



Parallel Education – The Best of Both Worlds

I am asked often about the value of single gender classroom learning and teaching in the Middle College.

Since the successful introduction of girls in 2003, we have run a 'Parallel Education' model across core learning areas in the Middle College. This decision was based on empirical research from a range of New Zealand and international educational studies, which highlighted the advantages of single gender learning environments for this age group.

The bold decision by the Trust Board and the College Senior Leadership at the time has been supported by our experience over the past decade that students in Years 7 to 10 benefit enormously from a focus on single gender teaching and learning.

There are significant differences between boys and girls in terms of motivation and areas of interest during the adolescent years. Between the ages of 11 – 15, girls and boys mature and learn differently. Girls are generally more mature and articulate, meaning boys can be too fearful of giving a wrong answer to contribute in class. Boys tend to be more physical and would rather move about than talk. Yes, I realise this is a generalisation, but it is true for the most part, as any parent will tell you. To acknowledge and respond to the uniquely different personalities and stages of maturity of girls and boys enables better educational opportunities and outcomes, all the while allowing for the development of important social skills by having both genders on campus.

During their Middle College years, our parallel model enables students and teachers to focus learning on one gender group and it has its advantages, as you will read in the student and teacher voice below.

STAFF: What benefits do you see in teaching a single gender class?

Sasha Howard, Head of Middle College English:

In my experience, boys enjoy the challenge of finding out how something works, whereas girls enjoy the experience of learning together and then applying knowledge. The single gender classroom allows for both approaches to be fully explored and, in addition, text choices can be tailored towards specific interest groups.

Kim Smith, Head of Middle

College Maths: *Generally, when having a class discussion about a new topic, boys and girls have different interests and views. Teaching in a single gender Mathematics classroom tends to make a more relaxed environment, where we can have a discussion that each class is interested in.*

Gerard Hodgson, Head of Middle College Science: *It is the ability to tailor teaching to suit a gender, using techniques and learning activities that really resonate with boys or girls. Boys have reported gaining a great understanding of concepts when they do activities requiring physical movement, such as representing the human circulatory system by moving around a classroom carrying different items to represent different nutrients and gases. In contrast, girls have reported that valuable lessons often provide a chance to discuss ideas with their peers, clarifying knowledge and determining the correct use of key terms.*

Julie Coughlan, Head of Social Studies: *I find that boys have a very different learning style and preference to girls. When the two genders are separated, teachers are able to differentiate and cater for these learning styles more effectively, therefore, a more tailored curriculum takes place. Teachers in single-gender classrooms can use methods that might interest their students. For example, in a boys' class, they can use techniques that draw on boys' energy, while in a girls' class, they can offer the kinds of feedback that girls are most likely to accept.*

STUDENTS: A sample of Year 10 students were also asked to share their experience of the Saint Kentigern parallel model themselves.

*I think that being in single gender class is a good way to do things because it is a lot easier to ask questions and to be yourself, I also think that it is a good idea because it is easier to connect with a class of the same gender. **Year 10 Boy***

*I prefer how the genders are separate in academic classes for Middle College as this allows those in early years to have the confidence to speak up without the pressure of the other gender judging them. But it is good to be mixed in the other classes such as Technology, so we can learn to socialise with the other gender and accept their often differing opinions. **Year 10 Girl***

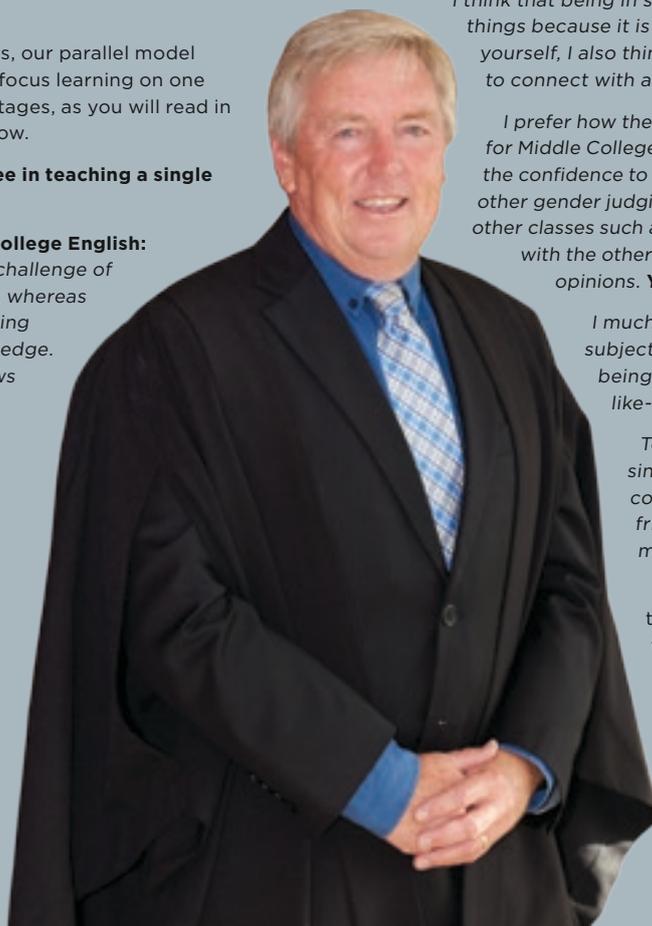
*I much prefer single-sex classrooms in academic subjects. I believe that I am learning better by being in a class with other students who are like-minded to me. **Year 10 Boy***

*To me, the benefits of learning in a single gender class are that I am able to concentrate better in class and can form friendships with other girls who are not in my friend group. **Year 10 Girl***

At Saint Kentigern College we are fortunate to have the 'best of both worlds' across the Middle and Senior College, by offering parallel education in the Middle College and co-education in the Senior College.

Fides Servanda Est

Mr Duncan McQueen
Principal, Middle College



Positive and Successful Co-Education

Saint Kentigern has a unique proposition in the way we have a co-educational Preschool, single gender Primary Schools, a co-educational Middle College with single gender teaching for all core subjects, and the journey finishes in a co-educational Senior College.

Middle College Principal, Mr Duncan McQueen has explained the Middle School parallel education model in his article. I would like to outline the rationale and benefits of our Senior College being co-educational.

Most of my teaching experience has been at co-educational schools. Prior to being employed at Saint Kentigern, I was Deputy Principal at a Year 7 – 13 all girls' school. One of the pull factors for me at the time I moved to Saint Kentigern, was that I would be part of a Senior Management Team that would introduce girls to a boys-only school. In my first year at Saint Kentigern, there were only boys on the Pakuranga Campus. I, therefore, write from the experience of teaching and leading in co-educational, boys-only and girls-only secondary schools.

All our students are encouraged to develop the ability to be leaders in what they choose as their future sphere of influence, be that running their own businesses, politics, commerce, education, medicine, performing arts, law or any other area of their choosing. Our role is to ensure we prepare them to thrive in their next step after school, by equipping them with the knowledge and the skills to do so. I believe that part of that preparation at school includes being able to work collaboratively with the opposite gender, ready for life after school in tertiary education or the workforce.

It is my experience that friendships develop in a very natural way in co-educational schools. This happens because there are co-curricular activities and clubs in the school in which girls and boys take part in a happy, well-supervised environment. Friendships develop naturally and genuinely because the mixing is a by-product of the activity. This friendly atmosphere continues into the classroom which provides a platform for young people to express their views openly and assertively.

Life does not keep men and women separate. Your child will move into a co-educational workforce. It is our responsibility as educators to prepare young men and women for the world in which they live. At Saint Kentigern Senior College, all students learn from each other. They begin to understand how different people think and act, as well as learning to appreciate that there is more than one viewpoint. Learning is not confined to the classroom. The successes that they enjoy in sport, in productions or the Music Centre, or when undertaking service, debating, Theatresports or stepping out to take part in a Duke of Edinburgh expedition, will help them to gain the confidence to tackle subjects of which they may be less certain.

Being part of a co-educational school demystifies the other sex. It is true that occasionally relationships can be a distraction to students. What I don't accept is that relationships at school are somehow more distracting than those conducted outside of school. Often, these can be more stressful and time consuming. If required, in the co-educational environment, staff are on hand to help students deal with their friendships, in an empathic way. As at Saint Kentigern Senior College, truly co-educational schools are gender equal environments that enable students to choose and excel at their chosen subjects and activities.

Co-education provides a more realistic way of training young people to take their places naturally in the wider community of men and women. It can help break down the misconceptions that each sex may have about the other and provides an excellent foundation for the development of realistic, meaningful and lasting relationships in later life.

A co-educational school also challenges sexist attitudes. Many subjects in Senior College allow for considerable classroom discussion and debate. In a co-educational school, both the female and male perspectives may be explored in discussion and this is an important learning experience for all. In so doing, they learn that 'equality' does not mean 'sameness' but that men and women often have different perspectives on the same issues and that each approach has a great deal to offer the other.

At Saint Kentigern Senior College, we have proven that co-education can be very successful academically whilst also providing social and personal development. In academic terms, both the young men and young women's academic results are equally high for both genders, indicating that neither gender is disadvantaged by the other. In fact, we have seen the reverse to be true, that both are enhanced by the presence of the other.

Saint Kentigern has chosen distinct models for each stage of a student's life to ensure they gain the very best education. The co-educational model was adopted at Senior College level 16 years ago and has proven to be successful, preparing our students well for life beyond the College gates.



Fides Servanda Est
Mrs Suzanne Winthrop
Senior College Principal



The 2019 College Prefect Team

At a formal, full school assembly in the first week of term, the College prefects for 2019 were commissioned, with both the Middle College and Senior College students in attendance.

This year we congratulate Alex Hynds and Ben Shepherd, whose leadership skills, hard work and pride in the College have seen them appointed as this year's Head Prefects. Both Alex and Ben have committed themselves fully to their academic, co-curricular and service endeavours during their college years, both demonstrating their potential to fulfil the Saint Kentigern Vision to 'Lead and Serve with Distinction.'

Alex and Ben will be supported by Molly Saker and Beck Robson, who have been appointed as Deputy Head Prefects, as well as an extended team that includes Academic, Chapel, Art, Service and Sport Prefects, and House Leaders.

The selection process for prefect roles in the Senior College is lengthy and thorough, to ensure the best team of students, with complimentary talents and skills, are selected to represent the student body. These students are often 'all-rounders' who have taken every advantage of our 'world of opportunity.' Congratulations to all the students who have been appointed as Prefects for 2019!

2019 Senior College Student Leadership Team

Head Girl	Alex Hynds
Head Boy	Ben Shepherd
Deputy Head Girl	Molly Saker
Deputy Head Boy	Beck Robson
Academic Prefect	Emma King
Arts Prefect	Matthew Turner
Arts Prefect	Venice Qin
Chapel Prefect	Amelia Elliott
Chapel Prefect	Nic Scarborough
Service Prefect	Claire Hollingworth
Service Prefect	Sam Waldin
Sports Prefect	Cam Church
Sports Prefect	Kayla Robertson-Tekii



CARGILL HOUSE PREFECTS

House Leader: Sam Ashton

House Leader: Lisa Putt

Lucy Hunter, Monique Shervell, Trinity Chung, Valance Yates



CHALMERS HOUSE PREFECTS

House Leader: Daniel Thibaud

House Leader: Christina Middelbeek-Harrison

Gemma Moore, Mikayla Monk



HAMILTON HOUSE PREFECTS

House Leader: Ben Lowe

House Leader: Maddy Clarke

Alex Macmillan, Andrew Sterritt



WISHART HOUSE PREFECTS

House Leader: Scott Puni

House Leader: Samantha Annabell

Cindy Yi, Ollie Williams, Tiaan Tauakipulu



STARK HOUSE PREFECTS

House Leader: Angus Campbell

House Leader: Kate Lemon

Callahan Jones, Gemma Laverick, Sam Clarke, Sam Looker



WILSON HOUSE PREFECTS

House Leader: Nikith Parera

House Leader: Charlotte Stevenson

Connor McKenzie, Daniel Woud, Harrison Daikin, Kate Pennyquick

HEAD BOY - Ben Shepherd

Ben has been a Saint Kentigern student since Year 7. He is a focused and motivated young man whose positive spirit and strong work ethic makes him an excellent role model. Academically, Ben is an intelligent and conscientious student who is working towards his IB Diploma. Prior to IB, he gained an Excellence endorsement in NCEA Level 1.



Outside the classroom, Ben fully applies himself to everything he undertakes. He has been involved in a varied range of co-curricular activities, including the Young Enterprise Scheme, Premier Debating, rugby and touch, and was a team member in the Regional World Scholars Cup held in Melbourne last year. Giving service, he has been a student coach for a Middle College Debating team and a member of the Environmental Group.

Ben is full of enthusiasm for both school and life in general. He is a true Son of Kentigern, demonstrated through his caring attitude, his humility, integrity and his servant leadership. He is well-deserving of his selection as Head of Boy.

HEAD GIRL - Alex Hynds

Alex joined the Saint Kentigern family in Year 7. She is a confident young woman with well-developed leadership skills who is happy to lead from the front or build capacity within others to lead. Alex loves a challenge and strives to achieve her goals in both academic, co-curricular and service endeavours.



Academically, she is a hard-working student and a particularly talented mathematician. She gained Excellence endorsements in both NCEA Level 1 and 2 and is now working towards her Level 3 qualification.

Outside the classroom, Alex is actively involved in several sports, including netball, basketball and rowing, as well as working towards her Duke of Edinburgh Gold Award; giving service, in this capacity, at the Glenn Innes Primary School Breakfast Club.

Alex is a vibrant and energetic young woman and a true Daughter of Kentigern, demonstrated through her caring attitude, her humility, integrity and her servant leadership. She is well-deserving of her selection as Head Girl.



Deputy Head Prefects: Molly Saker and Beck Robson

Alex and Ben will benefit from the support of two strong Deputy Head Prefects. Molly and Beck are both mature and responsible Senior College students who are both attentive to their academic studies as well as very active in their co-curricular activities. Molly loves sport and plays netball, tennis and touch. Beck, too, enjoys sport, playing both cricket and football. Beck joined the service trip to Vanuatu last year and is currently working towards his Duke of Edinburgh Gold.



Middle College Leaders

Appointed for a full year, the Middle College Leaders and the Peer Support Leaders take on specific roles within the Middle College.

- Cargill:** Joel Dowie, Campbell Joyce, Marion Mah, Finn Billsborough
- Chalmers:** Nicholas Harford, Jacob Attwood, Hazel McDermott, Eva Melhuish
- Hamilton:** Jaimie West, Brooke Conover, Rory Merrie, Bailey Gibson, Archie Manning
- Wishart:** Ethan Fung, Christian McIntyre, Oliver Avis, Zoe White, Sophie Culverwell
- Stark:** Ethan Agaimalo, Kiyaan Manukonga, Jack Arbuckle, Xing Xing Lawrence
- Wilson:** Caleb Corban, Sebastian Paton, Arwyn Stevens

- Cargill:** Matt Paul, Jack McKenzie, Keely-Marie Samuel, Millie Eaton
- Chalmers:** Angus Tucker, Finn Jackson, Mikayla Funnell, Katie Dirks
- Hamilton:** Charlotte Hayes, Emma Pijnenburg, Ryan Gill, Elijah Wong, Jack Hayward Slattery
- Wishart:** Cameron Shortt, Tekauru Cuthers, James McKelvie, Hannah Morgan, Ruby Haddon
- Stark:** Thomas Joyce, Caleb Archer, Luke Stanton, Jack Buckingham, Ocean Scott
- Wilson:** Dan Nichols, Jonson Chin, Myah Pellowe



2018 International Baccalaureate Results

A Perfect Score for Andrew: 45/45

With the release of the International Baccalaureate (IB) Diploma examination results in early January, we were absolutely delighted to hear that 2018 graduate and IB Dux, Andrew Chen, scored the highest possible score of 45 out of 45 points, the first Saint Kentigern student to do so.

This is a fantastic achievement for Andrew, who joins five other students in New Zealand who were awarded full marks in 2018. He is one of 327 students to be awarded 45 points, out of over 181,000 students from 3200 schools in more than 150 countries, who completed the Diploma assessment in 16 languages across the globe during 2018. This places him in the top 0.18% worldwide! Andrew has been accepted for a place at Oxford University. He plans to study Mathematics and Computer Science; a course with an intake of only 30 students worldwide every year. We are very proud of Andrew!

In addition to Andrew's outstanding achievement, a further five of our students scored '40 points or above' from the maximum of 45, placing them amongst the elite group that gain 40 or over in the Diploma programme worldwide. These students represent approximately the top 6% of IB Diploma graduates globally.



Last year, Saint Kentigern had 38 Year 13 students entered in the IB Diploma programme, who gained an average point score of 34. This compares most favourably with the world average of 28.58. New Zealand students punch well above their weight in this demanding, international education programme that is highly recognised worldwide for university entry.

IB Diploma Top Scholars

Students who gain 40 points or more represent approximately the top 6% of IB Diploma graduates globally and are recognised at a New Zealand-wide Top Scholars Awards Ceremony.



Andrew Chen
45 points



Yunfan Yu
42 points



Liam Scott-Russell
41 points



George Wu
41 points



Akshay Mor
40 points



Desmond Yong
40 points

New Zealand IB Diploma Top Scholars Awards

It was our pleasure to host the New Zealand International Baccalaureate Diploma (IB) Top Scholars Award Ceremony in the Chapel of Saint Kentigern this year. The ceremony recognises students from across New Zealand who score 40+ for the Diploma.

To achieve the title of IB Top Scholar, graduates must achieve a score of at least 40 points out of a possible 45 from their final examinations. This feat is achieved by around 8% of IB students worldwide. It was a thrill to have six of our 2018 IB Graduates recognised for their outstanding achievement: **Andrew Chen (45 points), Yunfan Yu (42 points), Liam Scott-Russell (41 points), George Wu (41 points), Akshay Mor (40 points) and Desmond Yong (40 Points).**

We were privileged that Old Collegian, Chris Luxon, CEO, Air New Zealand, made time in his busy schedule to present the Awards. In honouring the students, Mr Luxon, said that New Zealand needs



'people with big brains' and described the '4 Cs' that the students should aim to develop: Curiosity, Conflict management and resolution, Communication skills and Character.

2018 NCEA Levels 1-3 Results

It is always with great interest that our teaching staff come together at the start of a new year to reflect on the achievements of our Senior College students in their end of year external examinations. Each year brings slightly different rewards but, overall, our 2018 results in NCEA and the International Baccalaureate (IB) Diploma were most pleasing, reaffirming the strength of our teaching and learning programmes.

The majority of our students sit NCEA and we have seen some positive academic gains this year. Highlights include the 100% pass rate at Level 2, and 99.6% at Level 3. Of note is our top performing Level 1

student, Josie Lu who earned a GPA of 100%, with Joseph Chan and Owen Chen following with over 99% - an outstanding achievement!

We are pleased with the continued rise in the number of students who have strived for and attained either an Excellence or Merit Endorsement, demonstrating our continued focus on striving for academic excellence. There are many students who can be justifiably proud of their results and the hard work undertaken to achieve them.

89.8% of our Year 13 NCEA graduates gained University Entrance, with our top performing students having excelled at the very highest level to gain a world-class qualification.

NCEA LEVEL 1



At Level 1 (Year 11) 94.5% of all the students gained their NCEA Level 1 certificates with 37.5% attaining their certificates with an Excellence Endorsement and a further 41.6% gaining a Merit

Endorsement. Of note is our top performing student, Josie Lu who earned a GPA of 100%, with Joseph Chan and Owen Chen following with over 99% - an outstanding achievement!

Congratulations to our top NCEA Level 1 students

Josie Lu	GPA - 100%
Joseph Chan	GPA - 99.3%
Owen Chen	GPA - 99.1%
Nicholas Stirling	GPA - 98.5%
Morgan Roberts	GPA - 98.3%

NCEA LEVEL 2



Our Level 2 results continue to remain strong with 100% of students gaining their NCEA Level 2 certificates. 25% gained their certificates with an Excellence Endorsement and

a further 44.8% gained a Merit Endorsement.

Congratulations to our top NCEA Level 2 students

Misaki Chen	GPA - 98.3%
Cindy Yi	GPA - 96.7%
Jesse Niu	GPA - 96.7%
Samantha Shing	GPA - 95.2%
Christopher Simonds	GPA - 93.7%

NCEA LEVEL 3



Our 2018 graduates also produced a very good set of results. 99.6% gained a NCEA Level 3 Certificate, while our University Entrance success rate for NCEA was 89.8%. Excellence

Endorsements were achieved by 18.5% of these students, with a further 43% gaining a Merit Endorsement.

Congratulations to our top NCEA Level 3 students

Ben Creemers	GPA - 97.4%
Ebba Olsen	GPA - 96.6%
Samuel Scott	GPA - 96.4%
Benjamin Staite	GPA - 95.4%
Elizabeth Ellis	GPA - 94.6%

Sculpture Board Sets National Standard!

Described as a study that explores the 'use of lines and shapes to interrupt organic spaces', Mitchell Clothier's NCEA Level 3 Sculpture Board has been recognised as one of New Zealand's best in 2018!

As a part of Visual Arts - Sculpture, NCEA Level 3, students are required to create and present their work in a way that pushes the boundaries of space and scale. This is exactly what Mitchell did to be invited to submit his portfolio as part of this year's NZQA Top Art Exhibition, which will travel the country from March to September.

Mitchell's art will tour the country, along with work from 59 other students who achieved Excellence, and will be displayed to the public in a range of galleries, museums and schools. The exhibition allows the public to see the high calibre of work and provides an opportunity for this year's Visual Arts students to gain an idea of what is required to achieve Excellence themselves.

Mitchell used liquids and solid material to create his artwork, making use of black in every image as he liked its 'boldness'. He is now studying a Bachelor of Visual Arts at Auckland University, in the hope of fulfilling a career as an artist.



NZQA Scholarship Results

Premier Scholars

The only College in New Zealand with Two National 'Premier Scholars!'



With the release of the NZQA Scholarship results, Andrew Chen and Daniel Mar had reason to celebrate - both Senior College graduates were named as NZQA Premier Scholars - two of only 11 students across the country to achieve this significant award that recognises secondary school academic excellence of the highest order. Saint Kentigern was the only school with two Premier Scholars.

Andrew and Daniel are both outstanding academics. Whilst Andrew studied towards the International Baccalaureate (IB) Diploma, gaining full marks (45/45), Daniel undertook NCEA. Both boys also sat NZQA Scholarship exams in seven subjects, remarkably gaining Scholarships in all seven, with each gaining four classed at 'Outstanding' level. Andrew has been accepted for a place at Oxford University. He plans to study Mathematics and Computer Science; a course with an intake of only 30 students worldwide every year. Daniel plans to take up a scholarship to The University of Auckland to study Computer Science and Finance - having also been awarded the Price Waterhouse Cooper (PWC) Scholarship. We are very proud of these boys!

Seven Scholarship Awards

In total, 46 of our students gained a total 82 Scholarships across a range of subjects of which 15 were marked as 'Outstanding' level. Seven of our students were also awarded an overall 'Scholarship Award,' for candidates who achieve Scholarship in three or more subjects. Ebba Olsen, Yunfan Yu, Ben Creemers, Ben Staite, Joshua Ng, Juliet Shepherd and Ben Fraser will each be awarded up to \$6000 each towards their tertiary studies.



Ebba Olsen



Yunfan Yu



Ben Creemers



Ben Staite



Joshua Ng



Juliet Shepherd



Ben Fraser

Top Scholars Congratulated at Parliament



It was a proud moment for parents and Senior College Principal, Mrs Suzanne Winthrop, when the very best scholars in New Zealand were formally congratulated at an award ceremony held in Wellington. In the splendour of the Great Hall at Parliament, Saint Kentigern students, Andrew Chen, Daniel Mar and Christopher Dirks were presented four of the top NZQA Scholars' Awards given to 2018 Secondary School students.

2018 graduates, Andrew and Daniel, received their NZQA Premier Scholars' Awards - two of only 11 students across the country to achieve this significant award. In addition, Andrew was also recognised as the Top Subject Scholar in the country for Statistics and Christopher Dirks was also named Top Subject Scholar nationwide for Design and Visual Communication. Remarkably, Christopher was only Year 11 last year when he took on this Scholarship exam more usually undertaken by Year 13 students.

With an ever-growing focus on academic excellence, as part of Saint Kentigern's Strategic Vision for 2018-2021, the Senior College set a goal to increase the number of NZQA Scholarships gained by our students. Mrs Winthrop is delighted with the outcome from 2018. It was incredibly rewarding to see that our students more than doubled the number of NZQA Scholarships gained in the 2018 examinations compared to the previous year.

2018 NZQA Scholarships by Subject

In addition to the monetary awards noted for our Premier Scholars and Scholarship Awards, students who achieve Scholarship in one or two subjects receive an award of \$500 per subject (maximum \$1000).

NZQA SCHOLARSHIP SUBJECTS	Outstanding Scholarship	Scholarship	Total Per Subject
Accounting	Daniel Mar (Year 13)	Caleb Boyce (Year 13), Ebba Olsen (Year 13)	3
Biology	Daniel Mar (Year 13)	Mackensie Cooper (Year 13), John Hsieh (Year 12), Amy Waters (Year 13)	4
Calculus	Andrew Chen (Year 13)	Grace Chang (Year 11), Eric Li (Year 12), Daniel Mar (Year 13), Ebba Olsen (Year 13), Yunfan Yu (Year 13)	6
Chemistry		Andrew Chen (Year 13), Ben Creemers (Year 13), Joshua Ng (Year 13), Sifei Ren (Year 13), Juliet Shepherd (Year 13), Cindy Yi (Year 12), Yunfan Yu (Year 13)	7
Chinese		Junyi Yu (Year 11)	1
Classical Studies		Brian Lee (Year 13), Douglas Swart (Year 13)	2
Design and Visual Communication	NZ TOP IN SUBJECT Christopher Dirks (Year 11)	Lok See He (Year 13), David Joyce (Year 13), Rou-Jiun Lin (Year 13), Staryo Warren (Year 13), Toby Whata (Year 13)	6
Drama	Lauren Aspoas (Year 13)	Amelia Elliot (Year 12), Stephanie Ramlose (Year 13), Matthew Turner (Year 12), Thomas Webster (Year 12)	5
Earth and Space Science		Ebba Olsen (Year 13)	1
Economics	Andrew Chen (Year 13)	Benjamin Staite (Year 13)	2
English	Margaret Li (Year 12)	Andrew Chen (Year 13), Ben Creemers (Year 13), Callum Lee (Year 13), Samantha Shing (Year 12), Ning Yen (Year 12), Cindy Yi (Year 12)	7
Geography	Yucheng Lu (Year 12)	Andrew Chen (Year 13), Benjamin Fraser (Year 12), Daniel Mar (Year 13), Benjamin Shepherd (Year 12)	5
Health and Physical Education		Benjamin Fraser (Year 12), Amy Waters (Year 13)	2
History	Ben Fraser (Year 12)	Angus Finlayson (Year 12), Margaret Li (Year 12)	3
Japanese		Misaki Chen (Year 12)	1
Media Studies		Rafe Macdonald (Year 13), Hannah Williams (Year 13)	2
Music	Xiyuan Niu (Year 12)		1
Physics	Andrew Chen (Year 13), Daniel Mar (Year 13)	Nicholas Carlier (Year 13), Ben Creemers (Year 13), Keegan Manning (Year 13), Joshua Ng (Year 13), Ebba Olsen (Year 13), Juliet Shepherd (Year 13), Benjamin Staite (Year 13), Yunfan Yu (Year 13)	10
Statistics	NZ TOP IN SUBJECT Andrew Chen (Year 13), Daniel Mar (Year 13), Juliet Shepherd (Year 13)	Grace Chang (Year 11), Ben Creemers (Year 13), Callum Lee (Year 13), Yucheng Lu (Year 12), Joshua Ng (Year 13), Ebba Olsen (Year 13), Kate Pennycuick (Year 12), Benjamin Staite (Year 13), Yunfan Yu (Year 13)	12
Technology		Ryan King (Year 13), Daniel Mar (Year 13)	2
Total	15 Outstanding Scholarships	67 Scholarships	82 In Total



Two Top Subject Scholars

In addition to being named a Premier Scholar, Andrew Chen was named as the Top Subject Scholar in the country for Statistics – the second time he has topped this subject, having also achieved this feat two years ago as a Year 11 student!

Andrew wasn't the only student to come top nationwide. Christopher Dirks was also named Top Subject Scholar nationwide for Design and Visual Communication for his work designing a new train station for Meadowbank. Remarkably, Christopher was only Year 11 last year when he took on this Scholarship exam more usually intended for students in Year 13! Not only did he pass as a Year 11 student, but he was awarded the top mark in the entire country!

Design and Visual Communication is the NCEA subject formerly known as 'Graphics.' At Saint Kentigern, the course is known as Spatial Design; part of the Technology curriculum. During Year 10, Christopher indicated to his teacher, Mr Motu Samaeli that he loved the subject, but because he was planning to study for the IB Diploma, he lamented that he would not be able to continue with this specialised NCEA design area in Years 12 and 13.

Recognising Christopher's outstanding skills, Mr Samaeli proposed the idea that he enter NCEA Level 3 and NZQA Scholarship for Spatial Design during Year 11, two years ahead of most students sitting the exams. The NCEA Level 3 Spatial Design programme is set up so students choose their own design context and work on developing and presenting a design outcome throughout the whole year. A key to Christopher's success was working within a context that combined his passion for trains with architecture - his brief was to develop a new train station design to replace the existing one at his local train station, Meadowbank.

His project required detailed site analysis at Meadowbank and throughout his year-long work, Christopher fully exploited his digital skills to execute a visual narrative that evidenced his thinking. The final submission entered for Scholarship was truly unique in format and character. He submitted a 55 page concertina book – which when opened out, extends to 23 metres in length! The book is dominated by high quality, digital modelling and rendering.

His final design is a statement piece that embraces the requirements of the site, building purpose and structure, and transcends this to become an extraordinary architectural artwork – especially when you consider he was only Year 11 when the work was undertaken!



Understanding the International Baccalaureate Diploma

International Baccalaureate Mission Statement:

'The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.'

The International Baccalaureate Diploma Programme (IBDP) offers a highly regarded international qualification for entry into higher education and is recognised by universities worldwide. It was developed in the late 1960s in Geneva, Switzerland, by a group of international educators seeking to better prepare students for university level education. After a six-year pilot programme that ended in 1975, the Diploma was established and in the intervening years, the programme has spread worldwide with the number of enrolled students across the world continuing to grow year on year. It is currently offered in over 5000 schools in 150 countries.

Nine years have passed since Saint Kentigern first introduced the IBDP as an alternative qualification pathway. Students entering Year 12 may choose to continue with NCEA or opt for the two-year IB Diploma Programme (Years 12 and 13). Since its inception, Saint Kentigern students have achieved very pleasing results, placing well above the global average.

The aim of IBDP is to develop internationally minded people who recognise their common humanity and shared guardianship of the planet. Central to this aim is international-mindedness; a multi-faceted and complex concept that captures a way of thinking, being and acting that is characterised by an openness to the world and a recognition of our deep interconnectedness to others. The IBDP provides students with opportunities for sustained inquiry into a range of local and global issues and ideas. By learning to appreciate different beliefs, values and experiences, and to think and collaborate across cultures and disciplines, IB learners gain the understanding necessary to make progress toward a more peaceful and sustainable world.

As IB Learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional - to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB Diploma Programme at Saint Kentigern

The IB Diploma programme emphasises high academic standards in the mandatory areas of English literature, a second language, mathematics, humanities and science. Academic excellence is coupled with an emphasis on personal development through the IB Learner Profile, in areas such as international-mindedness, social awareness and tolerance, and organisational and research skills.

It aims to develop students who have excellent breadth and depth of knowledge, emphasising critical thinking, as well as inter-cultural understanding and respect for others in the global community.

The programme is aimed at self-motivated students with a strong work ethic; it is not an elitist qualification, but its rigorous standards and in-depth study of subjects do require commitment, organisation and initiative.



IB Diploma Core Course Requirements

In addition, the programme has three core course requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding. All three parts of the core, The Extended Essay, Theory of Knowledge and Creativity, Activity and Service are compulsory, and are central to the philosophy of the Diploma.

- Theory of Knowledge (TOK) is an inter-disciplinary study that challenges students to think critically about knowledge itself. It poses questions such as: How do we know? What counts as knowledge? What is the value of knowledge? How does it grow? What are its limits? Who owns knowledge? What are the implications of having, or not having knowledge? There is no examination in TOK. However, students are required to complete a TOK essay and a TOK presentation.
- The Extended Essay is an in-depth study that focuses on analysis, evaluation and reasoning. It provides students with an opportunity to engage in personal independent research on a topic of their own choice, under the guidance of a supervisor. The Extended Essay is presented as a formal piece of structured writing containing no more than 4,000 words; the result of approximately 40 hours of work by the student.
- Creativity, Activity, Service (CAS) aims to foster responsible, compassionate citizens by encouraging their participation in artistic activities, sports, expeditions and service projects. It provides an important counterbalance to the academic pressures of the rest of the Diploma. The three strands characterised as: Creativity - Arts, and other experiences that involve creative thinking. Activity - Physical exertion contributing to a healthy lifestyle. Service - An unpaid and voluntary exchange that has a learning benefit for the student. CAS is not formally assessed but students need to document their activities and provide evidence that they have achieved seven key learning outcomes.

Assessment

IB Diploma subjects are assessed by a combination of continuous course work and external examinations at the end of the two-year programme. Each of the six selected subjects is marked from 1 (poor) to 7 (excellent). A further 3 points are awarded for the core subjects making a maximum point total of 45 to gain a Diploma.

For more information about the International Baccalaureate Programmes visit: www.ibo.org

IB Diploma Subjects at Saint Kentigern

IB Diploma students take six subjects (selected from six subject groups) of which three subjects are studied in-depth at Higher Level (HL) and three at Standard Level (SL). The Higher Level courses represent 240 teaching hours and Standard Level courses represent 150 teaching hours.

The requirement to select a subject from each group ensures that the science-orientated student is challenged to learn a foreign

language and the natural linguist becomes familiar with the scientific process. Whilst balance is maintained, flexibility is catered for with a student choosing Higher Level subjects to pursue areas of personal interest and to meet special requirements for university entrance. This ensures a breadth of experience in languages, social sciences, the experimental sciences and mathematics. The sixth subject may be an arts subject chosen from Group 6, or the student may choose a second subject from another group.

IB DIPLOMA SUBJECTS AVAILABLE AT SAINT KENTIGERN COLLEGE						
Group 1	English A: Literature	English A: Language & Literature				
Group 2	Chinese	French	Japanese	Latin	Spanish	Spanish (ab-initio)
Group 3	Business Management	Economics	Geography	History		
Group 4	Biology	Chemistry	Physics			
Group 5	Mathematics H/L	Mathematics S/L	Mathematical Studies			
Group 6	Film Studies	Music	Visual Art			

Senior College Academic Colours and Honours

In recognition of our students who strive to achieve at the highest academic levels, Saint Kentigern Senior College awards Academic Colours and Honours. At the beginning of each new year, students are recognised for their achievement in the previous year's assessments. NCEA students in Year 13 in 2019 are recognised for their Year 12 results, and Year 12 are recognised for their Year 11 results. The International Baccalaureate Diploma programme is two-year course, so at the start of the year, only Year 13 students are awarded.

The standard set to gain Academic Awards is high and intended to motivate our top academic students to achieve at the highest levels of excellence. The students who are awarded Colours receive a special breast pocket to wear with pride on their blazer.

Early in Term 1, we welcomed their proud parents to a full school assembly, with both Senior College and Middle College students in attendance, as our top performing students received their Colours or Honours.



Year 13 NCEA Academic Colours

Misaki Chen, Cindy Yi, Jesse Niu, Samantha Shing, Christopher Simonds, Emily Lott, Charlotte Lindsay Smail, Annabel Shepherd, Hugo Verry, Alice Donald, Olivia Overfield, Gemma Moore and Kate Pennycuik.



Year 13 NCEA Academic Honours

Harriette Baxter, Samuel Clarke, Trinity Chung, Thomas Coulter, Benjamin Fraser, Claire Hollingworth, Geena Holroyd, Lucy Hunter, Charles Jones, Emma King, Gemma Laverick, Sophia Luo, Samuel Looker, Alexander MacMillan, Connor McKenzie, Annika Sethi, Alice Smith, Harriette Taylor, Theodore Thomson, Jonathan Twyman, Samuel Waldin, Elliot Watson, Oliver Williams, Erin Wyeth and Sanskruti Zaveri.



Year 12 NCEA Academic Colours

Josie Lu, Joseph Chan, Owen Chen, Nicholas Stirling, Morgan Roberts, Cynthia Gu, Heeju Rho, James Batten, Catherine Song, Vishakhan Bhakhavan, Grace Chang, Kevin Shen, Celina Tsui, Sophia Ying, Scarlett Jacques, Claudia Beere, Yvonne Jin, Cameron Li, Xavier Yin, Fintan Wong, Wendy Ni and Nicola Stewart.



Year 12 NCEA Academic Honours

Elizabeth Batten, Michael Bebelman, Samuel Chan, Catherine Chang, Luke Creemers, Hugo du Temple, Alexandre Fargier, Campbell Jordan, Hayden Joyce, Sophia King, Ellie Lazzaro, Christopher Manning, Christie Martel, Amelie Murphy, Harrison Orr, Lisa Schulze-Bergkamen, Benjamin Shieff, Victoria Stewart, Selena Thackery, Tony Yu, Ivan Zhang, Richard Zhang and Betty Zhou.

NCEA (National Certificate of Educational Achievement)

The criteria for Academic Honours and Colours are regularly reviewed. The table below shows the standards required for Colours or Honours in each of our Senior College year groups who study NCEA.

NCEA		
	Academic Colours	Academic Honours
Year 12	Overall GPA of 93+	Overall GPA of 90+
Year 13	Overall GPA of 90+	Overall GPA of 83+

INTERNATIONAL BACCALAUREATE DIPLOMA

The table below shows the standards required for Colours or Honours in each of our Senior School year groups studying for the International Baccalaureate Diploma.

International Baccalaureate Diploma Awards		
	Academic Colours	Academic Honours
Year 12	38+ points	36+ points
Year 13	38+ points	36+ points



Year 13 IB Academic Colours

Margaret Li, Sophia Chang, Jenny Jiang, Ben Shepherd, William Feng, Richard Lu, Cam Nahill, Megan Yen

Year 13 IB Academic Honours

John Hsieh

New Zealand Maths Team Selection!

For the sixth year in a row, a Saint Kentigern student has been selected onto the New Zealand team of six mathematicians to attend the prestigious International Mathematics Olympiad (IMO), to be held, this year, in England. The Olympiad gathers the best secondary school mathematicians from around the world to compete in a series of very challenging mathematical problems from almost any field of mathematics. Year 12 student, Grace Chang, the only girl on the team, will join fellow team members from schools around New Zealand to travel to Bath, UK in July.

Grace has a particular passion for mathematics and started this year being awarded NZQA Scholarships in both calculus and statistics. She was only Year 11 when she sat these exams intended for Year 13 graduates! Whilst focussed on academic achievement, Grace also has a wide spectrum of interests and involves herself in all facets of school life from premier debating to swimming and cross country. Like so many Saint Kentigern students, she understands the value of leadership and service, and so offers her skills and time to coach and mentor others including teaching monthly Maths Workshops alongside the New Zealand Mathematical Committee. She is the student in charge of the Maths Club and Mathex coaching at the College, nurturing young students within our own school community.

We are very proud of Grace's achievement and look forward to hearing about her international experience in July.



Prefects Honoured to Speak

Thousands of people, young and old, gathered at the Auckland War Memorial Museum to pay their respects at this year's ANZAC Dawn Service. Saint Kentigern was well represented by Head Boy, Ben Shepherd and Arts Prefect, Venice Qin, who were both proud and humbled to play significant roles in remembering the fallen.

Ben and Venice were honoured with the privilege of speaking alongside Prime Minister, Jacinda Ardern and Auckland Mayor, Phil Goff at the service, which drew 16,000 people from around the country and afar. In the early morning light, their voices rang clear across the gathered crowd as they spoke about the veterans who lost their lives in battle and the great sacrifices that were made in the hope to live in a world of peace.

ANZAC Day is and will remain an important and relevant event for our students, as they recognise that so many who paid the ultimate sacrifice were not much older than themselves. Following the service, the organiser contacted the College to say, 'Venice and Ben were exceptional - young, smart and confident, an unbeatable mixture.' Well done Ben and Venice for your contribution to this year's service on behalf of Saint Kentigern.



New Zealand Bronze for Physicists

When Year 12 students, Xavier Yin, Heeju Rho and James Batten, heard about the New Zealand Young Physicist's Tournament (NZYPT), they were intrigued by the opportunity of putting physics theories they had learned into practice. Months beforehand, they were given seven open-ended complex physics problems, which required them to research, investigate and experiment various physics concepts such as inventing a corona discharge motor from scratch, producing laser shot sounds by tapping a slinky, picking up ping pong balls by blowing through funnels, and investigating how cones amplify the human voice. They had to complete an extensive amount of work outside of school time to solve these problems and spent many days after school testing again and again.

In early March, they competed against 11 other teams in the NZYPT Auckland regional competition and came third place overall, qualifying them for the national final in March. The format of the competition consisted of several 'physics fights' in which one team presented their solution to a jury of physics teachers, engineers and former International Young Physicists' Tournament (IYPT) team members, while the other team attempted to find holes in the presenting team's solution. Each physics 'fight' not only required knowledge of the physics behind the problem, but also confidence in a debate-style discussion and strong teamwork. Their efforts paid off, placing third in the national final!





'What we have in our Bruce House community is something parents hope for when their children board.'

- Bruce House Head Prefects

Bruce House Leaders Appointed

At the end of the day, when all others have gone home, there are currently 100 students who stay behind on campus and head up to Bruce House to share dinner, do homework and settle for the night. For the 31 girls and 69 boys who board, College life is so much more than a school day – it is a 24/7 immersion! Accordingly, the student leaders of Bruce House have the responsibility and privilege of having a huge impact on their fellow boarders' lives.

This year, Seloia Keil and Tiaan Tuakipulu have been appointed as Bruce House Head Prefects, having demonstrated leadership, self-discipline, humility, sensitivity and empathy in their time as boarders. 'Above all,' said Housemaster, Mr Martin Piaggi, 'they lead by action and example.' The pair will be well supported by their fellow Bruce House Prefects: John Kennerley, Hugo Landrey, Valance Yates, Harriette Baxter and Caitlin Dawn-Sugrue.

Already the prefects have been active in welcoming new boarders, and helping new and old boarders back into the swing of a new academic year. The first weekend of each new year is known as 'Stayback Weekend' – a full weekend of activities when all boarders stay onsite to work in teams to build new bonds for the year. The prefect team took an active role in organising this fantastic weekend of socialising and building new friendships.

The leaders received their Bruce House prefect badges at the first formal dinner of the term – an evening that was so hot, blazers and ties were removed for dinner! In addressing the boarders, Seloia and Tiann

said, 'Congratulations to those who have received badges tonight. Though small in size on your blazer, we hope you come to understand and appreciate the significance of that badge. For us, it gives a sense of belonging, of family and home. What we have in our Bruce House community is something parents hope for when their children board. In 2019, we want to build on the spirit we have and help you feel at home, in an atmosphere that is accepting, encouraging and supportive, so you are able to express yourself as an individual and contribute to this community, our Bruce House family, our 'whanau', our 'aiga', our 'famili.'

The Bruce House prefects are well attuned to lead their fellow students and help new students adjust to life as a boarder. They all recall the initial feelings of missing their families but came to learn that the best way to combat homesickness is to get involved. With the College and all its facilities on their doorstep, the capacity for boarders to engage and gain the benefits of our 'World of Opportunity' is easy.

Senior College Principal, Mrs Suzanne Winthrop always enjoys attending meals at Bruce House. For her, it's a return to the familiar, as she was first Head of Girls' Boarding at Saint Kentigern when girls were first introduced. She told the boarders that every year brings a fresh start as the returning boarders welcome new boarders into their family dynamics – for Bruce House is one big family! Mrs Winthrop particularly thanked Mr Piaggi for all he does for the boarding community.



A Virtual Eye-Opener!

Utter the words 'ocean acidification' in company and you may get blank stares. Although climate change has grown steadily in the public consciousness, one of its most insidious impacts - a widespread die-off of marine ecosystems driven by carbon dioxide emissions - remains relatively unknown. Enter virtual reality - a powerful tool for environmental learning and changing attitudes.

In the comfort of the classroom, our Year 9 students experienced the rich biodiversity that exists below the surface of our oceans - as if they were there! How? Through a visiting virtual reality system. Educators from the Sir Peter Blake Trust, in partnership with New Zealand Geographic, took the students on a 'real life', one-hour journey through our oceans, comparing pristine and degraded ecosystems.

Wearing virtual reality headsets that gave 360 degree underwater views with a tilt of the head, the students were three-dimensionally immersed via a variety of videos that demonstrated the effects of over-fishing and pollution. For centuries, we have harvested the sea for sustenance and profit and now we are beginning to understand the impact of our fishing on seabirds and non-target fish species, and the cumulative effects on other parts of the ecosystem. The students came to understand that one of the biggest threats to our ocean is the pollution caused by plastics, run-off and sedimentation, and discussed ways this could be changed.

This fun, immersive and educational learning experience connected the students with marine environments that most will never see first-hand. This was a unique opportunity that transformed the way that content is traditionally delivered in the classroom.



Love Reading, Love Reviewing

With thanks to Mrs Lesley Verryt, Librarian

Fancy a good book to read but not sure which one to pick? Help is at hand!

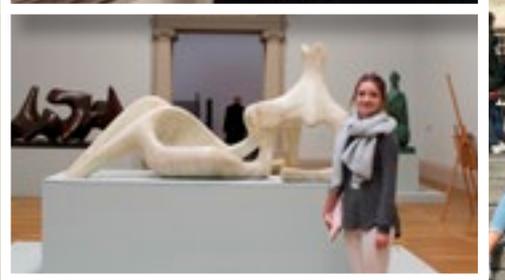
One of the fundamental objectives of teaching is to create and encourage good readers. Nothing gives access to the world like the ability to read well. It provides entertainment, information, transformation and discovery. In this age of Facebook, Instagram and Twitter, the staff in the Goodfellow Centre at the College are always seeking new ways to engage students in reading related activities.



In a move away from traditional student librarian roles, a recent initiative has encouraged students to sign up as book reviewers. In Term 1, 40 keen readers quickly signed on to read three books and follow up with a written review for publishing on the Goodfellow Centre's Student Forum page on the OLE (Online Learning Environment). In addition to their book reviews, they were also asked to blog about another aspect related to study, literacy, reading or writing.

This is a multi-faceted opportunity for students; they develop review strategies that don't spoil the book for the reader and are able to self-publish their written material in a supportive environment. Students are expected to write original work, with due consideration given to plagiarism and attribution, and to edit and proofread their work prior to publication. One of the challenges is also mastering the digital interface of the OLE, so that posts appear in the right area of the Student Forum.

These reviews are a fascinating glimpse into the lives and interests of our students. This particular community of students is very supportive of one another, commenting positively and constructively on each other's posts. They also read widely and diversely, and their reviews can be intense, hilarious, witty and absorbing. They certainly inspire some must-read lists!



Art And Design Tour to Europe

With thanks to Head of Visual Art, Mr Rodney Stratton

During the April holidays, 21 senior Design, Painting, Photography, Sculpture and Fashion students immersed themselves in a world of Art and Fashion in London and Paris. The stunning range of artworks they saw was not only eye-opening but inspiring and motivating to develop their own best practice. From the National Gallery in Trafalgar Square, to the Van Gogh exhibition in Tate Britain and the Louvre in Paris, they were all left in awe of the diversity of all they saw.

They arrived in London and hit the ground running with a full day of events, starting with the National Gallery in Trafalgar Square. Here they were encouraged to find not only the big-name pieces on display but also the works that spoke to them personally. After stopping for lunch in Leicester Square, they hopped on the tube to see the world's longest and tallest tunnel slide at ArcelorMittal Orbit. The stunning looping structure created by Anish Kapoor and Cecil Balmond is an iconic symbol of the Queen Elizabeth Olympic Park and the London Olympics in 2012.

The next day, the students caught the last half of the Changing of the Guards ceremony and walked through Green Park to the University College of London to witness the students in action at the Slade School of Fine Arts. This was inspiring as the head of the school walked them through, talking about the history of the building and how it was the first UK University to admit women. To finish the day, the students had a grisly and gripping Jack the Ripper tour through East London.

Day three was all about the Tate! The students went to Tate Britain first, attending the Van Gogh exhibition where many of his most famous pieces were on display. After that, they went to Dorothea Tanning at Tate Modern to witness the limitless expanse of possibility. In the evening, the students enjoyed observing the talent, set design and choreography at Matilda The Musical.

The V & A, otherwise known as the Victoria and Albert Museum was something else! With over 5000 years of history and its size, it was incredible. With no time to waste, the students ventured off to a Mary Quant exhibition to see the iconic designs of the 1960s and then stopped for lunch in Hyde Park. The day concluded with a visit to the Design Museum.

The last day in London was spent at the Photographers' Gallery where the students took part in a Camera Obscura workshop. The next galleries they visited were the Southbank Centre and the Hayward Gallery where they looked at the work of Kader Attia and Diane Arbus.

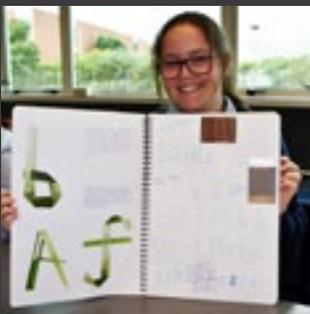
On Good Friday, the students spent the day travelling to Paris and on Saturday went to the Louvre and saw their most iconic pieces like the Liberty Leading the People ... and the queues for the Mona Lisa! In the afternoon, they went to the Palais De Tokyo for a guided tour of Amalgam by Theaster Gates.

On the third day in Paris, the students climbed the Eiffel Tower and took part in a guided tour. The students were surprised to discover the Tower use to be red! After this, they went to Pompidou Centre. The work here picked up where the Louvre left off, showcasing a collection of early 20th Century masterpieces.

On the last day, the students went to the Basilique du Sacré-Coeur to overlook Paris. After wandering down through Montmartre and jumping on the Big Bus tour, they went vintage shopping and to the Galeries Lafayette, an exclusive high-end fashion department store. The last activity for the trip was the river cruise along the Seine.

The trip was an experience none of the students will forget! Thank you to the teachers and parents who were involved!





Typeface for Aotearoa

With thanks to Art-Design Teacher, Mr James Wakelin

In this age of computers, phones and devices, where the majority of written words we now produce and read are in digital form, we tend to take having a choice of typeface – the shape and form of each letter or character – for granted, but how are these designed?

Our Year 12 Visual Art - Design students were tasked, over 12 weeks, with designing a typeface for use by a professional organisation. In this instance, the organisation chosen was local iwi, Ngāti Whātua. The students discovered that despite the seeming simplicity, this really was no easy task!

The starting point was engaging with the work of the Bauhaus Design School, looking at their comprehensive approach to industrial design, graphic design, architecture and product design, and the overarching design ethos applied across the disciplines. This understanding of a cohesive approach would later be recognised within local practices. The students then analysed and made copies of existing type examples, learning how to use digital tools and identifying the shapes used to make up the letterforms. An exercise that would later inform some of their own processes.

With their task embedded in 'Aotearoa,' a tour to the Auckland War Memorial Museum's Māori galleries proved valuable to gain a better understanding of how the shapes and patterns seen within taonga are key symbols of narrative and tribal identity. The visit gave our students a better understanding and appreciation of an important part of New Zealand's cultural heritage. Recognising that these artefacts are informed by, and are part of, an oral tradition, added another layer of 'complication' to an already difficult task.

The students went on to create letterforms using flax. The intention being to explore whether the use of the materials seen within their research would result in appropriate typographic outcomes. This investigation continued, looking at whakairo, finding a balance between the Māori traditional carving of wood for embellishment and to convey narrative, and the European heritage of carved letterforms used within printing technologies. Once their woodblocks were carved and their designs printed, they scanned and converted them into digital letterforms which were then refined to create a cohesive aesthetic for their final outcome, all the time annotating their decision-making processes.

By the end of their project, each student had produced a full alphabet, including wh and ng characters, to provide appropriate options for their intended 'client'. Both punctuation and numerals have been given consideration within the projects, which they were then proud to present to a representative of Ngāti Whātua.





Why are we still studying Shakespeare? A New Era of Literacy

With thanks to Head of English, Ms JoAnn Wordsworth

Every year, English teachers are asked, 'Why are we still studying Shakespeare?'

Here at Saint Kentigern, our Year 13s concentrate on a critical study of Shakespeare's work, considering aspects of gender representation, patriarchal society and ideas of humanity's flaws through a lens. Top stream classes, from Year 9 through to Year 13 experience Shakespeare in a range of forms and learn to work in iambic pentameter to try and recreate the rhythm and rhyme of his works. By Senior College, full plays are read aloud, enacted for key scenes and captured in dramatic monologues or static images, highlighting the spectacle and classical allusions in his works. But why? Why over four centuries later, do we still return to his works?

Four hundred years on, Shakespeare remains the most celebrated author in history, whose prolific, creative output entailed 198 pieces, including some of the world's best recognised sonnets and 38 plays. Written at a time when education was minimal, he was a self-made writer who enriched the English language so profoundly that it's almost impossible to truly gauge his impact. He created vivid descriptions and imagery with which to express emotional extremes: hope, despair, sorrow, rage and love. And his ideas still resonate for us, like religious division in 'The Merchant of Venice,' the question of duty in 'Hamlet' and otherness in 'Othello.'

So in classrooms when teachers are asked, 'Why are we still studying Shakespeare?' it can lead to lengthy persuasive discussions, yet they generally return to one main theme – 'crafting is key.'

Along with absorbing the beauty of his language and the complex messages inherent in it, students who study Shakespeare also have their minds opened to philosophical and theoretical discussions. As literary theorist and critic, Roland Barthes suggested, 'Language is merely the instrument to communicate,' it is the crafting of the narrative with spectacle, rhythm and imagery that elevates the text to a rich and satisfying experience.

Experiencing Shakespeare in all its richness is behind our ongoing visits to Shakespeare's Pop-Up Globe each year. In this full-scale working replica, students who study Shakespeare can immerse themselves in language and staging in a theatre space unlike any other in New Zealand. This year it was 'Hamlet' - a character who struggles with existentialist worries and cannot figure out his place in the world.

On the return journey to College, the students were thoughtful; the experience had made an impact and brought their studies into sharp focus. Many noted how Shakespeare is far 'less confusing when seen live, than when read aloud' and that the nature of the performance made the story accessible to everyone. The Pop-up Globe may be a temporary structure, but it definitely makes a lasting impact on each cohort of students who attend.

English language and literature continue to be in safe hands at Saint Kentigern. With the current educational spotlight on the need to develop literacy skills in our New Zealand youth, the Senior College has bucked the national trend that has seen the number of NCEA Level 3 English student numbers falling way across the country. This year, over 200 of our Year 13 cohort have elected to stay with English courses as they work toward their secondary qualifications and graduation. Strong 'Excellence' rates in NCEA English Levels 1-3 for 2018 were a particularly pleasing outcome for our engaging and responsive teaching programme.

Part of this continued interest in English for those studying NCEA Level 3 is choice. Students can choose to select the traditional English course or the recently added 'English - Visual Language' option. For students who engage more with visual texts, such as analysing films, music videos or advertising campaigns, this course allows them to work with more contemporary texts and issues. The option of selecting how they produce their assessments has also built on their renewed engagement with the text types – as options to either 'present' their ideas or 'write' them are offered. In both the more 'traditional' course and the newer 'visual' one, students have choices of texts to study and assessments to choose – reflecting the student-centred approach to the development of our senior programmes.

For the past three years, Year 13 students have been offered a Liberal Arts based course that combines the skills and content of English, Media Studies and Classics. This combination creates a programme that focuses on a context-rich study of texts, with the course work designed to complement the content of each of the other subjects. The Classical Studies discussions of tragedies and critical theories strengthens the English classroom debates about Shakespeare's tragic and flawed heroes. Alongside this is a Media Studies genre study of Film Noir, with more flawed male protagonists.



The goal is to develop learners who can 'put together the right information at the right time, think critically about it, and make important choices wisely.' Once again, even at the heart of modern course design, you will find Shakespeare, because his plays offer us ways to open conversations about 'being human.'

In 2018, we also introduced a new International Baccalaureate (IB) Diploma English course. This is currently working alongside our traditional English Literature course, which involves the study of a broad range of works from Baxter, Mansfield, Ibsen and Shakespeare, just to name a few. The new course, 'Language and Literature,' explores the 'Language of Mass Communication and Identity.' From one inaugural class in 2018, interest has expanded to fill three classes in 2019, which highlights how the course is meeting the needs of a shifting landscape for this generation of students opting to study English.

Today, media and mass communication dominate our everyday lives to an unprecedented extent. With language so far removed from Shakespeare's 16th century, today's students live in a world of non-stop visual stimulation and are exposed to an unrelenting barrage of messages and rhetoric, both of their own making and through TV, news reporting, advertising, radio shows and, most notably, across a raft of social media platforms, with little time to absorb meaning, let alone recognise any bias, before a new message appears.

The new IB Diploma course considers how both the production and reception of messages are shaped by the medium of its delivery and encourages ways to help students become more critical consumers of media.

These are times of unparalleled change and the addition of new courses to the English curriculum acknowledges the need to constantly review and adapt our teaching and learning to best prepare our students with transferrable skills for a rapidly changing world.

English, as a subject, feels the tension in education at the moment. Developing the skills of reading, writing, listening and presenting are our core business – but the last few years have seen a broader professional conversation about these crucial elements, as we strive to become better teachers. Literacy strategies have been shared across departments to allow targeted discussions about student progress, and approaches to thinking and organising ideas are being embedded in our teaching. The transparency of learning and thinking has been moved to the front of teaching as we work towards growing engaged and self-managing students.

Despite our worst fears being realised when an emoji was chosen as the 'word of the year,' we rallied in the classroom! New course designs, more modes for assessment, as well as more diverse writing voices were investigated as we prepared ourselves to withstand a new generation of texting, Snapchatting (where a picture is worth a thousand words) and emoji communicators who question the value of Shakespeare.

Our response as English teachers has been to evolve. Yet, we will remain to protect the syntax of well-crafted sentences, a sophistication of vocabulary and the joy of reading for pleasure! As players on the stage of life, we want our learners to positively influence the world we live in, and to do this they must be able to communicate.

With the advice, 'To thine own self be true' ringing in their ears, following the performance of Hamlet, we can hope that the skills of evaluating, recognising perspectives and forming opinions, whilst exercising empathy, will serve them well as they look ahead to graduation and the world beyond.

So why are we still studying Shakespeare? Because he continues to be relevant and enriches our English programmes!



Shake the Quad

The Show Must Go On!

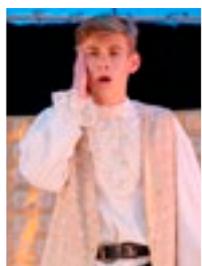
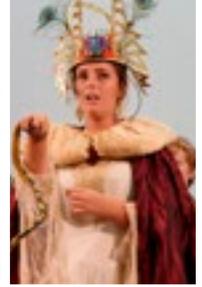
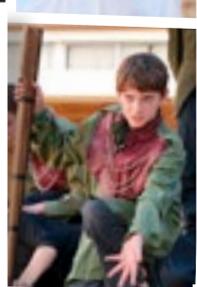
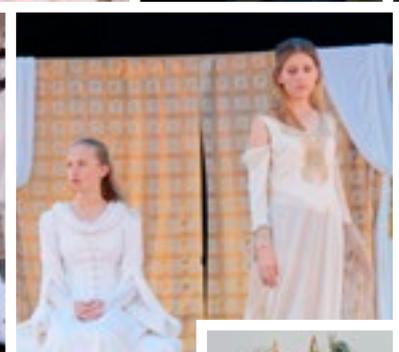
There was plenty of rehearsal leading up to this year's Shake the Quad; the night for Saint Kentigern fans of the Bard to gather with a picnic outdoors in the Goodfellow Quad, ready to watch a series of scenes from Shakespeare's plays. There was also plenty of prior planning to make sure the scene was completely set for a great night of Shakespeare. There was just one wee problem, adding an element of uncertainty. Maybe it would pass by? But no, as the Year 13 extension group took to the stage with a scene from Hamlet on show night, the rain gently started to fall!

A quick decamp to the Chapel and our large group of young thespians resumed their performances, adapting quickly to the confines of a new stage - and played out their scenes, minus the stage lighting that had been set up back in the Quad!

Shake the Quad is an annual event to showcase student work. Students are involved as cast members and directors, to those working behind the scenes to ensure costumes and props are at hand. The students largely had free rein - the chosen scene could be set in any time, place or costume, there was just one essential, the lines spoken had to be true to Shakespeare's words!

Students chose to take on the challenge of directing their peers, or to be directed. They took on the responsibility to select a cast, attend rehearsals, determine costuming and conceptualise how each piece should be performed, often reflecting the contemporary world. In so doing, they re-connected us with the classic works, but often in a new way - such as the delivery of a scene from the 'The Tempest' by boys from Year 8 - all costumed in clear plastic ponchos from the \$2 shop! It worked brilliantly!

From 'Hamlet', to 'The Tempest', 'As You Like It,' 'The Merry Wives of Windsor,' 'Much Ado About Nothing' and 'Cleopatra' - whether it was the youngest of our students making their first foray into Shakespeare's works or our more seasoned actors taking command of the stage, each performance was a joy to watch. We were pleased to see so many students from all year levels celebrating their passion for Shakespeare. Whilst it was prepared for an outdoor stage, the students showed resilience and adaptability when the weather took a turn!



Senior Solo Music Competition 2019

Thirteen of our leading senior musicians stepped up to compete for the title of this year's Senior Solo Music Champion in one of four categories: Wind, Vocal, Strings or Piano. Selected through earlier audition, the finalists performed under the watchful scrutiny of two adjudicators – this year, accomplished flautist and pianist, Ms Jasmine Sun and opera singer, Mr William King.

Whilst choosing winners in each section proved difficult, they were unanimous in their decision to select Year 11 pianist, Ashani Waidyatillake as the winner of the piano section and overall winner. Playing 'Los Requiros' from 'Goyescas' by Enrique Granados, Ashani's skill and poise in front of an audience was clear to see. Catherine Chang won the wind section on the flute this year, having won the piano section last year! Amelia Elliot is a stalwart of our musical productions and was named winner of the vocal section whilst most capable violinist, Esther Oh won the strings section, having been overall winner at last year's Middle College event.

In her final words before presenting the Solo Music Cup to the overall winner, Senior College Principal, Mrs Suzanne Winthrop said. 'I am envious of your talent! Each of you gave an amazing performance and I thank you for all you contribute to music at the College.'

OVERALL SOLO MUSIC CHAMPION: Ashani Waidyatillake

Piano Section Winner: Ashani Waidyatillake

Wind Section Winner: Catherine Chang, Flute

Voice Section Winner: Amelia Elliott

String Section Winner: Esther Oh, Violin

Solo Music Competition Finalists

Piano Section: Eric Lee, Adam Perry (Accordion), Daniel Huang, Ashani Waidyatillake

Wind Section: Jesse Niu, Oboe; Catherine Chang, Flute; Cindy Yi, Clarinet; Evan Metcalfe, French Horn

Voice Section: Alicia Lynn, Venice Qin, Amelia Elliott

String Section: Celina Tsui, Violin; Esther Oh, Violin



Violinists Play with National Symphony Orchestra

The New Zealand Secondary Schools' Symphony Orchestra (NZSSSO) has convened annually since 1960, selecting the top students in each instrumental category from around the country. Many of New Zealand's top professional musicians have taken part in the group which provides a stepping stone to the exceptional National Youth Orchestra.



This year, we are delighted that two of our College violin players, Esther Oh and Celina Tsui, were selected to join the Symphony Orchestra to perform in the 2019 concert held in Christchurch during the April holidays. Esther and Celina spent six days in Christchurch, during which they participated in a variety of practical sessions and rehearsals – culminating in two public performances of challenging full-scale orchestral works. The 'NZSSSO' is widely regarded as a significant training ground for young players aspiring to membership of the New Zealand Youth Orchestra and ultimately to a career as a professional musician.

Evan Selected for National Youth Orchestra!

We are delighted to hear that Evan Metcalfe has been selected for the National Youth Orchestra (NYO) for 2019; an amazing achievement for a Year 11 musician! Evan has been playing French Horn for seven years, has achieved Trinity Grade 8 and has been a member of the Auckland Youth Orchestra for four years. Last year he successfully auditioned for a place in the New Zealand Secondary School Symphony Orchestra (NZSSSO) and achieved a place on the New Zealand Symphony Orchestra (NZSO) National Mentoring Programme, paving the path for his recent recognition.



Evan will be joining the week-long course in June followed by concert performances in Wellington and Auckland in July, premiering works by up and coming NZ composers, as well as significant works from Sibelius and Elgar.

This is a significant achievement by a very talented and hard-working student who has continued to contribute so much of his effort back to the school in ensembles and performances. We look forward to hearing him play as part of the NYO concert on Saturday 6 July, 7.30pm at, Auckland Town Hall.



fiddler on the roof

With thanks to drama teacher, Ms Naomi Wilson

Two of everything!

Over the years, the Senior College has brought some outstanding musical productions to the Saint Kentigern stage, always delivered with an abundance of both talent and maturity by the student cast, crew and orchestra. With such high calibre performers vying for a leading role, show casting is always a rigorous process! This year, the directors were faced with a conundrum - so many students shone at the audition that they made the unprecedented decision to double-cast the show!

Divided into a red cast and a blue cast, eight of the leading roles were each shared by two students. That was two Tevyes (Jack Horsnell and William Grafton-Howe), two Goldes (Venice Qin and Lily Batten), two Hodels (Scarlett Jacques and Amelia Elliott), two Yentes (Esther Schubert and Greer Webber), two Perchiks (Thomas Webster and Samuel Everitt), two Constables (Jono Do and Max Bennett) and two Shaindels (Saskia Dorresteyn and Holly Simmons) - each role, two apiece!

Each lead performed their principal role on two nights, doubling in the ensemble on the other two nights of the four-performance show. This required some careful logistics throughout the rehearsal phase, to ensure each lead had ample stage time! Two casts also meant two final dress rehearsals -and, of course, two sets of costumes and double the hair and makeup! Yes, two of everything! But it proved worth it!

The show and its songs, long a favourite on Broadway, are iconic; telling the story of life in Anatevka, a Russian Shtetl (Jewish village) at the turn of the 20th century, seen through the eyes of the long-



suffering milkman, Reb Tevye, his wife of 25 years, Golde, and their five daughters, Hodel, Tzeitel, Chava, Shprintze and Bielke.

On the surface 'Fiddler on the Roof,' is a light-hearted musical full of upbeat songs about family squabbles, marriage, faith and the traditions of life in a Jewish village, but beneath runs a deep undercurrent - the very real issue of anti-Semitism which was sweeping across Europe at the time, which is why Tevye declares life in the village to be as precarious as a 'fiddler on the roof.'

With only God to confide in, Tevye contends with unprecedented changes to the life he once knew - starting with his feisty, non-compliant daughters! Tevye is offset by his sharp-tongued yet loving wife, Golde and together, they watch their home life unravel as their three eldest daughters, Tzeitel, Hodel and Chava, decide to break with tradition and not wait for the village matchmaker, Yente, to choose their husbands. Unheard of in their village, they want to marry for love and worse, they have fallen for men who will challenge their parents' cultural and religious values.

In addition to the family drama at home, Tevye and his Jewish community were facing increasing levels of persecution from Imperial Russia. At the local inn, religious and political tension between the Jewish clientele and gentile Russians hung in the air, as the two groups faced off in 'To Life, To Life, L'chaim.' The choreography was brilliant and well executed by the boys!

With tensions rising on all fronts, 'The Dream' proved a delightful, comic and visually exciting diversion. Tevye, through a ludicrous dream, persuades his wife, Golde to allow their daughter, Tzeitel and





the tailor, Motel to marry, rather than the Matchmaker's suggestion of the ageing butcher, Lazar Wolf (Sam Ashton). It features Katherine Fletcher's dramatic vocals in a 'visitation' from the after-life as 'Fruma-Sarah' the deceased wife of Lazar. A superstitious Golde agrees to the union and the ensuing wedding is a visual and vocal delight with the cast delivering both 'Sunrise Sunset' and 'The Wedding Dance' beautifully.'

Teyve's back down for Tzeitel emboldens his other daughters with Hodel choosing the revolutionary student, Perchik as a husband which Teyve agrees to, but when his third daughter, Chava expresses her desire to marry the Russian, Fyedka, outside of their faith, this is a step too far for Teyve and forbidding the union, she elopes.

Meanwhile, the rumours spreading that Russians were evicting Jews from their villages becomes reality. The villagers of Anetevka are given three days to pack up and leave the town. In shock, plans are made for families to emigrate to Poland or America – their fates determined by their choice of destination, in the foreshadowing of the early 20th century across Europe. Our knowledge of events only adds to the sadness and poignancy of a musical steeped in a sad history.

This was a tale that was both joyous yet raw with emotion and it took a talented cast to give it the depth it deserved. Our students poured themselves into their characters bringing them to life with a maturity well beyond their years. The orchestra did a superb job working with a difficult score to provide the backing, and our backstage crews used their sound, lighting, hair, makeup and organisational skills to ensure an outstanding result. 

Hair and Makeup Challenge

Each year, the Senior College musical presents a new challenge for the backstage hair and makeup team, giving this group of keen students new skills to learn. This year, the challenge was the application of facial hair to almost the entire male cast! On set two hours before the show, the logistics were carefully worked out to ensure each male member of the cast had sufficient time to have their beards carefully applied, matching colouring as closely as possible. The next challenge was for the cast to sing with hair glued to their faces!





Year 7 Camp It wasn't great...it was fantastic!

Year 7 Camp was held for the 25th consecutive year at Chosen Valley, Ararimu in Term 1. Every student enjoyed a slice of a cake to mark the milestone!

With our increased roll in Year 7 this year, we divided into two camps of three full-on days, with the four boys' classes attending from Monday to Wednesday, and the four girls' classes following on from Wednesday to Friday. Auckland's endless summer meant every day was sunny and hot, making any activity with the chance to cool down and get wet - like kayaking, the waterslide and confidence course - especially appealing!

There were also the thrills and spills of the trolley carts; the skills required for the rope maze, archery and Balance Island; and the team work necessary to negotiate the obstacle course, grass skiing and A-frame walking. Each activity was designed to challenge the students both physically and mentally during their afternoon sessions. The mornings and evenings were a little quieter with a

range of creative activities and Mastermind competitions, along with the ever-popular camping skill of cooking food on gas stoves, and the chance to relax on Movie Night.

On Wednesday, the 'changeover day,' when all 190 students were at camp together, we held the annual inter-House Tag team relay that involved all students being part of teams that worked together in kayaking, the rope maze, skipping, running, the obstacle course, the waterslide and swimming. Overall, Wishart narrowly beat Chalmers, with Stark in third place.

The students at both camps launched into all the activities with great enthusiasm that was a pleasure to see. It was great to see them showing resilience and perseverance to overcome their reservations and fears, and to see how much they helped each other through the activities, with plenty of words of advice and encouragement.



Year 9 Camp - Term 1 Highlight!

Described as the 'highlight of the term,' the Year 9 students, ventured off to enjoy three days at Totara Springs Christian Camp in Matamata.

Year 9 camp is a great opportunity for students to cement new friendships and create bonds in their Tutor Groups. With a new intake of Year 9 students joining those who have already been at the College for Year 7 and 8, the camp is strategically timed to bring new groups together in a week of activities. It is also a good opportunity for students to build confidence and challenge themselves both mentally and physically in a supportive environment. During their time away from home, the students were able to find out more about themselves and others.

Surrounded by 90 acres of native bush, a beautiful river and park-like grounds, the students were given opportunities to step out of

their comfort zones and participate in several indoor and outdoor activities. The activities focused on improving and developing interpersonal and team building skills and challenged the students to work together and support one another. The students enjoyed rock climbing, abseiling, archery and go-kart racing, but the favourite was the downhill, high speed foam slide!

Students were also challenged with building a shelter from supplied materials for a night of camping by the river. Some did a great job and slept through the night, while others weren't quite so fortunate and were up reconnecting their shelters! This was a real challenge for some, but regardless, fun was had by all.

Our thanks to all the staff and in particular to all the parent helpers who were able to join us at camp and provide valuable assistance and supervision.







Chalmers Wins College Swimming

The sun was beaming and spirits were high as students from both the Middle College and Senior College gathered in a blaze of colour around the pool to cheer on the swimmers at the first House event of the year.

Preliminary heats had been raced during the first days of term to award House points for participation and determine which swimmers would race in the finals. On finals afternoon, the atmosphere around the pool was buzzing as races got underway. House Prefects led the students to cheer on their representatives in the pool and provided great support to the younger swimmers. Once again, we welcomed Year 7 and 8 swimmers from the Girls' School who put in a strong performance.

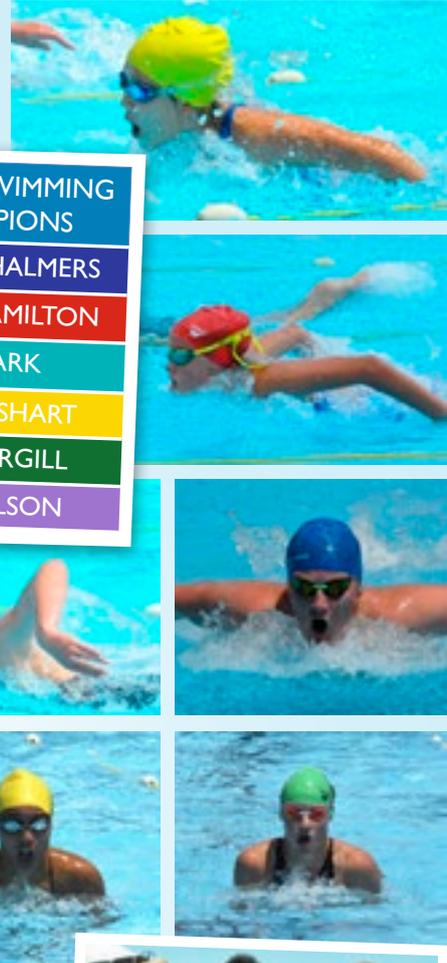
To conclude the day, the prefects raced against staff members in the annual relay races which brought some of the loudest cheering of the day!



With results tallied, Chalmers claimed the swimming title!

HOUSE SWIMMING CHAMPIONS	
1ST	CHALMERS
2ND	HAMILTON
3RD	STARK
4TH	WISHART
5TH	CARGILL
6TH	WILSON

INDIVIDUAL HOUSE SWIMMING CHAMPIONS 2019		
1st	2nd	3rd
Beth Harford (S)	Abbey Keyte (H)	Christina Middelbeek-Harrison (CH)
Josh Harford (CA)	Cam Church (CH)	Sam Clarke (S)
Isabella Campion (CH)	Sophie Spencer (CH)	Brooke Hill (CH)
Will Bason (CH)	Danny Weng (CA)	Charlie Bassett (CH)
Liv Peebles (CA)	Zara Nelson (WI)	Olivia Sweetman (WN)
Sunny Sun (WI)	Marco Lazzaro (H)	Jack Dempsey (CH)
Alex Campion (CH)	Imogen Perry (WI)	Claudia Spencer (WN)
Samuel Boyes (CA)	Max Lye (H)	Coen Anderson (S)
Amelia Duff (SKGS) (CH)	Olivia Kay (CH)	Emma Wang (SKGS) (WI)
Olivia Kay (CH)	Scarlett Bassett (CH)	Hayley Searle (WN)
Jason Zhang (CA)	Chris Tong (CH)	Sam Armstrong (WI)





Fantastic Results at Zone Events

Our swimmers put up a great show of swimming at the Zone events.

AUCKLAND SECONDARY SCHOOL CHAMPION OF CHAMPION SWIMMING

13 and Under Girls Butterfly	
1st	Olivia Peebles
13 and Under Girls Freestyle	
1st	Olivia Peebles
200m Freestyle Relay 14-15 Age Group	
3rd	Isabella Campion, Chloe Cox, Brooke Hill, Olivia Peebles

EASTERN ZONE SWIMMING - YEARS 7-8

Year 7 Boys Backstroke	
3rd	Jason Zhang
Year 7 Girls Freestyle	
3rd	Amelia Duff
Year 8 Girls Backstroke	
2nd	Alexandra Campion
3rd	Imogen Perry
Year 8 Boys Freestyle	
2nd	Samuel Boyes
Year 8 Girls Breaststroke	
3rd	Alexandra Campion
Year 8 Girls 50m Freestyle	
1st	Alexandra Campion
Year 8 Girls 100m Freestyle	
2nd	Alexandra Campion
Open Girls Butterfly	
1st	Alexandra Campion

INTER ZONE SWIMMING

Year 8 Girls Freestyle	
1st	Alexandra Campion
Year 8 Girls Backstroke	
2nd	Alexandra Campion
Year 8 Girls Butterfly	
2nd	Alexandra Campion
Open Girls 100m Freestyle	
2nd	Alexandra Campion



Chalmers Wins College Athletics

Over two hot and sunny days, students from the Middle College, Senior College and the Girls' School, with hats, sunscreen and plenty of water on hand, streamed onto the lower fields for two days of field and track competition.

As the sun beamed down, the preliminary day of competition got underway. Whether the students were actively competing for the top three places or giving it their best shot to secure participation points for their House, everyone had a part to play. With the points tallied across two days, Chalmers secured back the title they lost to Hamilton last year. Chalmers won the House Athletics in 2016 and 2017 and after missing out last year, can put the trophy back in the cabinet for 2019!

Thank you to all staff who stood in the scorching heat to time, measure and record!



HOUSE ATHLETICS CHAMPIONS	
1ST	CHALMERS
2ND	HAMILTON
3RD	WISHART
4TH	STARK
5TH	CARGILL
6TH	WILSON

INDIVIDUAL HOUSE ATHLETICS CHAMPIONS			
	1st	2nd	3rd
Senior Girls	Cecile Velghe (S)	Jaymie Kolose (WI)	Lisa Putt (CA)
Senior Boys	Ben Lowe (H)	Logan Cowie (CA)	Cam Church (CH)
Intermediate Girls	Neve Webster (S)	Charlotte Manley (WI)	Natalia Rankin-Chitar (CA)
Intermediate Boys	Nick Wales (H)	Sam Gunn (CA)	Quinn Thompson (WI)
Junior Girls	Jade Nomani (WI)	Ruby Spring (CH)	Olivia Rooney (H)
Junior Boys	Brodey Warren (H)	Joe Berman (CH)	Teare Tunui (WN)
Year 8 Girls SKC & SKGS	Alex Campion (CH)	Katelyn Quay-Chin (CH)	Cilla Fa'afua (SKGS) (H)
Year 8 Girls	Alex Campion (CH)	Katelyn Quay-Chin (CH)	Maddie Ballard (CA)
Year 8 Boys	Dejaun Naidoo (H)	Coen Anderson (S)	Ryan Ellis (WI)
Year 7 Girls SKC & SKGS	Cleo Hancock (SKGS) (WI)	Greer Gilhooly (CA)	Sienna Moyle (SKGS) (H)
Year 7 Girls	Greer Gilhooly (CA)	Anna Ross	Ava Quinn (CH)
Year 7 Boys	Timothy Wallace (CA)	Oliver Mai (CH)	Flynn Renall (CH)



History Made at Tennis Nationals!

In the final weeks of term, our tennis teams were involved in both national and regional competitions with fantastic results from both our boys and girls proving that the tennis programme at Saint Kentigern continues to be strong. Of particular note, the Boys' Premier Tennis team won all competitions available to them in Auckland and New Zealand - an outstanding result for these boys!

NZ Tennis Championships

Premier Boys' Team	
Nick Beamish, Caelan Potts, Jack Loutit, Max Dickey, Samuel Hodges	New Zealand Champions
Premier Girls' Team	
Ema Miyaura, Ana Tamanika, Ela Vakaukamea, Bridget Han, Sofia Shing	New Zealand Runners Up
Premier Mixed Team	
Sean Kelly, James McPherson, Aimee Brown, Emma Anderson Livvie Moulder	New Zealand Runners Up



National Tennis Teams Championships

At the New Zealand National Secondary Schools Tennis Finals, Saint Kentigern made history as the first school to ever have a team in each of the three finals - Boys, Girls and Mixed! This was a great achievement for the College and all players performed well, with some great results.

The Premier Boys' team won the final against Westlake Boys High School 5 - 1 defending the title for the 4th consecutive year to become New Zealand champions. The Premier Girls' team lost to a very strong Westlake Girls School on a count back of games, after matches and sets were equal at the completion of the tie. This match could have gone either way but on the day, Westlake took the edge, leaving our girls in second place by the closest of margins. The Premier Mixed team were beaten in the final to very strong Macleans College on a count back of sets. A very pleasing result for a young team, with the tie going down to the last doubles match, placing them second nationally.

Auckland Champion of Champions

Our premier players, in three age categories, represented the College at the Auckland Secondary Schools Tennis Champion of Champions, competing in singles and doubles. Saint Kentigern was represented in nine of the twelve finals.

AUCKLAND CHAMPION OF CHAMPIONS	
Junior Girls	
Emma Anderson	Singles and Doubles Runner Up
Poppy Loutit	Doubles Runner Up and Singles semi-finalist
Junior Boys	
Dawson Parekowhai-Lage	Singles Runner Up and Doubles semi-finalist
James Flay	Singles and Doubles semi-finalist
Intermediate Girls	
Ana Tamanika	Singles Champion and Doubles Champion
Bridget Han	Doubles Champion and Singles semi-finalist
Intermediate Boys	
Max Dickey	Singles Champion and Doubles Champion
James McPherson	Singles Runner Up and Doubles Champion
Senior Girls	
Ema Miyaura	Single and Doubles semi-finalist
Ela Vakaukamea	Doubles semi-finalist
Senior Boys	
Jack Loutit	Singles Champion and Doubles Champion
Caelan Potts	Singles Runner Up and Doubles Champion
OVERALL SCHOOLS TROPHY	
Boys' Team: Jack Loutit, Caelan Potts, James McPherson, James Flay, Dawson Parekowhai-Lage and Max Dickey	Champions
Girls' Team: Ema Miyaura, Ana Tamanika, Ela Vakaukamea, Emma Anderson, Bridget Han and Poppy Loutit	Champions



Auckland Secondary Schools Tennis Teams Championships

At the Auckland Secondary Schools Tennis Teams Championships, the Boys' Premier Tennis team continued their dominance of this competition, winning it for the 5th year in a row. The Girls' Premier Tennis team beat Westlake Girls 5-1. An excellent effort as this team lost to Westlake the week before in the National Competition. Our Premier 2 teams also did well in their competitions with both girls and boys placing 3rd.

AUCKLAND TEAMS COMPETITION	
Boys Premier Tennis Team: Jack Loutit, Caelan Potts, Nick Beamish, Sean Kelly and Max Dickey	Champions
Girls Premier Tennis Team: Ema Miyaura, Ana Tamanika, Ela Vakaukamea, Aimee Brown and Poppy Loutit	Champions
PREMIER 2 TEAM COMPETITIONS	
Boys Premier Tennis Team 2: Samuel Hodges, James McPherson, Max Allais, Alex Mirkov, Yu Dian Dong, Sebastian Price	3rd
Girls Premier Tennis Team 2: Bridget Han, Sofia Shing, Emma Anderson, Peata Fatai, Livvie Moulder	3rd



Chalmers Wins Cross Country!

The Middle College, Senior College and Year 7 & 8 students from the Girls' School put their speed and stamina to the test at the end of term, as they raced to the finish line at Cross Country.

With very little rain in the preceding days, the runners were blessed with great conditions for off-track running! Firm underfoot and clear skies overhead made for fast times by the competitors, aided by plenty of support from family and friends on the side-lines.

This annual event, originally a steeplechase, has been held at the College from the year it was founded in 1953, when mud, fences and farmland provided a challenging course. While the fences and paddocks are long gone, replaced by lush sports fields, the mix of steep hills and long inclines still present a stern challenge for even the most accomplished athletes. Those who had eyes on the podium places, and the chance to represent the College in wider competitions, had put in hard training in preparation. For others, the event offered a chance to set a personal best and contribute to the inter-House championship.

Congratulations to Chalmers for defending their title!



CROSS COUNTRY RESULTS 2019

	1st	2nd	3rd
Year 7 Girls (SKC & SKGS)	Dorothy Anderson (S)	Sienna Moyle (GS) (H)	Cleo Hancock (GS) (W)
Year 7 Boys	Timothy Wallace (CA)	Oliver Mai (CH)	Flynn Renall (CH)
Year 8 Girls (SKC & SKGS)	Maddie Ballard (CA)	Alex Champion (CH)	Clara Cox (H)
Year 8 Boys	Coen Anderson (S)	Dejaun Naidoo (H)	Tomoki Huskinson (H)
Junior Girls	Ruby Spring (CH)	Olivia Rooney (H)	Olivia Steele (S)
Junior Boys	Brodey Warren (H)	Joshua Gordon-Glassford (Ca)	Daniel Hayes (S)
Intermediate Girls	Zara Jancys (W)	Neve Webster (S)	Bridget Han (CA)
Intermediate Boys	Zach Clarke (S)	Sam Gunn (CA)	Issac Wong (W)
Senior Girls	Ema Miyaura (H)	Sophie Furness (H)	Maddy Clarke (H)
Senior Boys	Sam Waldin (CH)	Logan Cowie (CA)	Leo Ashcroft (H)





Rewarding Multisport Season

The season has been very busy for our triathletes, starting during the summer holidays, with an intense training camp held in Taupo. New skills were learnt and fitness was built. These skills were put into practice over the following weeks in the Kohi Swim series and the People's Tri series, getting ready for the big championships to come.

Auckland Championships

The students were keen to capitalise on home advantage at the Auckland Secondary School Aquathlon Championships which took place at the College. Our captains for this season, Finian Orr and Maddy Clarke, led by example and both won Gold Medals. Sophie Spencer, Zara Jancys and Isabella Campion completed a Saint Kentigern clean sweep in the Intermediate girls.

The Auckland Triathlon Championships, held in Point England, also used familiar training roads. Another great set of results followed, with 6 individual medals and 4 team medals, 3 of them Gold. Sophie Spencer and Zara Jancys again came 1st and 2nd.

Auckland Secondary School Triathlon Championships	
Ruby Spring	Silver Junior Girls
Olivia Rooney	Bronze Junior Girls
Sophie Spencer	Gold Intermediate Girls
Zara Jancys	Silver Intermediate Girls
Maddy Clarke	Silver Senior Girls
Finian Orr	Bronze Senior Boys
Isabella Campion, Emma Hannan, Neve Webster	Gold Intermediate Girls Team
Olivia Overfield, Annabelle Waterworth, Ben Shepherd	Gold Senior Mixed Team
Will Bason, Jensen Foster, Logan Cowie	Gold Senior Boys Team
Alex McNaught, Campbell Jordan, Zach Clarke	Bronze Senior Boys Team

Auckland Secondary School Aquathlon Championships	
Alex Campion	Bronze Junior Girls
Sophie Spencer	Gold Intermediate Girls
Zara Jancys	Silver Intermediate Girls
Isabella Campion	Bronze Intermediate Girls
Finn Orr	Gold Senior Boys
Maddy Clarke	Gold Senior Girls
Jaimie Wilkinson	Bronze Senior Girls
Annabelle Waterworth and Ben Shepherd	Silver Senior Mixed Teams
Will Bason and Logan Cowie	Gold Senior Male teams
Huw Jenner and Sam Waldin	Silver Senior Male teams

New Zealand Championships

The Triathlon team travelled to New Plymouth for the highlight of the racing season, the National Secondary Schools Triathlon Championships. This event is a step up from the regional competition, and everyone in the team raced with passion and pride. The standout individual performance was the Bronze Medal for Ruby Spring in the U14 race. Sophie Spencer raced fantastically but was pipped to 4th place on the line. We had more success in the team competitions. The transition relay was a fast and furious format with only 4 minutes of racing per person covering run/bike/run and then tagging the next person. Whereas the team triathlon the following day had a longer format but without a swim, due to water quality. The U13 team raced together for the first time and walked away with two Bronze medals. The U14's again proved their talent with Silver for the Girls in both events and Gold for the mixed team in both events. Our U16 superstar girls won both their events too. On the Sunday we watched the professionals in action, and Old Collegian, Sam Ward was the top Kiwi home, standing on the podium in 3rd place with the world's best. If ever an inspiration was needed, he certainly showed the current young crop where to aim for!

National Secondary School Individual Triathlon	
Ruby Spring	Bronze U14 Girls

National Secondary School Transition Relay	
Maddie Ballard, Rebecca Anderson, Emily Clark, Izzy Bannister	Silver U14 Girls Relay
Luke Gibson, Milla Barclay, Lewis Atkinson, Dorothy Anderson	Bronze U13 Mixed Relay
Ruby Spring, Olivia Rooney, Coen Anderson, Joshua Gordon-Glassford	Gold U14 Mixed Relay
Sacha McLeod, Zara Jancys, Sophie Spencer, Eva Melhuish	Gold U16 Girls Team

National Secondary School Teams Event (4 Person Team)	
Maddie Ballard, Rebecca Anderson, Emily Clark, Izzy Bannister	Silver U14 Girls Relay
Luke Gibson, Milla Barclay, Lewis Atkinson, Dorothy Anderson	Bronze U13 Mixed Relay
Ruby Spring, Olivia Rooney, Coen Anderson, Joshua Gordon-Glassford	Gold U14 Mixed Relay
Sacha McLeod, Zara Jancys, Sophie Spencer, Eva Melhuish	Gold U16 Girls Team





Record Breakers at Athletics Champs!

It was smiles all round at the Auckland Secondary Schools Athletics Championships as records tumbled. The Junior Boys' 4 x 100m Relay team (Teare Tunui, Lachlan Wallace, TJ Paniani and Wyndham Nathan Patuawa) broke the biggest record of the day and won the overall Gold medal. With their time of 46.53, they not only broke the College record standing since 2012, but also broke the Auckland Secondary Schools Athletics Championship record that has stood since 1993. This was an outstanding achievement!

The Senior Girls' 4 x 100m Relay team (Lisa Putt, Cecilia Vatikani, Charlotte Manley and Cecile Velghe) also performed well and won Gold by .01 second with a time of 49.70 which broke the College record - this was the second time in three weeks that the girls had broken this record, demonstrating their hard work and determination.

Another major record was broken by Natalia Rankin Chitar, who won Gold in the Intermediate Girls Discus with a throw of 43.19m. Natalia broke the College record in the Zone Competitions for this and then

again by 10m at the Auckland event. She also broke the Shot-Put record earlier at the Zones.

Other standout performances were from Cecile Velghe and Lisa Putt. Cecile won Gold in the Senior Girls Long Jump and Silver in the 200m Sprints, and Lisa won Gold in the Senior Girls Triple Jump and Bronze in the Long Jump.

Teare Tunui was awarded Silver in the Junior Boys 100m and 200m races, Maddy Clarke placed second in the Senior Girls Steeplechase and Liam McKenzie also came second in the Intermediate Boys Hurdles. Bronze awards were awarded to Jade Nomani for Junior Girls High Jump, Logan Cowie for Senior Boys 800m and the Intermediate Girls' 4x 100m Relay team consisting of Mia Harries, Emma Pijenburg, Jade Nomani and Caitlin McKenzie.

It was a day full of fun, smiles and massive achievements! Congratulations to our 40 athletes who qualified and competed!

Junior Girls	
Jade Nomani	3rd in High Jump
Intermediate Girls	
Natalia Rankin Chitar	1st in Discus 1st in Shot Put
Relay Team: (Mia Harries, Emma Pijenburg, Jade Nomani, Caitlin McKenzie)	3rd in 4 x 100m Relay
Senior Girls	
Cecile Velghe	1st in Long Jump 2nd in 200m
Lisa Putt	1st in Triple Jump 3rd in Long Jump
Maddy Clarke	1st in Steeplechase
Relay Team: (Cecilia Vatikani, Charlotte Manley, Lisa Putt, Cecile Velghe)	1st in 4 x 100m Relay
Junior Boys	
Teare Tunui	2nd in 100m 2nd in 200m
Relay Team: (Lachlan Wallace, Teare Tunui, TJ Paniani, Wyndham Nathan Patuawa)	1st in 4 x 100m Relay
Intermediate Boys	
Liam McKenzie	2nd in Hurdles
Senior Boys	
Logan Cowie	3rd in 800m



North Island Athletics!

After putting in a strong performance at the Auckland Athletics Competition, a small group of athletes made their way to Mount Maunganui to represent Saint Kentigern at the North Island Secondary Schools Athletics Championships. It was a fantastic day of competition as our athletes managed to haul in seven medals, including four gold - a proud moment for all, especially for those in first place! For the third year in a row, Year 13 student, Lisa Putt led the group with the most medals on the day, achieving gold in the Senior Girls Triple Jump, silver in the 4 x 100 Relay and bronze in Long Jump. Year 11 student, Natalia Rankin-Chitar also performed at her best, claiming gold in the Intermediate Girls Shot Put and Discus. Year 9 student, Jade Nomani set the bar high and won gold in the Junior Girls High Jump and Year 10 student, Liam McKenzie took home bronze in the Junior Boys 80m Hurdles. Well done to all who competed on the day!



Boys' Hockey Preseason Tour

With thanks to student reporter, Josh Child

During the Term 1 holidays, the boys' 1st XI Hockey squad travelled to Australia for a 10-day tour that included five matches, six training sessions, valuable coaching clinics as well as time to visit the sights of the Gold Coast.

The boys won all 5 games, scoring 46 goals with only 5 against, with a notable contribution from Dylan Muggleston, who got the last touch on six goals against the Gold Coast U18 team. While three of the games were won by double digits, our goal was to maintain our focus and continue to play our style of hockey despite the opposition. We also played two closer games against the Roosters invitational team, first playing a strengthened side who we narrowly beat 2-1. Two days later we came up against a similar but slightly weaker Roosters side who we beat 6-3. These two games were particularly beneficial for our improvement and served us well in terms of preparation for the 2019 season.

The boys would like to thank Sports Manager, Miss Scutt for organising the tour, Team Manager, Mr Bennett and coach, Mr Patel. Their combined effort resulted in five wins, but more importantly an improved team of players leaving Australia to return home for the upcoming season in the blue and white.



Sports Shorts

FUTSAL

The Junior Girls Futsal Team won the New Zealand Secondary School Junior Competition in Wellington. They were unbeaten in all of their games including beating Marlborough Girls in the semi 17-0, and then Wellington East Girls in the final 13-1. Emma Pijnenburg received MVP and Golden Boot for the tournament.



WATERPOLO

Girls: Our Premier Girls have had their most successful season to date, starting the season qualifying for the Auckland Premier grade and then making it through to the top 4 for the first time in College history, then going on to place 9th at the Nationals.

Boys: Our Premier Boys also made it through to the top 4 in the Auckland competition, going on to place 5th at the Nationals.



ROWING

The 2019 North Island Secondary School Championships again produced some very competitive racing. Over 1850 rowers competed throughout the weekend where Saint Kentigern College made seven A finals. The boys' U16 Four were 6th in their A final and the boys' U16 Eight produced a fantastic fight in the closing stages of the race to finish 2nd to claim the silver medal in their A final.



YACHTING

28 teams, over 200 sailors, 6 days of sailing, close to 500 races completed extremely close racing, wind, no wind, sun and rain... that was the 2019 Secondary Schools Team Sailing National Championships in a nutshell! The College team was seeded in the Gold Fleet. By the end of the competition, the team placed 7th overall, the best result in the last five years; a great result given the young age of the team.





Presbyterian Quadrangular Tournament

Over three days during the April holidays, the 1st XV travelled to Hawkes Bay to take part in the Quadrangular Rugby Tournament, hosted by Lindisfarne College. The annual Presbyterian Tournament is held between four teams, also including St Andrew's College from Christchurch and Scots College from Wellington. Bound together by our strong Presbyterian roots with links to Scotland, the tournament is keenly contested each year by the 1st XV's from each school.

In the first round, Saint Kentigern played Lindisfarne and all eyes were on the game as the boys played a well-polished match, winning 40-14. This put Saint Kentigern in the final against Scots College, which our boys won 31-7, to put the trophy back in the cabinet for another year.

The pre-season round of games has been successful for the team, as they had three victories prior to the tournament, winning, 54-12 against St Peter's, Cambridge, 51-0 to Westlake Boys High School and 22-12 against Hastings Boys High School. The boys are now looking forward to the challenging Auckland 1A competition with the promise of some stiff competition from Auckland schools.

'Quad' is now in its 31st year, with each school taking it in turn to host the tournament. We sincerely thank Lindisfarne College for their hospitality this year. We also thank the parents who travelled to Hawke's Bay to provide some vocal support for our boys!



New Year Honours for Mr Cowie! New Zealand Order of Merit for Services to Football

Our sincere congratulations to long-serving staff member at the College, Mr Malcolm Cowie who was made a Member of the New Zealand Order of Merit (MNZM) for Services to Football in this year's New Year Honours List. Appointments to the New Zealand Order of Merit are made for meritorious service to the Crown or the nation and to those who have become distinguished in their particular field of endeavour.

Arriving from Scotland, Malcolm joined the College staff in 1988 as a teacher of Physical Education. In the same year, Malcolm joined the New Zealand Secondary Schools Football Association (NZSSFA) Executive Committee, later becoming Chairman, a role he held for 18 years until 2013, before being made an Honorary Patron. Under his leadership and as a result of his vision, the NZSSFA has achieved considerable results both on and off the field.

In 2003, under Malcolm's leadership, the NZSSFA was accepted as a member of the European based FAIB (Football Associations of International Boards) which represents 20 international football bodies. Malcolm's input into administration, governance and management has arguably provided the real thrust for the NZSSFA. During his tenure, he has overseen the significant growth of the national school football tournaments, including the Malcolm Cowie Cup, featuring more than 150 schools annually. He has been instrumental in developing NZSS Football representative programmes at U15 and U19 levels, including opening opportunities for international tours.

Malcolm has coached football at the College for 29 years. He co-established the West Ham Oceania Academy National Camp in New Zealand in 2015, wherein coaches from London oversee a camp held at Saint Kentigern College twice a year and select the best players to attend the West Ham Academy for a week. Mr Cowie was also a selector and voluntary coach for the Auckland Football Association for many years.



Malcolm has been a long-serving and loyal servant of Saint Kentigern. Alongside his teaching, he was also Housemaster at Bruce House for many years. Since his retirement from teaching, he is still a familiar presence as a relief teacher and is the College liaison for the Old Collegians. But it is his service to football that has seen many young men and women experience some wonderful football opportunities over many years as a result of his hard work, dedication and passion. Malcolm received his medal at a special ceremony held in May.