

# Young Girls' Dreams Become Reality

Early in 2022, we will be opening our brand-new Girls' School, where 'young girls' dreams' will finally become a reality in a purpose-built 19 classroom Girls' School, along with a new, shared Specialist Facilities building which will house specialist teaching and learning in the Arts, Science, Music, Drama and Technology. In addition, there will be new recreational spaces tailored especially for girls and access to enhanced sporting facilities.

With the help of experts in the field, we made some very deliberate design decisions, considering research about the impact of colour, light and sound. What do we want the learning to look like? What will the learning experience be for the girls? How do we want to use the spaces for learning?

**Bespoke design**

This is a school especially designed for girls with full integration across technology in the design of the building. It is purpose built - every colour, every light, every piece of furniture and every piece of playground equipment is especially chosen.

Early in our design process, we listened to the girls and asked them for their ideas. They submitted diagrams and pictures in the form of both individual and class feedback. Key suggestions from the Junior and Middle School classes included ideas such as a covered eating area, a friendship seat and garden, space for pets, a movie theatre, a chandelier and a space for dance with mirrors. Most of these ideas are incorporated either exactly or in a different version. We don't have any chandeliers, but we do have some feature lighting! We don't have a movie theatre, but we do have state of the art technology in every classroom and big spaces where classes will be able to gather together.

The girls made lots of references to colour and rainbows! Although you won't see rainbows, colour is used throughout. The designers have used our Saint Kentigern House colours and every floor in the building is a different colour theme.

The Senior girls expressed very clear ideas about lockers. This resulted in the design of large lockers to meet the specific storage requirements of the girls.

**Student Voice**

Throughout the design process, I have referred to the wish lists from the girls when we first consulted with them. I looked back at what Charlotte Lee, our current Head Girl, now in Year 8, wrote when she was in Year 5.

**Charlotte wrote:**

*What makes a good girls' school? I think a girls' school is a place where you can be yourself and feel comfortable in the environment you are in. This is my personal wish list: I would like a nice, new modern playground that has plenty of equipment. I would like a new library, somewhere you can relax and just chat to your friends.*

The young Charlotte had also included illustrations of her dreams, pictures of a playground and a library. I am pleased to say, Charlotte, that we are delivering on both your dreams!

**Community**

As part of the consultation with the community, it was very clear what our parents wanted and we are building a new school that reflects these priorities. The Girls' School Reference Group described the look and feel of the new Girls' School. On behalf of parents, they talked about what they appreciated about our current set up, and then what they dreamed of for the future.

The group described their vision of the school as a place that 'nurtures girls, allowing them the freedom of expression to play and learn in a safe, stimulating environment, which is sustainable and is accessible to all.'

Key themes that were proposed and are now reflected in the new design include: outdoor learning opportunities for girls, a strong identity for the Girls' School, unique play areas for the younger girls, as well as appropriate places for senior girls. A significant theme expressed was about the importance of 'Freedom of expression so that girls can be girls, and boys can be boys.'

As the new buildings and playgrounds at Shore Road take shape, we are confident that our designs for the buildings and playgrounds meet these recommendations.

**More than a building**

We will take our values, our legacies and our traditions with us, to ultimately ensure that the girls are surrounded by familiarity, within a safe and supportive environment. What does this mean exactly? Our heritage pieces, honours boards and plaques, will be part of our archives at our new school. Our traditions, such as the appointment of our Prefects, events like Flora MacDonald Day, House competitions, Year 8 Leavers' Scarf ceremony, our Carol Service and P&F events will remain the same.

We will take our favourite pieces to the new school, such as the outdoor seats gifted to the school, artworks collected over time and our grand pianos. Special routines will continue like our House points and the winning house chant at School Assembly.

Most importantly, the current, pervading sense of care and kindness, where the big girls look after the younger girls, and where everyone knows each other, that binds us together now, will continue to do so at our new school at the Shore Road Campus. We can't wait to move!

Fides Servanda Est

Juliet Small  
Girls' School Principal



## Prefect Commissioning

The first Chapel Service of 2021 held special significance for the Girls' School as it was the commissioning of this year's prefect team. Guests and proud family members of the Year 8 leaders filled Somervell Church to celebrate the occasion.

Principal, Ms Juliet Small welcomed College Deputy Principal, Mrs Pat Baird and former Girls' School students, Rachel Black and Ruby Akolo, who are now College prefects. This year's College Head Girl, J'adore Harris-Tavita was also Head Girl of the Girls' School in 2016. Unable to attend the service in person, she spoke 'virtually' to the girls about how she became a leader and how important it is to 'live in the now.' She encouraged the girls to embrace their journey and to set goals and work towards them. She concluded her speech by reminding the girls to never underestimate themselves and the influence they have, and most importantly to work together as a team.

The newly elected Head Girl, Charlotte Lee and Deputy Head Girl, Catherine Fowler were called on to accept their duties, followed by the prefect team. Deputy Principal, Mrs Jill Wahlstrom read the pledge, asking the girls to serve Saint Kentigern Girls' School to the best of their ability; at all times, demonstrating a sense of pride in all they do and with a sense of caring and friendship for all girls and staff. Each new leader signed the Prefect Book and received their badges.

Reverend Reuben Hardie concluded the service by blessing the girls and the year ahead and reminded the girls to stick to the 'golden rule', to always treat others as you wish to be treated.



Head of Chapel  
Phoebe Hirst



Head of Student Council  
Eden Murdoch



Head of Cargill  
Catelyn Aho



Head of Chalmers  
Kate Slyfield



Head of Hamilton  
Daliah Shin



Head of Wishart  
Ava van Rij

## HEAD GIRL Charlotte Lee

Charlotte joined Saint Kentigern Girls' School as a preschooler in 2013. By her own admission, she knows the school inside out. As a Junior student, she always looked up to the senior girls and especially the Prefects, and decided there and then that she wanted to be just like them. Charlotte loves school life and particularly enjoys basketball, netball, private speech and theatre sports. Charlotte is committed to trying everything this year, even if it is something, she is not familiar with. Her 2021 goals are to join the Kapa Haka group and to work on her service awards, hopefully reaching Gold by the end of the year.



## DEPUTY HEAD GIRL Catherine Fowler

Catherine also joined Saint Kentigern as a preschooler in 2013. Although shy in her Junior years, she immersed herself in school life making many new friends. Catherine is involved in a variety of co-curricular activities such as basketball, football, choir, theatre sports and speech and drama.

Catherine is committed to working hard this year and wants to leave a lasting impression, especially as this will be the last Prefect team chosen on the Remuera campus. Her 2021 goal is to serve others and to achieve all her service awards this year.



## 2021 Prefect Team

Head Girl	Charlotte Lee
Deputy Head Girl	Catherine Fowler
Head of Chapel	Phoebe Hirst
Head of Student Council	Eden Murdoch
Head of Cargill	Catelyn Aho
Head of Chalmers	Kate Slyfield
Head of Hamilton	Daliah Shin
Head of Wishart	Ava van Rij





# Flora MacDonald Day

Two years in the making, it was with great excitement that this year's Flora MacDonald Day got underway in late March, after being cancelled last year due to the extended Covid-19 lockdown.

Every year, the Girls' School sets aside a day to celebrate their Scottish heritage. Known as Flora MacDonald Day, the event honours Saint Kentigern's ancestry from a feminine perspective - the day is named after an 18th century Jacobite heroine who risked her life to smuggle Prince Charles Edward Stewart - 'Bonnie Prince Charlie' - from exile in Scotland over the sea to the Isle of Skye. It was on account of her bravery and strength of character, that Flora was chosen as a strong namesake for the day of celebration.

The College Pipes and Drums set the tone for the day and led the clans, special guests and Preschool girls down the driveway on parade, before leading them into the hall to be seated. Principal, Ms Juliet Small formally welcomed the guests and Head Girl, Charlotte Lee, and Deputy Head Girl, Catherine Fowler shared the story of Flora.

Each year, as part of the formalities, there is a special performance, this year, the girls welcomed one of their own on stage. Year 8 student, Milly MacLeod stepped up to tell the story of her travels to the Isle of Skye and staying in Flora MacDonald's Cottage, which is now a country hotel. She shared photos of her experience and

finished with a confident recital of the poem, 'Sing me a song of a lad that is gone' By Robert Louis Stevenson.

Formalities were interspersed with one and all joining in song, including 'The School Song', the 'Skye Boat Song' and 'My Bonnie Lies Over the Ocean.' The formalities concluded with parents and guests making their way to the library to share shortbread and morning tea as the girls readied themselves for the activities ahead.

As the day unfolded, it was evident why the day is so highly anticipated. It was so much fun! The girls had a chance to take part in every activity including playing in the pool, on the waterslide, playing catch the chicken and gumboot throwing, racing one another on the blow-up obstacle course, cooking oat biscuits, learning Scottish dancing, taking part in arts and crafts, and tartan weaving.


It was a fantastic day of celebration for both the students and teachers, and the girls were definitely tired by the end of it. A huge thank you to all those who made this special event possible. We look forward to doing it all again next year!



# Over the Sea to Skye



The Isle of Skye, in the Hebrides, off the west coast of Scotland is a windswept landscape of rocky shores, green pastures and ever-changing weather as the clouds roll in from the Atlantic. A dramatic setting for the well-loved 'Skye Boat Song,' sung each year at Flora MacDonald Day.



The song tells of the escape by boat of a young girl and a prince over 250 years ago, during a tragic chapter in Scottish history, as 'the lad that's born to be king,' Charles Edward Stuart, popularly known as Bonnie Prince Charlie, failed in his attempt to reclaim the throne. After several attempts, the end came in April 1746 when he and what was left of his army, half-starved and exhausted, faced the British army at Culloden. A thousand of Bonnie Prince Charlie's supporters were killed that day, and many more, including women and children, were massacred. Charlie himself escaped from the battlefield ill and weakened from hunger. Flora MacDonald, a daughter of his enemies, took pity on the broken prince and he was bravely ferried by

Flora to safety in the Isle of Skye, disguised as her serving maid. Charlie never did return to Scotland. From Skye he sailed to France and spent the rest of his life in exile. But his spirit still strikes a chord in Scotland -the colourful figure of the young prince who dared to lead an army of tartan-clad Highlanders over the border into England has lost none of its symbolic power.

Alternative lyrics to the Skye Boat Song tune were written by Robert Louis Stevenson, probably in 1885. After hearing the Jacobite airs sung by a visitor, he judged the words of the song to be 'unworthy,' so made a new set of verses 'more in harmony with the plaintive tune.' It was these word that Year 8 student, Milly MacLeod shared with her fellow students.



## Sing Me a Song of a Lad That is Gone

**By Robert Louis Stevenson**

Sing me a song of a lad that is gone,  
Say, could that lad be I?  
Merry of soul he sailed on a day  
Over the sea to Skye.

Merry of soul he sailed on a day  
Over the sea to Skye.

Mull was astern, rum on the port,  
Eigg on the starboard bow;  
Glory of youth, glowed in his soul;  
Where is that glory now?

Billow and breeze, islands and seas,  
Mountains of rain and sun,  
All that was good, all that was fair,  
All that was me is gone.

Sing me a song of a lad that is gone,  
Say, could that lad be I?  
Merry of soul he sailed on a day  
Over the sea to Skye.

Give me again all that was there,  
Give me the sun that shone!  
Give me the eyes, give me the soul,  
Give me the lad that's gone!

Sing me a song of a lad that is gone,  
Say, could that lad be I?







## The Perceptual Motor Programme

Preparing the brain for learning

At the start of every school day, the girls in Years 0-2 hang up their bags and make their way across the school to two especially prepared classrooms to engage in the recently introduced Perceptual Motor Programme (PMP) – a programme that aims to develop children's perceptions and understandings of 'self' through motor experiences and language.

Implemented by many schools around New Zealand and across the globe, the Perceptual Motor Programme (PMP) is a step-by-step programme, designed and individualised for the development of perceptual knowledge and judgement – achieved through physical and sensory experiences that are repeated over and over. The perceptions that are formed over time, help determine how children react to their environment, to others, and to new ideas. The programme has its roots in the development of language, the gaining of problem-solving skills, and general readiness to learn.

Every morning for 30 minutes, the girls take part in movement sessions designed to develop their gross motor skills and prepare the brain for formal classroom learning. In small groups, they move around a range of stations designed to develop their fitness, balance, eye tracking, locomotion and eye/hand, eye/foot coordination. The range of movement on offer not only develops a young brain cognitively, but helps develop the physical foundations that underpin formal learning. It is not just a motor programme, as language is the key factor in providing the perceptual knowledge about the motor experience.

Each Monday begins with a 'floor' session to introduce the gross movements that form the basis of the specific activities to be implemented that week. These include rolling, crawling, walking, running, jumping and landing, hopping, skipping, galloping, leaping and dodging.

The girls then move on to rotate through the stations, supervised by the Junior School teachers and a rotating team of parent helpers who are there each day to assist.

In addition to the four specific focus areas of locomotion, balance, eye/hand and eye/foot coordination and fitness, students are also exposed to visual exercises such as eye tracking, where students' ability to track a ball that crosses their midline is measured and recorded. This is an aspect of eye control that is vital for students to perform without stress in reading, as the tracking and writing of text is performed from left to right, and this can assist in building strength and in some cases, highlighting potential eye issues early. All activities are sequential, progressing in complexity and assist in developing focus, listening skills, muscle strength, and key components of formal learning.

Language is a key part of the programme and an important part of the helpers' role is to not only encourage and aid the girls in the physical component of the station but also to develop their oral language and other cognitive aspects such as working memory, visual and auditory memory and positional language.

Young children who appear to lack of concentration, daydream, be disruptive or restless are often those who have not yet developed their 'perceptual world'. This impacts on their ability to concentrate and comprehend instructions or content in the classroom. The programme helps our teachers to identify these issues and provides suggestions for how to work with students accordingly.

The girls will take part in these sessions for a cycle of two years and will be their development is assessed and tracked along the way. Junior School Dean, Melinda Clifford says the Junior School teachers are already starting to notice improvements in students and the girls love participating in the programme.

Our sincere thanks to the parent helpers who come in daily to assist with the stations. This programme would not be possible without your vital input – thank you!



## APO Inspires

The girls in Years 1-6 students had the privilege of welcoming members of the Auckland Philharmonia Orchestral (APO) to school for their 'Mousike' Performance. The Girls' School belongs to the Auckland Philharmonia Orchestral Programme for Schools, which grants them a concert per year, where the APO musicians share their knowledge about instruments and music in general and showcase their skills.

The visiting group of five musicians arrived with a viola, violin, cello, clarinet, trumpet, flugelhorn, post horn, as well as a xylophone, glockenspiel and other percussion giving the girls insight into instruments from every section of the orchestra. In their highly informative and entertaining performance, the girls were treated to a range of musical genres and came away inspired and uplifted! Our sincere thanks to the talented APO musicians for sharing their skills.

## Building a Love for Poetry

Writing your thoughts down on paper can be easy but writing your thoughts in form of a poem can be a challenge; a challenge that our Junior students welcomed when Hamilton author, Judi Billcliff, from Rainbow Poetry visited.

Her workshop focused on creating ideas from an emotion, and learning how to write and structure a poem from that idea. The girls had great fun listening to Mrs Billcliff tell her stories and share her ideas; they had even more fun putting their pen to paper and writing their own poems to share.

Poetry writing is one of the genres in the Girls' School English curriculum as it promotes literacy, motivates students to read, teaches them about sound, builds their vocabulary, encourages creativity, and improves spelling and reading aloud – all vital skills that the girls need as they move through the school and beyond.

Later in the year, the Juniors are required to create or choose an original poem to present to the class to help develop their oral language skills and confidence. They will then work towards a Poetry Showcase, where they will present a class poem as well as individual poems to their families.

We thank Mrs Billcliff for her time, energy and enthusiasm, this really helped our young ones to further develop their love for poetry and writing.

Here are some comments from our Year 4 students:

*'I learnt that poetry writing is easy, it's not as hard as you think'*

*'I learnt to layer ideas – take one thought and then add one idea upon another'*

*'Poets are robbers and steal ideas from everywhere – it's a great thing'*





# Boats Afloat!

With Thanks to Year 7 Teacher, Miss Candace Cassie

## The Design Phase

The Senior Syndicate at the Girls' School were focussed on 'Wind' for their Inquiry during Term 1, unpacking the concept across the curriculum. Within the STEAM (Science, Technology, Engineering, Art, Mathematics) component of their lessons, the girls were tasked with a two part boat building challenge, to develop over the course of the whole term.

### Component 1: Individual Boat Challenge

- The girls were tasked with designing and building a boat to race across the width of the school pool.
- It had to be powered in two ways – a working motor and a sail to catch the wind.

### Component 2: Class Team Building Boat

- Every STEAM task has a collaborative component, so the class was required to work as one to build a single big boat.
- This boat had to be big enough for their teacher to race the length of the pool (without sinking!).

Underpinning STEAM is a focus on design thinking, which is a mindset and approach to learning that includes collaboration and problem solving. The design process is a structured framework which identifies a challenge, gathers information, and then generates potential solutions and refines ideas before finally conducting tests – returning to the design phase if the outcome is not satisfactory.

This design thinking process empowers the girls to think more creatively to solve problems and be open to the ideas of others and consider different solutions – sometimes making compromises as ideas are pooled. Working in groups allows for each member to have input as they work towards an outcome, also learning from each other's thoughts in the process. Students take time to reflect on the process at the end of each STEAM session.

As the girls set about designing their individual boats, with the concept of 'Wind' uppermost in mind, there was much to think about. Throughout the process, they trialled their own boats at each stage. To test the effectiveness of their sails,

they used a fan to propel their boat across a tub of water. To test their rudimentary motors, they wound it up and then let it go in the art room sink to see how far it travelled – and whether it travelled in a straight line!

There were many trial and error conversations amongst the girls, as they realised there were aspects of their own designs that needed fine tuning, meaning they had to go back to the drawing board and recreate some elements of their boat. There was much to learn from each other. The trickiest part, without question, was making their motor and ensuring it was mounted straight, so that their boat travelled in a straight line rather than in a circle – far trickier than they expected but the reward and satisfaction they got from making progress was amazing!

The big boat was a completely different task. As a whole class, they collected milk bottles and other plastic bottles, along with any other materials they thought would assist to create a boat sturdy enough to float and carry their class teacher across the pool – with four classes taking on the task, there was a distinct element of competition and in true America's Cup style, secrecy surrounding the design! The degree of teamwork shown was incredible. A team building challenge with over 20 different opinions, all needing to work together, could be a recipe for disaster, but through assigning jobs for the development of the boat, the girls came together in an amazing showcase of team work.

## Race Day

After initial testing, race day arrived for both the individual boats and for the four game teachers who were assigned to race their class boat! Chief Judge for the event was hydraulic engineer, Scott Barnes who has been working for Emirates Team New Zealand as part of their land crew. He was joined by Deputy Principal, Mrs Jill Wahlstrom and PE teacher, Mrs Alison Slyfield. With dozens of boats on the water, this was no easy task!

With not a breath of wind around the pool, caretaker Mr McDiarmid was called on to put his leaf blower to work, replicating the unpredictable breezes on the Hauraki Gulf! Excitement built throughout the races building to the final event. The big boats were lowered to the water and Miss Candace Cassie (7CC), Mrs Bernadette Haerewera (7BH), Mr Isaac Williams (8IW) and Mrs Sonya Koshy (8SK) set sail.... well sort of! The highly favoured 7BH Whale Rider boat promptly turned backwards and struggled to join the race, Mrs Koshy slid 8SK's boat before the race began and the boat lost its deck, meanwhile the two simplest designs sped away with fierce competition between Miss Cassie and Mr Williams, with Miss Cassie making the full length of the pool just a whisper ahead to claim the Big Boat title!

## And the final student winners?

Best Dressed Boats went to Year 7 Caitlin Best and Year 8 Karol Zhang. The most innovative design went to Phoebe Wood, whilst the fastest boat in Year 7 was Chloe Ira with Milly MacLeod first in Year 8. What a fantastic morning!

The aim of our STEAM Innovations programme is to ensure our girls are equipped and enabled for a highly technological world. By exposing the girls to a range of challenges and experiences across the curriculum, we aim to develop their confidence and competence, while advancing the key skills of collaboration, critical thinking, problem solving and communication – all 'human' skills that robots currently perform poorly!







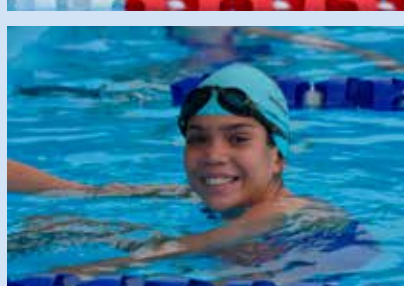
## Chalmers Wins Swimming

After a delay due to the earlier Covid-19 lockdown, the Girls' School gathered to support their swimming finalists in the annual House Swimming Competition. In previous years, the girls have taken part in preliminary races held over three days prior to the finals event. This year, due to the unforeseen lockdown, the prelims took place during class time in anticipation of the Covid-19 levels dropping and finals day being able to go ahead. Sadly, this meant parents were unable to watch their girls compete in heats. Thankfully, given the green light later in the week, it was announced that the students, their families and staff could congregate for the finals.

In high spirits, the girls showed great sportsmanship and cheered on their representative swimmers in the finals. The confidence in the water was evident as they not only raced for podium places but also House points. It was a fantastic day and the girls thoroughly enjoyed performing House chants, singing and dancing from the side-lines.

Well done to Chalmers House who came out on top for the second year in a row and to our Junior Year Group Champion, Kayla Knight and our Senior Year Group Champion, Zara Hong. Well done!

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



## House Relays

A blaze of sunshine, a sea of colour, determined swimming, spirited chanting and a dancing Chaplain were a fantastic way to end this year's Girls' School and Boys' School swimming sports. The electric-charged event brought together both schools in a friendly morning of relay competition, wrapped up with a good dose of fun! Called off last year due to Covid, it was fantastic to be able to hold this without restrictions this year, and with plenty of parents in attendance. Each year group fielded teams of four for the relays, whilst the rest of the girls and boys lined the banks and cheered on the swimmers. House spirit rose in crescendo as swimmers surged forward and the winning place looked certain!

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



## Zone Swimming

YEAR 5&6 REMUERA ZONE RESULTS	
Team Results	
3rd	Year 5 Free Relay (Zara Hong, Amelia Hardie, Eve van Aalst, Farrah Palmer, Rebecca Liu)
Individual Results	
Zara Hong	
3rd	Year 5 Girls 50m freestyle

YEAR 7&8 SOUTH EASTERN ZONE RESULTS	
Team Results	
1st	Year 8 Freestyle Relay (Kayla Knight, Kate Slyfield, Jamie Knight plus Indy Neshausen (SKC))
2nd	Girls Open Medley Relay (Kayla Knight, Kate Slyfield, Jamie Knight plus Lisa Shi (SKC))
Individual Results	
Kayla Knight	
2nd	Year 8 Girls 100m freestyle
2nd	Year 8 Girls 50m freestyle
3rd	Year 8 Girls 50m backstroke
Kate Slyfield	
3rd	Year 8 Girls 50m freestyle

INTER-ZONE RESULTS	
3rd	Year 8 Girls Freestyle Relay (Kate Slyfield, Jaime Knight, Kayla Knight & Indy Neshausen (SKC))

Overall Year Group Champions	
Year 1	
1st	Olivia Boyd (CA)
2nd	Ariel Cai (CH)
3rd=	Janessa Xie (HA)
3rd=	Alice Folkard (CH)

Year 2	
1st	Evie Reynolds (CH)
2nd	Charlotte Dobson (WI)
3rd	Makayla Richardson (CH)

Year 3	
1st=	Darci Barnes (CA)
1st=	Alyssa Wray (HA)
3rd	Lena Sun (CH)

Year 4	
1st	Lulu Lang (CA)
2nd	Chloe King (CA)
3rd	Bella Boyd (CA) Emily Albrecht (HA)

Year 5	
1st	Zara Hong (CH)
2nd	Eve van Aalst (CH)
3rd	Farrah Palmer (CA)

Year 6	
1st	Jessie Zhang (CA)
2nd	Daniella Gillard (CA)
3rd	Zimo Ge (HA)

Year 7	
1st	Alina Chen (CH)
2nd	Lola Makata (CH)
3rd	Alexi Bower (WI)

Year 8	
1st	Kayla Knight (CH)
2nd	Jaime Knight (CH)
3rd	Kate Slyfield (CH)

## Year 7 and 8 Athletics

Having been postponed four times due to Covid-19, the Year 7 and 8 girls finally joined the College students for their annual Athletics. Usually held over two days, the event was merged into one and students were required to take part in as many events as possible. All students performed outstandingly and received great results. Well done girls!

### YEAR 7&8 ATHLETICS CHAMPIONS

Year 7 Champions	
1st	Adi Siliasau HA
2nd	Tayla Kay HA
3rd	Chloe Ira WI

Year 8 Champions	
1st	Emma White HA
2nd	Emily Cornaga HA
3rd	Brooklyn Tuala CH





# Lucky Campers!

How lucky are our girls? After the disruptions of last year, we'd hoped that Term 1, this year, would plain sailing - but unexpectedly, we were faced with another two Covid-19 lockdowns. How lucky were our girls that their camps just happened to fall in the week in between? It was with great excitement that they set off to be challenged in the outdoors, learning new skills, stepping out of their comfort zones, building confidence and making new friendships! We offer our grateful thanks to all those who assisted to make these camps possible for the girls.



## Year 5 and 6 Camp

YMCA Shakespear Lodge, Whangaparaoa

Blessed with amazing weather, our girls in Years 5&6 made their way to Whangaparaoa's Shakespear Lodge to immerse themselves in a range of challenging water-based activities, putting their emerging leadership and collaborative skills to the test.

The activities included coasteering, rock climbing, mountain boarding, kayaking, orienteering, raft building, archery, and a host of team challenges. The girls displayed great determination throughout, as they took on the challenges of so many new activities, pushing their own boundaries and supporting each other to succeed.

For Year 5, this was their first taste of a camp away and they returned home eager to do it all again!



## Year 7 and 8 Camp

## McLaren Falls, Tauranga



# Mother Daughter High Tea 2021

**I**t was an exciting afternoon for our mums and daughters as they shared quality time at the Girls' School's annual Mother and Daughter High Tea at the Ellerslie Events Centre. With this year's event being one of the largest yet, the girls and their mothers knew they were in for a treat as soon as they arrived at the beautifully decorated venue. Before they knew it, the centre was humming with laughter, chatter, with Year 7 student, Jeanna Ho paying the violin in the background.

Deputy Principal, Mrs Jill Wahlstrom welcomed our girls, their mothers, and invited guests, and reminded them of how fortunate they were to gather during this time, and to share such a special occasion. She expressed her excitement of the times ahead with a growing roll, new school, and many events to look forward to throughout the year.

Head Girl, Charlotte Lee was called on to say grace before afternoon tea was served. This was a chance to stop for a moment, enjoy the company of others and something tasty to eat.

Following tea, Parents and Friends Chair, Mrs Sacha Palmer welcomed guest speaker, Dr Michelle Dickinson, also known as Nano Girl to the stage. Dr Dickinson shared her story of success and encouraged the girls to never give up but learn from their mistakes. She shared stories of some of the most useful and greatest inventions yet, such as the sticky note, tonic water, penicillin, Pyrex bowls and explained that the people who discovered these inventions did it by mistake! She encouraged the girls to share their mistakes with their friends and to learn from them, including the one they were about to try!

The girls and their mothers were tasked with inserting a large toothpick right through a balloon without it popping! Sounds impossible right? As she mentioned, some were successful and some failed, but we all learned from the ones who succeeded. Once everyone had given the experiment a go, Dr Dickinson performed an experiment of her own called Elephant Toothpaste, where she created an explosion of foam!

To conclude the wonderful afternoon, prize giveaways were awarded, and the girls and their mothers got to personally meet Dr Dickinson.

Our thanks to the Parents and Friends Association and its Chair, Mrs Sacha Palmer, assisted by Miss Melissa Burnett, Mrs Caroline Paull-Leighton and their team of volunteers for the time and effort put in to organise the event - it was thoroughly enjoyed by all!







Boys' School and Girls' School

# Giving Service and Forging Connections In Whakatane

Since 2015, the Boys' School and Girls' School have combined to take part in 12 student and parent trips to Fiji and Vanuatu, offering dedicated service to chosen Pacific Island communities.

Last year, due to the travel restrictions around Covid-19, the first 'Kiwi Service Trip' to Te Kura Akonga O Manurewa took place. With the success of that trip, and the ongoing restrictions on international travel, this year they once again focused their efforts within New Zealand. Prior to Easter, two consecutive trips were organised to Taneatua School and Hughes Garden in Whakatane. The school and gardens had been chosen in partnership with Presbyterian Support Northern, who fund social workers in school communities of high economic and social need throughout New Zealand. These were two communities who had expressed a desire for help.

The trips had originally been planned for March 2020, the historic month that we went into our first lockdown, so there was much excitement when the boys and girls finally got on the road!

Taneatua School for Years 1-8 has a roll of 148 students. Two classes are taught in Te Reo and the rest of the school are taught 50% in Te Reo and 50% in English. Nearby, the Hughes Community Garden is an initiative of the Presbyterian Church. Established by Rev Tamihana and Honey Thrupp, the garden operates as a Foodbank, a garden to table project, a community library and a space for mothers and preschoolers to meet and draw support from each other.

Prior to the trips, Chaplain to the Schools, Rev Reuben Hardie, along with parent and project coordinator, Stacy Colyer, met with Marama Davidson, the Principal of Taneatua and Honey Thrupp from Hughes Garden to hear about the respective needs of their communities and consider ways that Saint Kentigern could help.

After much planning, in mid-March a group of 23 keen Year 8 students and their parents headed to the Bay of Plenty, followed a week later by a second group of 20 students. Sleeves were rolled up and over the course of two weeks, an outdoor classroom was established under a ginkgo tree, 51 bollards were installed down the school driveway, a large shaded area was weeded, two school

adventure playgrounds were refurbished and a fairy circle of recycled tree stumps and fairy paths was created. At Hughes Garden, the group installed a junior playground, outdoor furniture and five raised planter boxes. As well as the physical work, our students, parents and staff engaged and built relationships with the communities and students that we were seeking to serve. Our students spent lunch time playing basketball and joining in games and exercises with the students, and worked together forming great friendships.

Service organisations have shown that outside groups can provide communities with resources, encouragement and impetus to work towards a better future. It is hoped that our own students will gain personally from the experience as they learn first-hand what it means to be of service to others and, hopefully, will be empowered to become 'difference-makers' on a broader scale.

We look forward to an ongoing relationship between our two communities and plans are already in place for their staff to visit.

Our thanks to teachers Mark Fitness, Sam Mackerall, Candace Cassie, Chris Hansen, Raewyn Ho and Natalie Cassidy, along with the many parents who made these trips possible for our students. Our sincere thanks to the amazing group of parents who cooked breakfasts, made lunches and dinners for the two teams! And a special thanks to our new-found friends in Whakatane for being so welcoming.



The challenges for me were lifting mountains of dirt in tarps down the hill, and hours and hours of raking and hauling out weeds. But I came to learn how kind the school was to us and how they wanted to help us, even though we were meant to be helping them. The experience shaped my understanding of service because I realised how much fun helping others is and how I would want to do it again.

Charlotte Horne, Year 8

## The last words go to our students:

What I enjoyed the most was helping the kids at the school and then seeing the joy on their faces at the end. I liked working together as a team because we shared the workload. I have learnt that I come from a really privileged background and am lucky to have all the things I have. Overall I have learnt that completing a challenging task makes you feel really good on the inside and a bit sore on the outside.

Now I think that an important part of service is all about helping people in need that are close to home. So, we don't need to go on a plane to help them as there are people in our own country who are in need. I also think that it is important to ask the community what they need and work with them in partnership.

Archie Kersey, Year 8



I definitely learnt a lot from this trip like how to persevere when things get tough, planning is important, how to use sandpaper properly and most of all understanding the importance of service. This experience truly shaped the way I understand service because I got to experience the excited reactions of the school and community and how appreciative they were, which made me feel like all our hard work was worth it. I was also surprised by how much we completed in a short amount of time and how if we all work together, we can achieve so much which is a value I will treasure.

Emily Cornaga, Year 8

