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The Best-Laid Plans often go Awry



How appropriate is that quote after the weeks we have just experienced?

Perhaps it is a timely reminder that we should not always expect for things to turn out to plan. It is, however, important to note how people respond when things go wrong. What do they do to cope, how do they implement change and are they prepared to adapt?

Throughout the year, schools must be organised to ensure that the day, the week and the term run smoothly for boys, parents and staff. Events must be calendared according to availability, seasons, weather conditions and, perhaps, taking into consideration outside influences such as zone championships or cultural festivals. When events are locked in, detailed planning is undertaken to ensure that everyone involved is aware of timings, responsibilities and outcomes.

When disruption happens, we experience many different emotions as we endeavour to process exactly what this means to us now or in the future.

Initially, it is okay to be annoyed, frustrated and even angry, however, those feelings won't provide an alternative or a solution. Accept that 'it is what it is!' and then plan to immediately respond in the most effective way possible. Once in this mode, you can make changes or adapt as new information comes to hand or you see where changes are required to provide a better outcome.

Our Journey of Acceptance, Action, Review, Improvement, Growth

Accept: There was a sense that things were coming to a head when WHO classified Covid-19 as a pandemic and the spread across Europe was spiralling out of control. At Saint Kentigern, both at school and as a wider organisation, planning was well underway, looking at different scenarios for if and when schools would be closed. While there had been a glimmer of hope that we would make it to the scheduled holiday period, this was quickly scuppered when the Government announced on Monday 23 March that the country would move into Alert Level 3 and two days later would be at Alert Level 4 which in effect closed all businesses, schools and workplaces, other than those deemed essential services.

The decision was made for us and we had two days to get everything up and running before our school gates were closed, along with our access to resources.

Action: With a shorter timeframe than anticipated, decisions and immediate action was required to ensure we could deliver a Distance Learning programme to our students. Learning packs were prepared for students in Years 1 - 6 for collection on Tuesday and Wednesday, prior to the enforced Lockdown at

11.59pm. School laptops were made available for families who had indicated they required one. Day 1 of Distance Learning rolled into action for the entire school on Wednesday 25 March.

Whilst the Ministry of Education made the announcement to close state schools for the holiday period, reopening for Term 2 after Easter, Saint Kentigern joined other independent schools in making the decision to keep on with our Distance Learning programme and finish Term 1 at the Easter break. We felt that the immediate continuation from classroom to Distance Learning would be more beneficial to both students and parents. Maintaining a routine in the initial stages was important for the boys to ensure continuity of learning, while at the same time keeping the boys engaged in activity, allowing parents to adapt to their changing landscape.

Review: After a week of Distance Learning, each of the Syndicates undertook a survey in order to get feedback from parents to gauge the effectiveness of our programmes.

Improvement: The survey feedback was analysed with trends noted. Changes were made to programmes that reflected the feedback received.

Growth: This has been an incredible journey of learning that has opened up new ideas, innovations and pedagogy that will benefit both staff and students when 'normalcy' returns.

Key learnings:

- Starting each day with a Chapel Chat with Reverend Hardie connected our community and lifted our spirits
- Students need to know that there is a plan in place to reschedule those special events that were put on hold, and school management need to make sure they do happen
- Schools, their special character, the opportunities they offer, and their communities cannot be replaced by digital or Distance Learning
- People crave physical contact, interaction and collaboration
- Digital platforms must be simple and allow multiple ways to deliver content
- Screen time must be carefully considered
- Academic learning and wellbeing of students is equally important.
- Videos of teachers with messages, welcomes or instruction are most effective
- A forum to ask questions or seek clarity is essential
- Age and stage of students requires different delivery methods and expectations
- Feedback on student work submitted is crucial
- Designing tasks that require students to collaborate and take responsibility must be included

At the time of writing, I am sure that staff, parents and boys are looking forward to returning to school as there is only so much we can do in our bubbles!

Fides Servanda Est

**Mr Peter Cassie,
Principal**



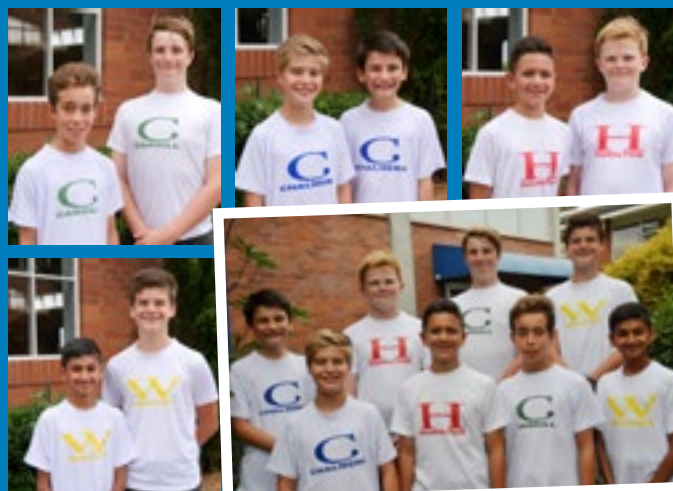
Prefect Team Commissioned

During a special service attended by their parents and invited guests, the Boys' School Prefect team for 2020 was commissioned. For the newly elected Head Boy, James Hiddleston and Deputy Head Boy, Louis Spillane, this was a particularly proud day! These fine, young men both have the capability to serve and lead the School with distinction.

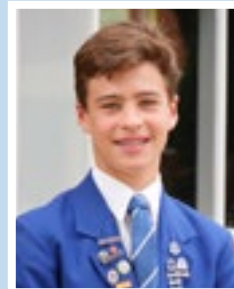
Principal, Mr Peter Cassie welcomed Head of Saint Kentigern, Mr David Hodge along with this year's College Head Boy, Will Bason and his Deputy, Hayden Joyce. Also attending was Michael Hiddleston, this year's Head Boy at Auckland Grammar. All three of these boys began their schooling at Saint Kentigern from Year 1 at the Boys' School.

In addressing the new prefect team, Will said, 'Set a goal for yourself every day; it doesn't matter how small the goal but remember these are small steps to achieving dreams. Saint Kentigern and our core values of Respect, Integrity, Service, Excellence and Love create a perfect environment for you to achieve goals. So set your goals high because the chances are Saint Kentigern will help you achieve them.'

Mr Cassie came forward to challenge both James and Louis with the Prefect Pledge: 'Gentlemen, do you promise to uphold the values and standards of Saint Kentigern Boys' School and to serve its students, teachers and parents to the best of your ability and for the glory of God?' The boys signed the Prefect Ledger, first started in 1995, then introduced the rest of their prefect team to the School, as they in turn accepted the duties of leadership; committing to serving Saint Kentigern with pride.



HEAD BOY - James Hiddleston



James started at the Boys' School as a Year 0 student in 2012. With two older brothers, Michael and Thomas, having paved the way, James was well-versed in what it means to be a son of Kentigern. He follows in the footsteps of his brother, Michael, who was also Head Boy in 2015 and who has been named the 2020 Head Boy at Auckland Grammar. Right from the outset, James quickly made his mark both in the classroom and on the sports field. His achievements and contribution have been amazing, and his determination coupled with his competitive spirit has clearly been evident. Over his years at the School, he has been awarded many prizes from public speaking to numerous sporting awards.

James leads by example. He is making the most of every opportunity available, giving of his best in all that he undertakes. He is articulate, well-mannered and above all, a humble young man. As James undertakes his final year at the Boys' School, we know he will do so with determination and a genuine passion to live our school values. We look forward to James' leadership of our school in 2020, confident that he will do so with enthusiasm, energy and a commitment to serve us all.

DEPUTY HEAD BOY - Louis Spillane

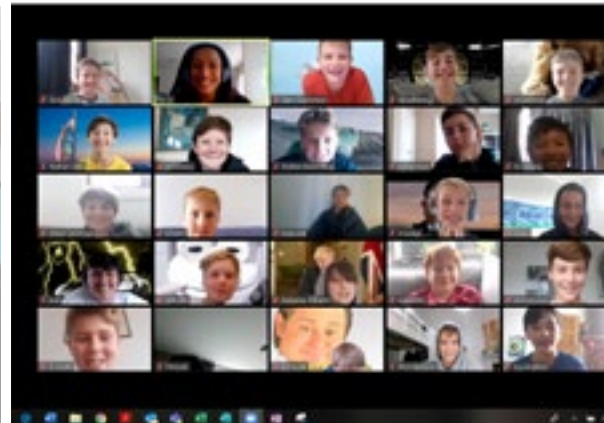


Louis started at the Boys' School as a Year 7 student last year. Right from his first day, he made an impression as a boy who embraced his new school with confidence and a willingness to take part of all aspects of school life. As Louis became more familiar with his surrounds, his sense of commitment and dedication was apparent as he became involved with the Kapa Haka group, the All Comers Choir, learning the guitar and being a Middle School Monitor. He was also quickly spotted as a skilled footballer and was duly selected into the 1st XI Football team.

His emerging leadership skills were also recognised by his peers when he was elected as a School Councillor to represent his class on the Council. Louis also worked hard in the classroom and his effort and attainment grades were consistently good. During Term 4 last year, Louis instigated a plan for a special Mufti Day at school to help raise funds for animals affected by the Australian Bushfires, raising \$2,600 from this initiative. Louis exemplifies the Saint Kentigern Way through his actions and shows his ability to be an outstanding and dedicated leader. We are confident that Louis will rise to the challenge of being the Deputy Head Boy and give of his very best in all that he does.

2020 Boys' School Prefect Team

Head Prefect	James Hiddleston
Deputy Head Prefect	Louis Spillane
Chapel Prefect	Tom Tipler
Council Prefect	Nathan Dick
Academic Prefect	Adam Andrews
Sports Prefect	Spencer Leighton
Cultural Prefect	Arden Matheson
Junior School Prefect	Lachlan Hay
Middle School Prefect	James Knottenbelt
Cargill House Leaders	Seth Mellis-Glynn, Jaden Renault Pollard
Chalmers House Leaders	Luca Evans, Naveen ter Wal
Hamilton House Leaders	Fletcher Clarke, Rafi Newland
Wishart House Leaders	Ari Taylor, Devaansh Gupta



Lockdown Strengthens Relationships

With thanks to Boys' School Director of Pedagogy, Mrs Kellie Carpenter

We all want to feel cared for, valued and inspired by the significant people in our world. Some of the world's most famous people point to a special teacher as the inspiration behind their success. Microsoft founder, Bill Gates credits a teacher who challenged him, with giving him the drive to achieve his ground-breaking goals. When the relationship between teachers and their students is good, the students are more likely to feel positive about school, be willing to challenge themselves, risk making mistakes and ask for help when they need it.

At the Boys' School, our staff started the year by investing time into exploring the importance of the teacher-student relationship. Through our professional learning, we developed an even greater understanding that a boy's relationship with his teacher is primary to the success of his learning journey. We shared an understanding that boys value authenticity, and they want to be appreciated and known by their teachers. The research is clear, boys become invested and engaged when they know their teachers care about them.

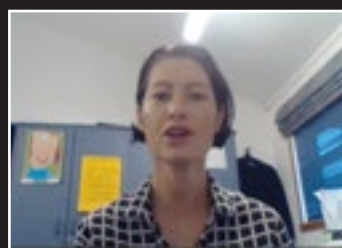
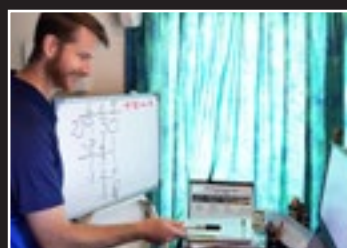
As the pandemic reached the shores of New Zealand, we knew that the student-teacher relationship was going to be vital during an extended period of distance learning, when the boys and their teachers went home to their own bubbles, spread across Auckland, to continue the teaching and learning programme. At the time, education expert, John Hattie said that to, 'best exploit distance

learning during the pandemic, there is a need to optimise the social interaction and connection between students and teachers.'

As the boys left school to continue learning from their bubble, we knew that connection and continuity needed to be at the heart of the distance learning programme for all. Ready to adapt to the changing circumstances, our teachers made the best use of the technology available, to help maintain these strong relationships.

From virtual school assemblies and a memorable Anzac Service to fun house competitions, our Deans connected daily with their syndicates to keep school life ticking over. Everyone loved dialling into Reverend Hardie's daily Chapel Chats for a word of inspiration, a sense of connection and to hear the latest daily challenge. Our Head Prefect, James Hiddleston even created a school-wide Mother's Day fun craft activity.

We knew how important it would be that the boys' learning had continuity and so the students at all year levels had a daily routine of structured lessons, using platforms such as OLE and Microsoft Teams video calling. The use of video conferencing ensured that the boys remained connected with their teachers, as well as providing opportunities to interact with fellow students, and the boys were continually provided feedback so they understood their next learning steps.





The pastoral care of our boys was also a key focus during this time. Our teachers started every day by connecting with their classes and this allowed us to develop a better understanding of how this challenging time was impacting our boys and the wider school community. Adam Andrews in Year 8 said that, 'The tutor group calls at the start of the day gave me time to prepare, get ready for the following subjects and connect with my friends.'

Year 8 student, Sam Bashford reflected on his time during distance learning and the support that he received saying that, 'We had our teachers guiding us through the lesson and helping us when we were confused or unsure. When we have our teachers very accessible, it can make some things easier.'

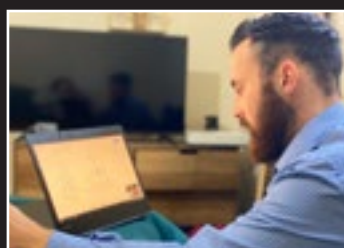
Middle School teacher, Sam Mackarell shared his thoughts about how important the student-teacher relationship had been for him during distance learning, 'Making strong connections with my boys at the very start of the year was an invaluable asset for me when it came to distance learning. I knew the individual learning needs which allowed me to cater for them throughout the distance learning programme.'

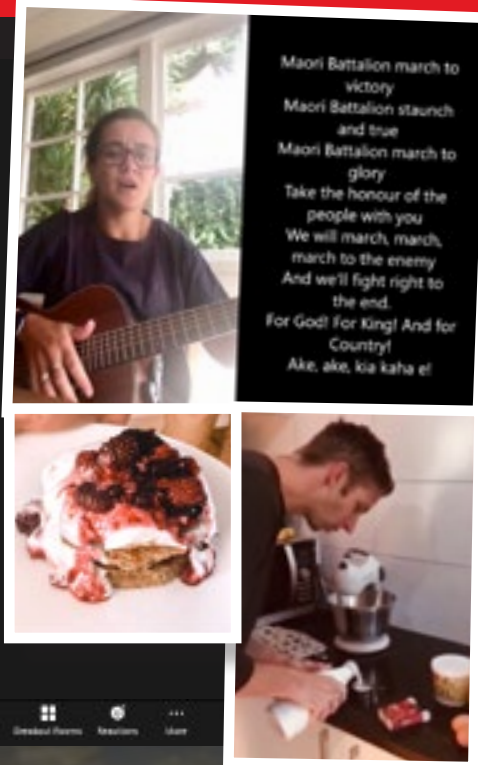
Likewise, teachers, Kate Fowler (Year 10) and Ellen Benes (Year 7) both reflected on their experiences with their boys. Kate felt that, 'Forming relationships at the beginning of the year has proven to be vital during the lockdown period. It signified the importance of

building strong relationships between students, school and home.' Ellen said she believed that the distance learning environment helped her to learn even more about her students and see them where they are most comfortable – at home. This has now added a new dynamic to the student-teacher relationship and 'has allowed genuine connection and care to occur.'

Thrown into a full distance learning programme at short notice had its challenges, however, everything is possible if you have the right attitude. Principal Mr Peter Cassie said, 'Having an oversight of each of the Syndicates and their learning programmes gave me a very clear picture of what was happening for all concerned, whether a staff member, parent or student. I also had the privilege of attending various teacher and student Teams Meetings. It became glaringly obvious that the relationship and connection between teachers and students was absolutely critical in achieving desired learning outcomes. Being able to engage at a personal level for instruction, clarity of task or feedback was the determining factor for confidence and ultimately the achievement of set work.'

'I believe that following our enforced Lockdown, the relationships between student and teacher, son and parents, and parent and teacher has become stronger. Families and teachers were incredibly supportive and understanding of each other. All parties now fully understand how important the school and home partnership is, to ensure the very best outcome for the boys.'





Virtual Anzac Service

Despite the country being in Lockdown, Chaplain to the Schools, Reverend Reuben Hardie did not see this as an obstacle to the tradition of bringing the Boys' School and Girls' School communities together to 'stand at dawn' in remembrance of the fallen on Anzac Day – albeit, in a virtual setting this year. Anzac Day is a day for remembering service and sacrifice in conflict, and the strength that comes from working together to overcome adversity. In our own adverse moment in history, as we locked down in our family bubbles, ever aware of the tragedy that continued to unfold across the world, we drew on the many qualities that the enduring Anzac spirit has taught us – mateship, endurance, good humour, ingenuity and courage.

In true Saint Kentigern tradition, lone piper, Year 8 student, Spencer Leighton had the honour of opening the service – and like all other contributors to the service, this was recorded from home!

After welcoming all those who joined the service online, Boys' School Principal, Mr Peter Cassie, recalled the dark days on the Gallipoli Peninsula in 1915 that left a powerful and enduring Anzac legacy. Reverend

Hardie spoke of the courage of the Anzacs, that continues to be an inspiration for us 100 years on.

Representatives from both the Boys' School and the Girls' School had a part to play. Girls' School teacher, Mr Isaac Williams and his wife, Chloe, led the singing of the National Anthem before Girls' School Chapel Prefect, Nora Cafferly read the Bible passage from John's Gospel. Former Boys' School student, now professional singer, Paddy Leishman sang 'Sons of Gallipoli' and Boys' School Head Boy, James Hiddleston, did a superb job of presenting the evocative Western Front poem, 'In Flanders Fields,' before Girls' School teacher, Miss Candace Cassie, led the singing of 'Maori Battalion.'

As the service came to an end, Year 3 student, Kai Stevens, was called on to deliver Binyon's immortal lines 'We will remember them' from his poem, 'For the Fallen,' followed by the 'Last Post,' played by itinerant music teacher, Tom Chester.

Following Rev Hardie's blessing, Boys' School Head of Curriculum, Mr Kurt Dorset, concluded the video with a 'Lockdown Cooking Show' to encourage the students to create a healthy Anzac Family Breakfast!



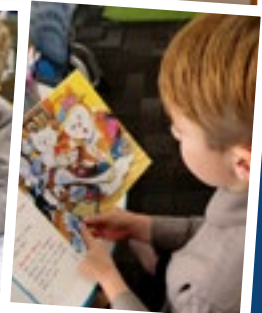
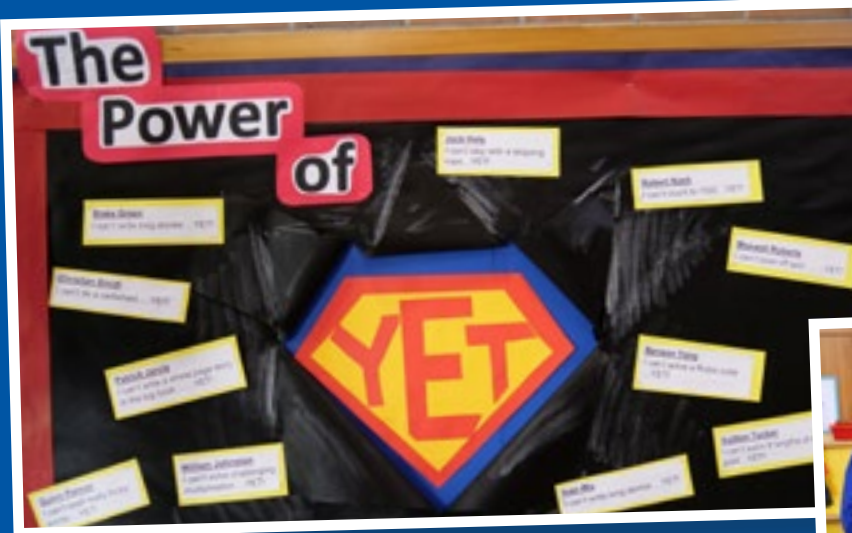
3D Help in Time of Need

During Lockdown, Year 8 student, James Hunter saw a news item on television putting out the call for volunteers with access to 3D printers to assist in creating PPE type face shields to protect front line staff who worked for 'essential services.' James made contact through the website of ShieldsUp, an initiative bringing volunteer workers into a virtual space to assist, and received a 3D printing file in return, to produce the head pieces that support the shields. James said it took approximately two hours to print the band for each head piece, adhering to the conditions set out by ShieldsUp. He had also received the laser cut face masks from another source and assembled these to the bands he had created to strict specifications.

Having assembled and packed 24 completed face shields, he was proud to deliver them to Ascot Radiology near his home, chosen from a suggested list of centres grateful to receive extra supplies.

Service plays an important part of a Saint Kentigern education and we encourage our students to look for ways they can offer help in meaningful ways. Well done James for stepping up to help in a time of need.





The Power of Yet

There is a difference between not knowing, and not knowing yet.

When the Junior School boys returned to school at the start of the year, there was a superhero in their midst. It was not Superman or Spiderman, but a simple, little three letter word that packed a powerful punch – the word was ‘yet.’

Bedecked with a superhero livery, ‘The Power of Yet’ poster was placed at the entrance to the Junior School, as a reminder to the boys that with the correct mindset, they have the ability and power to self-improve.

In life, it can be an easy choice to just stick with what you know, only wanting to do the things you know you are good at, or at least know you can achieve – for it lessens the risk of failure. It takes a change of mindset to move beyond that, to not let the risk you may fail, stop you from working to improve. It’s important to know that setbacks, can actually provide a way forward and that deep understanding takes time.

Professor of Psychology at Stanford University, Carol Dweck, a pioneering researcher in the psychology of motivation, is known for her work on the psychological trait of mindset. Her popular TED talks have helped spread the thinking about the impact that moving from a fixed mindset to a growth mindset could have on an individual’s ability to grow and learn. She said, ‘In a ‘fixed mindset,’ students believe that their basic abilities, their intelligence and their talents are just fixed traits – they have a certain amount, and that’s that. In a ‘growth mindset,’ students understand that their talents and abilities can be developed through effort, persistence and time.’

Dweck’s concept is based on the premise that just because you haven’t accomplished a task yet, that you cannot or should not try, and it certainly does not mean that you should give up. Your ‘yet’ is coming – it’s just not here yet. The simple word can instil a hope in us to not give up.

For our Junior School boys, the word ‘yet’ was a powerful goalsetting tool, as they began to see a challenge as an opportunity to learn. The superhero ‘Yet’ poster was soon surrounded by statements from the youngsters, as they pondered on what they would like to achieve:

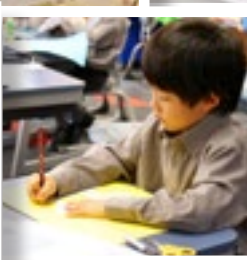
- ‘I can’t write long stories...YET!’
- ‘I can’t spell really tricky words...YET!’
- ‘I can’t count to 1000...YET!’
- ‘I can’t skip with a skipping rope...YET!’
- ‘I can’t swim 8 lengths of the pool...YET!’
- ‘I can’t solve challenging multiplication...YET!’
- ‘I can’t tie my shoelaces...YET!’
- ‘I can’t cut with scissors...YET!’

‘Yet’ became a strong motivator, changing an otherwise negative statement to a positive one. The boys came to understand that ‘I may not be good at it yet, but I could be if I work at it.’ Can’t becomes could, and could becomes can.

At each step of the way, reflection also played a part as we encouraged the boys to think about strategies they used - what worked, what didn’t, what could they do differently next time?

In a world of ‘instant’ everything, resilience is a skill that could easily be eroded. At the Boys’ School, we are passionate about developing resilient learners who embrace challenge, keep trying to overcome problems and understand that there is value in making mistakes, if they use it as an opportunity to learn, for learning is not always easy. We encourage curiosity in our boys and the confidence to keep asking questions.

There is certainly power in positive thinking as it can help the boys to reframe how they face challenges. The subtle shift in adding the word ‘yet,’ opens a whole world of possibilities – ‘yet’ is definitely a superhero in our eyes!





Chalmers Wins Swimming Sports

In a summer like no other, with endless days of sunshine, the pool was a welcome respite for the boys in the first term. The clear blue skies, day after day, ensured an uninterrupted swimming programme from the very first day back. By the time the Junior, Middle and Senior School swimming events came around, the boys were ready to dive in and give it their best!

There is a huge amount of organisation that goes into these days with well over 300 separate races to get organised, involving marshals to get the swimmers to the starting blocks, race-starters, time-keepers and results recorders and, of course, the boys themselves - every single one of them had the chance to swim!

The Juniors were the first to put their skills to the test, with the youngest making use of swimming aids under the watchful eye of the Year 8 support team, whilst others mastered the full length of the pool under their own steam. The Middle School followed the next day with a great day of racing for well-skilled swimmers - and still the sun shone down! The Senior event the following day was a 'drought-breaker!' Sun and rain were on repeat throughout the day. Umbrellas went up and down amongst the spectators and while the rain made little difference to the boys powering down the pool, it was certainly challenging at times for the parents at the end of the pool timing the races!

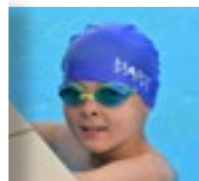
The final races of each day caught the attention of all the spectators who cheered on those seeking a podium spot, often with just a hair's breadth between them at the finish line!

With the individual champions decided, the boys were looking forward to the House Relays and zone championships for those who had qualified, but that was not to be as the Covid-19 Lockdown restrictions came into place. Better luck next year!



HOUSE SWIMMING CHAMPIONS

1ST	CHALMERS
2ND	HAMILTON
3RD	CARGILL
4TH	WISHART



A Taste of the Outdoors

At a time of year when the older students at all three Saint Kentigern schools are heading away to camp, our youngest boys in the Junior School had their own small taste of life in the outdoors. With the trees below Roselle Lawn starting to turn colour and a carpet of autumnal leaves crunching underfoot, the boys in Years 1-3 each had their turn to experience 'EOTC' (Education Outside The Classroom), to lay the groundwork for when they head away to camp in Year 4.

Using the outdoor expertise of Todd Dorset (brother of staff member, Kurt), each year group rotated around three set activities, but it was the Year 3s who worked together on the first day to erect the tents.

Making ropes from flax leaves required the boys to work co-operatively. They learnt how to strip and prepare the flax, taking responsibility for handling the 'stripping knives.' The boys took turns communicating their ideas to each other, learning which ideas worked best.

Todd spoke to the boys about the duty of care we should have for the bush - when we take away, to also make sure we give back. With that in mind, the boys were set the task of creating wildflower seed bombs to attract bees and butterflies. Digging their hands into a bucket of sloppy mud, initially proved a challenge for some, but it wasn't long before they all dug in and rolled a seed ball to dry in the sun! These will be scattered later and with a little water, will rehydrate to release the seeds to encourage pollen-filled wildflowers.

As a respite from activity, the boys were encouraged to take quiet time out to read in either the tents or in hammocks dotted around amongst the trees. The lower end of Roselle Lawn is a world away from the heart of the campus. Our boys are fortunate to attend a school with such easy access to natural woodland and an amazing outlook across the blue water of the Orakei Basin. It was the perfect setting to experience a little taste of the camps to come!





BOYS' SCHOOL SWIMMING CHAMPIONS

YEAR 1 CHAMPIONS

1st =	James Bruford (H)
1st =	Jack Stephens (CA)
3rd	Felix Newland (H)

YEAR 2 CHAMPIONS

1st	Jeremy Wu (W)
2nd	Quinn Palmer (CA)
3rd	Darren Lin (W)

YEAR 3 CHAMPIONS

1st	Joshua Qu (W)
2nd	Austin Chen (CH)
3rd	Austin Watson (CH)

YEAR 4 CHAMPIONS

1st	Austin Zhao (CA)
2nd	James Zhang (H)
3rd	Matthew Lamb (W)

YEAR 5 CHAMPIONS

1st	Ryan Zhou (H)
2nd	Benjamin Durose (CH)
3rd	Harry Lynn (CA)

YEAR 6 CHAMPIONS

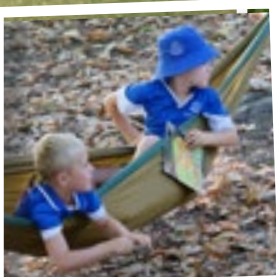
1st	Michael Sun (H)
2nd	Hugo Bricklebank (H)
3rd	Toby McFarlane (CA)

YEAR 7 CHAMPIONS

1st	Thomas Campion (CH)
2nd	Max Trankels (H)
3rd	Lachlna Schnauer (CH)

YEAR 8 CHAMPIONS

1st	Luca Joint-Rotondo (H)
2nd	Oscar Bower (W)
3rd	Charlie Russell (CH)





Busy, Active, Engaged and Challenged!

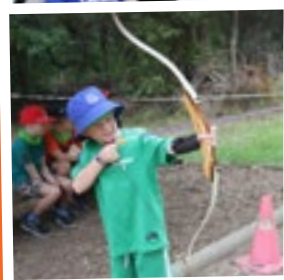
Whilst the boys in Years 1-3 had a taste of the 'great outdoors' on Roselle Lawn, the boys in Years 4-8 headed away to camp. No matter what the age group or the location of the camp, all our camps away aim to offer new experiences, develop independence, discover self-confidence and help the boys find success in the face of new challenges. The boys returned to school at the end of their week, brimming with excitement and totally exhausted!



YEAR 4 CAMP

Peter Snell Youth Village in Whangaparaoa

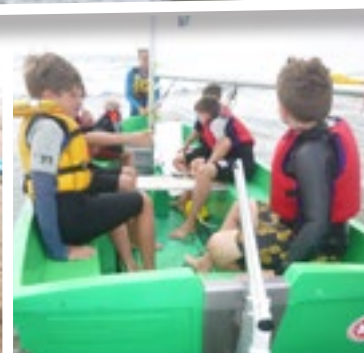
With the theme of 'Shakespear Survivor' the Year 4 boys had a chance to experience orienteering, archery, hobo stoves, a Burma trail, bivouac building, wall climbing, rifles, slingshot paintball, slippery slide and an initiative course - the activities were all designed with boys in mind to keep our them busy, active, engaged and challenged. And with the beach on the doorstep, there were plenty of opportunities for beach sports and kayaking! For most of these boys, it was their first experience of being away from home in a camp setting - and they were keen to give it their all and be the ones selected as 'Camp Legends' at the end of each day.

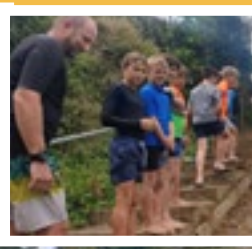


YEAR 5 CAMP

MERC, Long Bay

A week jam packed with marine-based education and outdoor recreational activities kept our Year 5 boys challenged with a daily rotation of activities that both tested them mentally and physically. Both land and water based, the activities included abseiling, climbing, paddle boarding, canoeing, orienteering, a giant's ladder, slingshot, archery, raft building and sailing. The boys were also given the opportunity to give back to the Long Bay community by removing weeds that were suffocating the native plants on the dunes.





YEAR 6 CAMP

Kaueranga Valley

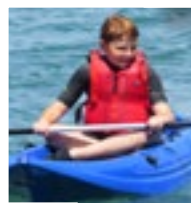
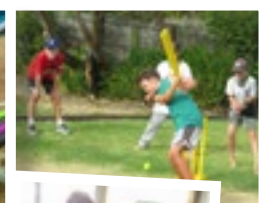
Located just outside Thames and surrounded by hill country farms, the acres of terraced grasslands overlooking the Kaueranga River proved to be a fantastic spot for the boys to get away from the busyness of citylife and get busy in the outdoors. With a river running through the camp, there was plenty of opportunity to get out on the kayaks. Go karts, BMX riding, archery and a flying fox also featured. By far one of the most memorable activities for the boys was the mud slide – any chance to get wet and muddy!



YEAR 7 CAMP

Camp Manaia, Whangarei Heads

Year 7 headed north to the Whangarei Heads, alternating the 137 boys between two campsites - Camp Manaia, a more traditional campsite, and Jagger Camp, which is wild and rustic without any boundaries. The two sites offered two very different camp experiences! The boys loved the mix of locations, spending two nights at each but especially enjoyed their nights at Jagger Camp in the bush. This was camping in its truest form with the boys experiencing real bush life. They learned how to start a fire without matches, weave flax to make fishing lines to catch their own food, and cooked bush pizza and damper doughnuts over an open fire. To add to the experience, the boys slept in hammocks in the trees or in tepees with some boys electing to simply sleep out under the stars on the sand dunes!



YEAR 8

Tongariro Adventure

Now a fixture, the Year 8 boys headed to Tongariro National Park for their annual camp with blue skies all week. Spread across three locations, each group had a day on the lake in kayaks or canoes, a local activity day and an overnight expedition that encompassed many fantastic activities. The heart of the camp was the expedition that each team undertook. This involved packing a pack, hiking to various locations, making shelter and undertaking different activities along the way. Caving, abseiling, rock climbing, flying fox, canoeing as well as making camp, cooking their own food and ensuring that all members of the group were looked after were necessary for each student. The boys spent two days and one night out in the bush relying on their own resilience and each other's before returning to the lodges.

