonderful to see the friendship and good humour on display as they battled it out in the Intermediate Girls'. They showed great sportsmanship no matter what the results.

Tyler Tapper continued his 12 months of fine swimming form to win all of the Senior Boys' events. He challenged his personal best times across all his races. Bianca Donelley had top swims to take out the Senior Girls' title for 2019.

Our Year 7 and 8 leading swimmers didn't disappoint. Miles Julian showed his experience to take out the Year 8 Boys' title and Keana

Woodfield won most of her Year 8 events. Her brother Caleb Woodfield fought hard in the Year 7 boys' to also come out on top. In a tight Year 7 girls' battle Olivia Emmett took out the top spot closely followed by Issy Rhind, Olivia Ballantyne, and Maia Kervin all within 5 points of each other. It was great to see friendly rivalry from these young athletes all swimming hard for House points and glory.

To finish the day every year, the Year 13s celebrate with synchronised swimming. The colour and aerial skills were well on display with Chandler coming out on top, closely followed by Swears with Hanna and Thornton taking out third and fourth respectively.





Athletics Sports and Beyond

Athletics Day is always a highlight to the start of the school year. The focus is on participation, competition, earning House points, challenging yourself and enjoying yourself. All of the ingredients to foster school spirit and House rivalry!

The day starts with a House walk to display House pride. Throughout the day students can compete in non-competition events, field events, and competitive events so there is something for everyone.

House relays during the middle and end of the day cause the most excitement with the medley and 4 x 100m relays. There is a House relay trophy to be won, which is on

the minds of House leaders and participants as they strategically organise their running order and teams. Thornton House won overall points for the day.

Our sports day is also an opportunity for our top high performing athletes to showcase their speed, endurance, strength, and technique. With 15 school records broken this year, our athletics squad are leading the way to have one of their most successful NZSS competitions at the end of the year.

"Athletics sports is also the opportunity for students to get involved in the sport at a greater level," says Head Coach Ange

Russek, who drives the school programme. "We get huge numbers signing up for the athletics programme leading into and after our Athletics Day. The pathways are appealing with qualification for Zones, Waikato Bay of Plenty, North Island and New Zealand Secondary School events".

A testament to this statement was the outstanding results at Zones with 43 podium finishes. At WBOPSS we had 27 podium finishes, 24 personal best performances and 82% of our athletes qualified for our team. At NISS the team continued to shine with six NISS titles, seven other podium finishes, 18 personal best performances. Our athletes



continued to deliver and go faster and further the harder the competition.

The success of our programme is due to the quality of coaching and the amazing team culture. Every individual and all abilities are catered for.

The coaching team is one of the best in the country. Ange Russek, the Middle Distance and Cross Country coach has coached several athletes to New Zealand representative and USA scholarship

level. Tori Peeters was a New Zealand Javelin Champion for several years and is the throws coach. Sonia Waddell, a former New Zealand World Junior Hurdler, coaches the sprinters, high jumpers and hurdlers with phenomenal success. This season, Steve Rees-Jones is coaching our Year 7 & 8 squads and Lynley Russek, former New Zealand long jump and heptathlon champion is helping our jumpers and multi-event athletes. Jess Patrick rounds out the coaching team with her expertise

and knowledge on relays, coaching our sprint relay teams to NZSS podium finishes.

Successful track and field tours to the USA every three years has also been an opportunity for athletes to experience competing and touring abroad and helped develop great athletes.



Athlete Profile

One individual in particular who has shined over the 2018-2019 season is Annalies Kalma. Coached by Ange Russek, Annalies has had an outstanding season. A talented netballer and volleyball player, Annalies still manages to fit in an athletics season.

In December 2018 she was selected for the NZSS Track and Field Team to compete at the Australian All Schools Championships. Up against the best in her age group, she ran a personal best to secure the silver medal in the U16 400m.

Backing up this performance, she broke a 20-year-old WBOPSS record in the 200m and then went on to break the North Island Secondary School U16 400m record a few weeks, later running a 54.69. This time ranked her higher than some of New Zealand's best Olympic and Commonwealth Games runners at her age. Very few secondary school athletes have ever run under 55 seconds in NZ.

"Annalies is an outstanding athlete. She has the ability to push herself hard in training to get the results she deserves. She sets high goals for herself and then gets out there and chases them," says Ange Russek.

"She is one of those athletes that the higher you raise the bar, the more determined she is to get over it. Her ability to perform when she needs to and execute her race plan shows mental fortitude and maturity beyond her age. Over the last year, she has shown resilience and mental toughness and now realises what it takes to be one of the best. Her future is very exciting".



REDUCING GREENHOUSE GASES



Part of Owl Farm's mission is to look ahead and look for solutions to the potential changes facing New Zealand dairy farmers. For the last four years, we have been looking at today's operational performance and how it could improve, alongside some wider long-term system changes that position the farm to be successful, as legislation increases the regulatory framework around farming.

We initially looked for ways to improve profitability and reduce our environmental footprint – in particular, reducing nitrogen loss to waterways. After a lot of intensive modelling, it was narrowed down to two systems that Owl Farm could move into and be a leaner, cleaner, greener and more profitable farm.

Eighteen months ago the conversation moved into a new space as phrases like "net zero economy", "greenhouse gas" and "fart tax" were being repeated more often. We pressed pause on our journey to sustainability and took time to understand the impact of the farm in greenhouse gas terms. For 12 months there was a large amount of researching, listening, reading and modelling to understand the greenhouse gas footprint of the future farm systems.

Farms produce some carbon dioxide from vehicle use, and from contracting activities such as silage making and cropping activities. This is largely already captured within the New Zealand ETS framework via the ETS charge inside fuel costs. Cows also breathe out CO₂ and grass plants breathe it in – so the true CO₂ footprint of a cow is almost negligible and the total actual CO₂ from farms is actually quite a small number.

However, farms produce two other greenhouse gases - methane and nitrous oxide. To line up with international accounting frameworks, these are converted

into CO₂ equivalents using the global warming impact of each gas over a 100-year timeframe. One methane does equivalent warming of 21-25 CO₂s in greenhouse gas terms, and one nitrous oxide is equivalent to 265-298 CO₂s. Our true amounts of methane and nitrous oxide can be converted to an equivalent greenhouse gas impact of CO₂.

We have spent a lot of time looking at the results of Owl Farm in greenhouse gas terms, alongside measuring our profit, waterway impact, animal performance and people sustainability.

Our journey began with a need to lift profit and hopefully improve water quality. In June 2017 we marked the change from the original farming policies to some new ones. While we were focused on improving profit on profit, we achieved some big benefits in water quality impacts, along with reducing our greenhouse gas footprint. These results were presented at the March Owl Farm Focus Day and this live-streamed event had presentations from MPs Jamie Strange, Todd Muller and David Bennett, and DairyNZ CEO Tim Mackle to support the general greenhouse gas information day.

This season has seen the farm produce slightly more milk despite a fairly severe autumn drought. The increased efficiency means with less food, we made more milk for a net reduction in total greenhouse gas produced. Without the drought, we would have made much more milk than the previous season for the same total greenhouse gas produced.

This helps with understanding a net zero economy and zero carbon bill asking farmers to reduce certain greenhouse emissions. With volatile growing seasons, there is likely to be wide-ranging results for a farm despite running a constant farm system.



What Next for Owl Farm?

A future farm system is still on the decision-making table – despite great progress already made, but now we have a new piece of our puzzle to consider before the final choice can be made.

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THE IMPORTANCE OF Developing your own creativity



ART IS SUBJECTIVE, AND THERE IS NO BETTER CANDIDATE TO PROVE THAT THAN ST PETER'S ALUMNI CHRISSY TAYLOR (NEE BUCHANAN).

Chrissy has no formal art qualification, yet she is one of Cambridge's most successful artists. Her hobby turned into a full-time job in just three years. Now she creates gorgeous, vibrant paintings, prints, and commissions. She also teaches young children twice a week.

Chrissy's art is unique as she uses a different medium. Chrissy loves the splashy texture of watercolour paints but didn't like the wishy-washy colours and how they mixed together. Her solution was to use ink with water instead.

"One of the great things about art is that it's never wrong. Your own style can be anything you want it to be. You don't have to paint flowers or paint fruit in a bowl," said Chrissy. "That's why I enjoy teaching the kids so much, I can encourage them to follow their style."

One of the students creates animations on a laptop and although Chrissy doesn't have experience in digital art, she can give him tips on how things would look from different angles.

She also started hosting acrylic paint pours for adults.

"Most people are quite creative, we just need to learn to let go of the idea that we will muck it up, and just keep practising. People say artists have a natural talent but that's not true, we just practise. If you practise enough, you will get better."

Chrissy's signature pieces are accentuated with gold leaf.

"It started on a whim honestly, I saw them and thought they looked pretty so I bought a whole bunch of them, not really sure what to use them for," she said. "That's part of art. If you like a particular medium but you're not sure how to use it, just try anyway and you'll come up with something unique."

Chrissy's workspace is simply called The Studio and was converted from an old barn. It opened in 2017 and is a space she shares with her mother and two sisters, both of whom are also alumni.

Chrissy's mother, Diana Buchanan, paints in watercolour. Her sister Felicity Mehrtens illustrates, and her twin Suzy McMenamin refurbishes old furniture, all which is displayed together in The Studio.

"We are all individually self-taught, which means our styles are

different and there's no competition because there's no comparison," said Chrissy. "None of our work is similar, so if we all paint an owl or a wolf it doesn't matter because they look entirely different."

She said it was important for other artists to encourage each other by sharing tips and buying each other's work.

"Unfortunately some people can be a bit short-sighted and think that others will rip off their artwork and their style, but if you help them find their own style then they will also flourish and it uplifts the whole art community."

Since Chrissy's art career took off she's had a whole new appreciation for other people's work. She has purchased more local art and enjoys connecting with the community as an artist herself.







ART TEACHER FEATURES IN GLOBAL ART EXHIBITION



St Peter's teacher Faith Thomas has been selected as the only New Zealand artist to feature in the International Mezzotint Festival in Ekaterinburg, Russia.

Faith holds many titles at St Peter's. She is the Head of Department of International Baccalaureate Visual Art, Head of Junior Art, and Assistant Head of Department Art. She has been a printmaker for many years. She is one of 82 artists selected internationally for the exhibition, which will be shown at the Ekaterinburg Museum of Fine Arts from August 16 – September 29 this year.

Mezzotint is a specialised field of printmaking and is one of the most difficult and time-consuming techniques. A copper plate is hand-worked with a mezzotint rocker, producing a toothed surface able to take ink. The image is then burnished and scraped in layers on this surface, which requires patience and meticulous attention to detail.

She is extremely proud to not only represent New Zealand on the world stage, but also St Peter's. She has been exhibiting in New Zealand and internationally for 40 years, and has been teaching at St Peter's for 23 years.

"Although New Zealand is geographically isolated I have never felt isolated from what is happening in contemporary art practice. I am delighted and proud to be holding the flag for New Zealand printmakers," she said.

Faith's studio in Leamington was open to the public during the recent Cambridge Autumn Festival. She had over 100 visitors and many artworks found new homes.

She recently had etchings and mezzotints in the 3rd International Print Show 2017 in Portugal and the 9th Biennial in Douro 2018. Faith travelled to Douro last year to attend the Biennial. The Douro Museum still holds her work in its collection. She is currently completing new work for the 4th

International Print exhibition and 10th Biennial 2019 and 2020.

Faith's students experience a diverse range of printmaking techniques and are given opportunities to exhibit with contemporary artists. She believes her students benefit from hearing about the journey she takes as she thinks, prepares and resolves artworks for her exhibitions.

"There is a shared understanding of the processes, and I can quickly support and anticipate student needs as they navigate their own creativity," she said. Faith also supports the students in their own journeys as artists.

"Artists have access now to so many international exhibition opportunities thanks to the internet. Taking the time to create a professional website, high-quality photographs of artworks, and maintaining an exhibition CV are essential to international exposure," she said.

"Live life, draw every day and set the bar high."

40 years

Passion and love still strong after 40 years



"This is not a job for me, it's my whole life," said Mike Kilgour on his 40th anniversary at St Peter's. "I have lived onsite the whole time. I consider it home and I feel a bond with this place, I want to flourish and grow."

Mike has certainly helped the school flourish and grow since he started in 1979 when he started at St Peter's as a farm manager. Back then there were only 250 students. He started teaching science in 1991 but the job expanded as the school did, and he took on many other roles.

Mike spent 18 years on the Staff Contract Committee and eight years as the Staff Representative on the St Peter's Trust Board. He coached hockey, cricket, basketball and tennis, and attended a multitude of Year 10 camps – starting with the boys only camps to the Ureweras.

"I don't think health and safety were invented back then. I cringe to think about some of the activities the young lads were allowed to do," he laughed.

One of his favourite roles was House Director of Parr House, one of the old day houses. He shared the role with his long-term friend Richard Cain who retired in 2017. Mike was in this role for 23 years.

When agricultural and horticulture was introduced to the school 15 years ago he started teaching it full time. He's now the Head of Faculty and has made significant introductions to the programme, including the Bee Club and the St Peter's Vineyard.

In his 40 years at St Peter's, Mike has seen many changes. He believes the biggest and best change was the decision to become a co-educational school in 1987. The number of buildings added and changed over the years has also been significant. He's seen the addition of the maths block, humanities block, social science block, art technology block, a new auditorium, Robb Sports Centre and English block.

"I can remember the days when the herd of cows from the farm used to graze in the playing fields in front of Parr House and the library," he said.

"And before that it was an orchard!"

Mike's 40th anniversary celebrations were held with past and present staff in the dining hall, which is where he first met his wife Sue, who was working as a chef at the time. His four

children have all attended St Peter's and one was married here.

"Schools are all about relationships and I have formed some wonderful friendships with past and present colleagues. It's also great when former students call in for a catch up, they make for some really special moments, when you know you may have influenced them in some way and helped develop some of their hidden talents.

"This place owns a real piece of my heart. There is something for everyone here. It's a great place to work and while fashions come and go, things such as good manners, respect and humility are timeless, and they are always at St Peter's," he said.

"This place owns a real piece of my heart. There is something for everyone here."

Retirement for long-serving staff member Rose Todd

You may not know her name, but you'll most likely recognise her face. Ross Todd has been working in the St Peter's kitchen for 48 years, but it's time for her to farewell the much-loved dining hall as she enters early retirement.

Rose started her journey with St Peter's in 1971, then had a year off, rejoining in 1973.

A lot has changed in her time here, but one of the biggest changes she witnessed was the introduction of the conveyer belt, which students put their dishes on. She also saw the extension of the dining hall.

"It was quite an achievement really. It created a lot more room for us to work in, but back then we only had about 500 students. Of course the school has grown since then," she said.

"The food has also changed tremendously. We used to give them cheese strata, which was just bread and cheese with an egg and milk on top. The food is better quality now days."

When the school hired Montana Catering to take over the dining hall, Rose continued to work there.

"Over the years I think the best part of the job was the friendships I made."

So what are Rose's plans for the future?

"Oh I don't know, catching up with friends doing stuff that retired people do," she laughed.



Rose (third from left) with some of the Dining Hall team

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