

Ancient Thinking for Modern Times

It was once said that 'Educating the head without educating the heart is no education at all.' (Aristotle 384-322 BC).

However, you could equally state that learning based solely on emotion, empathy and experience is not an education at all. It is all about balance and ensuring that the development of our young people covers all areas of cognitive, emotional, spiritual and physical learning and challenge.

Aristotle believed that education was central, and the fulfilled person was an educated person. There are central elements of his thought that continue to influence the theorising for education.

Firstly, he believed that our thinking and practice as educators must be infused with a clear philosophy of life. There has to be a deep concern for the ethical and political. We have to continually consider what makes for 'human flourishing.' From this, we should act to work for that which is good or 'right', rather than that which is merely 'correct'. Taking it to this level will enable our sons and daughters of Kentigern to live the core values we live by at the College, encouraging them to carry this thinking into their lives and careers beyond the College gates.

Along with many others in his time, Aristotle placed a strong emphasis on an all-round and 'balanced' development. Among his students, elements of play, physical training, music, debate, creativity, and the study of science and philosophy all had their part in the forming of body, mind and soul. Learning happens through life, with different emphases at different ages and in different environments, be that the classroom, playing field, stage - shopping mall or sitting around the dining room table! Each environment produces unique opportunities to learn.

Aristotle also looked for both education through reason and education through habit. By the latter he meant learning by doing. 'Anything that we have to learn to do, we learn by the actual doing of it... We become just by doing just acts, temperate by doing temperate ones, brave by doing brave ones.' (Aristotle). This is a significant challenge and reminder to us, as adults, that the younger generations will look to our example and how we live. Such learning is complemented by reason and this involves teaching 'the causes of things' and that 'actions have consequences' (a regular theme in Middle College assembly addresses as our young teenagers test the boundaries of life!).

As it has been stated many times before, there is nothing new under the sun, and these ancient ideas and concepts are timeless and essential aspects of a quality education. Ensuring a balanced educational experience and learning is a strength of a Saint Kentigern education. Our students are presented with opportunities to develop across a great many academic, co-curricular and service learning areas. However, whether they do so, is largely a result of finding and following their passions, maintaining their focus, even when the learning context gets hard, and facing fresh challenges head on.

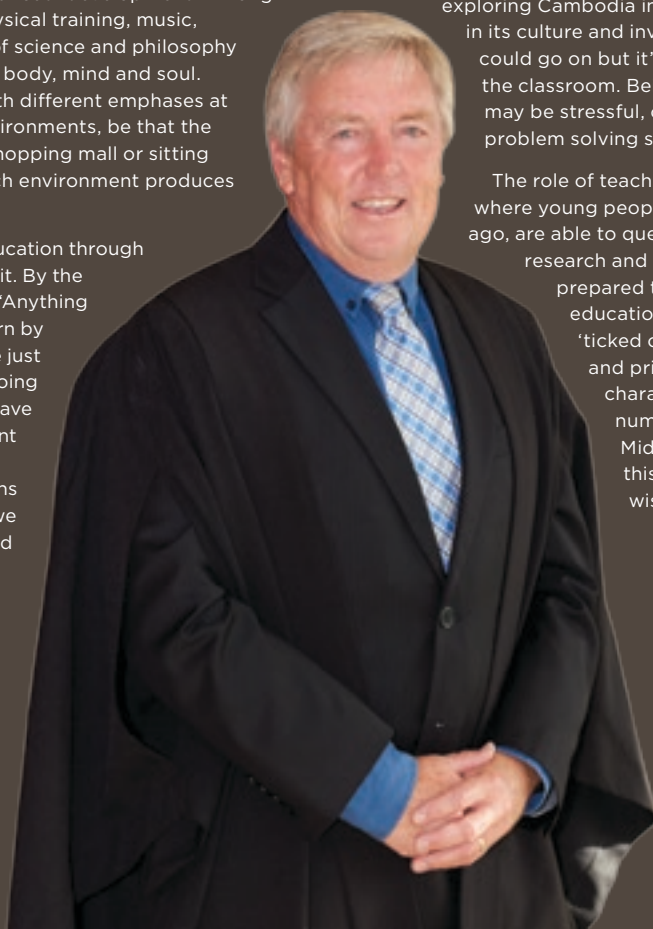
Indeed, some of the best and most meaningful learning comes about in challenging situations. This might be learning an oral speech in Te Reo, or Spanish, understanding how to apply the quadratic formula in mathematics, or planning an essay in English or History.

This term, we have enjoyed success and promoted creativity and design in our Middle College Wearable Arts Show, and number of our most able students have excelled at Mathex (our Year 9 team are Auckland champions) and in the World Scholars Competition in Australia. Our top Middle College netball and football teams, and others, have risen to new heights, a group of Year 10 students took on exploring Cambodia in the mid-year break, and were immersed in its culture and involved in service projects there...the list could go on but it's clear - learning is not just confined to the classroom. Being outside of a comfort zone, while it may be stressful, can also increase focus, lateral thinking, problem solving skill, creativity and resilience.

The role of teachers and parents is to create environments where young people, like the scholars of two millennia ago, are able to question, debate, play, compete, study, research and ultimately learn, to ensure they are best prepared to face life beyond their formal secondary education. Yes, formal examinations need to be 'ticked off' and passed, preferably with merit and pride, but a person is more defined by their character, words and behaviour than by the number of NCEA credits they gain or their Middle College GPA. Aristotle understood this two thousand years ago and I believe his wise philosophy stands the passage of time.

Fides Servanda Est

Mr Duncan McQueen
Principal, Middle College



Service Learning

At the recent New Zealand Presbyterian Schools Conference, hosted by Saint Kentigern, one of the speakers, Brother Damien Price from Queensland, challenged us about the concept of 'Service Learning.'

The key challenges were that service opportunities should be integrated into the curriculum, reflect our values and be more than just 'volunteerism.' The speaker quoted from Dorothy Day saying, 'The greatest challenge facing the world today is how to bring about a revolution of the heart.'

For this 'revolution' to begin, the students need to understand not only 'how' they can offer service but 'why' they should do so. They should then reflect on 'what' they have learned as a result, and what they could do differently or better.

Year 13 student, Nikith Perera, was one of a small number of students who joined the service trip to Vanuatu this year, to build houses for two families in need. He reflects on his experience:

'My experiences began when I met two young boys named Adrian and Anthony as we began the process of building the house, taking the required materials to where they needed to be. Within two minutes, the boys had already opened up to me. Anthony had two pieces of chewing gum and offered me one. Naturally, I refused. How could I take anything from someone who had so little? 'No, please take it,' he told me. Somewhat baffled by this expression of kindness so early into our relationship, I took the gum. I began to understand the joy of giving.'

This has made me realise where I want to go with my life. The joy of helping others in need gives me the most satisfaction I have ever felt. As the trip went on, we all built friendships with these two young men and the rest of the children within the community, and, of course, the two young men for whom we were building the houses. I personally would give anything to go back and see them and sing with them and just see pure elation on their faces any time we would interact with them. Every minute we spent was savoured and I am so grateful we got to experience little moments with them. Whether it be dancing, singing, or just walking around and talking to them about anything and everything.

We are all so caught up. Caught up in a world of material goods. When we went to Vanuatu, we all learned in one way or

another that material goods mean nothing. People are what we need. The best part of life is people. No matter how advanced our technology gets, people will always be what we need. Human interaction these days is not what it used to be. I doubt all of you would interact with your neighbours on a regular basis, and yet what we saw on Lelepa Island was that literally everybody knew everybody. This was unbelievable. They were all so kind to one another, they helped each other, and the entire experience was incredibly humbling from that point of view.

We are all a part of something bigger than ourselves. In Year 11 and 12 we hear about this trip, and students say, 'Apply for this trip, it changed my life.' Well I thought this to be 'corny' until we arrived at the building site. Knowing that we aided the lives of two disabled young men in the village who would've struggled without us has brought us so much more happiness than anything money could buy. The unlikely friends we have made will last a lifetime, as will the memories.

From this, I know what I want to do when I finish school. Service is such a core value within our school and I used to see it as a chore. Now I feel as if it is an obligation - when you have the ability to do something for the benefit of others, you should do that. I want to help. However I can, wherever I can, whenever I can and whoever I can. Simply because, if I could see their faces now, I know they'd be smiling.'

Service learning is grounded in experiential education - learning by doing - and is reinforced when there is a cycle of action and reflection to address real community needs. The learning occurs as the students take part in the experience, reflect upon what happened during the experience and as a result of the experience.

Our hope, when our students graduate, is that they will come to value the opportunities they had to serve in the community and will go on to 'Serve and Lead with Distinction.'

Fides Servanda Est

Mrs Suzanne Winthrop
Senior College Principal





Giving Service in Vanuatu

Year 12 Service

With thanks to Year 12 Student reporters, Guy Weenink & Grace Naden

The Year 12 Service trip to Vanuatu involves spending a week living and working in a school. It provides our students with the opportunity to experience a cultural setting considerably different from their own, as well as make a valuable contribution to the lives of the people they meet.

Eager to make a difference in the lives of those less fortunate, a group of fourteen Year 12 students, accompanied by Mrs Mudford, travelled to Port Vila, Vanuatu. From the main island of Efate, we travelled in small boats to the much smaller island of Mosso, for a five night stay in the isolated village of Tasiriki.

With us, we brought more than 100kg of stationery and school supplies, sports equipment, clothes and other essential items that those living in the village had very little access to. All of this was either left in the school classrooms or given to the Headmaster to divide between the families of the village.

On our first night, we were given an extremely warm welcome, with a feast of local fruit and vegetables, as well as singing from the children and adults – of a calibre that would challenge even the abilities of our very own Kentoris! Our impromptu rendition of the National Anthem brought great amusement to the locals, given that we lacked any sort of vocal talent!

Calls of wild roosters at sunrise on Monday morning signalled the beginning of the work, with classes beginning at 8.30am. The primary school ranged from age 5 to 13. The oldest children in Years 5 and 6 spoke mostly fluent English, while the Year 1s and 2s proved much more of a challenge to teach, due to their limited grasp of 'our' language and our total lack of theirs!

Working in groups of two or three, the 14 of us spread ourselves between the school's four classrooms, where we began establishing relationships with the children. We very quickly discovered that we had as much to learn from the children, as they might learn from us.

School ran from 8.30 to 11.30am, when the children returned to the village for lunch. Afternoon classes then ran from 1.00pm to 3.30pm and were usually followed by some form of mass football game, where no one really knew who was on what team but it was a great deal of fun!

Wednesday was different, as the entire country celebrated National Children's Day, meaning no school. Instead the day was filled with singing, dancing, marching and concluded with a huge shared lunch for the entire village of about 400 people.

Unknowningly, we taught our last classes on Thursday morning. One of the teachers casually announced that there was no school that afternoon as it was a time for students to clean up around school. During this time, we all pitched in and helped with jobs such as finishing the mural we painted in one of the classrooms, laying down a coral path, building picnic tables and digging tree stumps out of the football field.

On Thursday night we were treated to a leaving ceremony that was filled with dancing, crying, singing and of course a massive feast. They had killed and cooked a pig for us, which we were told was one of the greatest honours. We all cherished our time spent at Tassiriki Primary School and village. It's safe to say that we found saying goodbye to the pikinini, mamas and papas one of the most challenging parts of the trip.

We left Tasiriki knowing that we had helped them in some way. We left plenty of teaching resources, clothes, bed mats, towels and footwear for them to use, as well as a water tower that will enable the children to have showers and flushing toilets. They gave back by teaching us that we don't need a lot to be happy in life. Things such as blowing bubbles, letting the students braid our hair, playing hand games and listening to them sing made a world of a difference. The gratitude that Headmaster Paul and his staff showed when they looked at what we had gifted them was extremely heart-warming. We left the school hoping that they will be better able to help themselves for years to come.





Year 13 House Building

With thanks to Year 13 student reporter, Karl Jorgensen

Vanuatu - sun, sand, surf and smiles. To many minds, it is simply an idyllic South Pacific nation comprised of more than eighty tropical islands. For fifteen enthusiastic Year 13 students, it was all of this, and yet much more. For well over a decade, Saint Kentigern has been sending teams of Year 13 students to the Pacific Islands each July school holiday to build cyclone proof houses for deserving local families. This year, we students, along with four College staff members, met at Auckland International Airport early on a Sunday morning ready to make the three-and-a-half-hour flight to Port Vila. At that moment, none of us could predict just how much of a memorable and eye-opening experience it would be for us all.

One 40-minute van ride and a 10-minute boat ride later, we arrived on Lelepa Island at the village where we would be building the houses. With all the excitement of what lay before us, we were itching to get started on the project, but being in remote location where electricity is possible only when running a portable generator, our eagerness to get building would have to wait until the next day.

No one could sleep that night. This was not due to the excitement, but the roosters. And the dogs. And the occasional pig. These creatures who lived in considerable numbers in the village began to crow, bark and oink. This cacophony started from about 2am!

Half of our group were assigned to work at the first building site which was a five-minute walk from where we were staying. The other half of the group were stationed about fifteen minutes further away in a clearing near the beach.

The first day, Monday, was the hardest. The site needed levelling so after a seemingly endless number of wheelbarrows of dirt had been dug out and shifted, in order to make the site flat, we began digging holes for the foundations. The frames were erected on the first day and some of the posts were concreted into the ground. All of this was done in the searing heat of a cloudless day.

Building materials delivered by boat also required carrying to the respective sites. Needless to say, most of us were not used to manual labour or the hot and humid climate, so we had a bit of adjusting to do. But any discomfort we were experiencing was put into perspective when we got the opportunity to meet the family for whom we were building the house. Our half of the team met Joshua and his family. Joshua is sixteen. However, due to his significant physical and mental disabilities, he cannot walk, speak or care for himself. He is able to communicate emotion and it was clear that he was excited by our presence. The other half of the team were building for Kiki and his family. Kiki, much like Joshua, is extremely limited physically, although he is very expressive in non-verbal ways and has some use of his arms and hands. Again, the joy he radiated toward us as we met and interacted was both deeply moving and truly humbling.

Over the next four days the houses quickly took shape. We had to assemble and install the three windows and a door, clad the exterior walls, put on the roof, and complete a multitude of other tasks. It was very rewarding at the end of each long day to stand back and see how much progress we were making from the sweat of our own brows.

Friday was the completion date for the two builds and it was an incredible feeling to see what our group had accomplished in four and a half days. If you really work hard at something, the feeling of accomplishment and pride afterwards is incredible.

Once the houses were largely complete, we said our emotional goodbyes to the Lelepa community, knowing that we had made a contribution to the life of Joshua's family and Kiki's family, although we were realising that they had probably made a more profound impact on us.

In Acts 20:35, it says, 'It is more blessed to give than receive.'





Middle College Tour to Cambodia

With thanks to expedition leader, Mr Al Ronberg and student reporters

Whilst there is a lot to be said for lazing away at the side of a pool, or relaxing in some exotic beach locale, two groups of Year 10 students, three staff and two World Challenge expedition leaders instead embarked on an exciting expedition through the Kingdom of Cambodia during the July school holidays. The second year that the Middle College has conducted this expedition, students were presented with learning opportunities at every chaotic turn of the tuk-tuk.

Cambodia is a country rich in archaeology and history, and has its fair share of compelling narratives that serve to excite the imaginations of all who visit. At the heart of this expedition is the opportunity for students to facilitate most of the trip. The logistics of accommodation, transport, managing a budget and organising several people to be fed and hydrated is something that truly brings

out the best in our students. The itinerary for both teams involved five days of cycling and trekking through the World Heritage temples of Angkor Wat, four days of service to schools and environmental charities, and the balance of time immersing in the culture, history and environment of Cambodia.

One of the outstanding opportunities that this trip presents our Middle College students is the ability to push their leadership skills and overcome several personal challenges. I have appreciated the opportunity to walk alongside these students as they thrive in the heat and frustrations of this expedition. Over the course of two and a half weeks, the positive change in our students was entirely evident.

The following reflections from the students serve to capture the amazing scale of this opportunity for Year 10 students at the College.

Cycling And Tramping:

Both teams were excited to be offered the opportunity to spend two days mountain biking through the Temples of Angkor Wat and then to the base of Phnom Kulen National Park. The ability to travel on backroads, that are seldom accessed on the main tourist routes through the temples, ensured that the experience was something to be treasured. The hiking component was over three days in intense heat and humidity through jungles, waterfalls and a very challenging descent.

Alissa Huang – Team One:

'Our first day of the challenge involved a 45km cycle through Angkor Archaeological Park, visiting many breath-taking temples, including Angkor Wat, Angkor Thom, Ta Prohm, and Bayon. We stood in awe as we beheld Angkor Wat in particular, which still remains the largest religious monument in the world.'

Jack Buckingham – Team One:

'The trek/cycle was the hardest yet most rewarding part of the trip. Cycling 50km on the first day in 36-degree heat was far from easy but also showed us a different part of Cambodia that is far from the modern life we were used to back home. That night was spent at a home stay where we really experienced Cambodian culture and what life there is really like. Getting on our bikes the next morning with sore backsides for another 20km ride was a hard task but that was followed by a 8km hike. We spent the next two nights staying at campsites and tramping another 18 and 11 km before heading back to Siem Riep. Over this time, we learnt the importance of helping each other out.'



Service:

The Elephant Valley Project is a sanctuary for abused elephants who have been given the opportunity to experience their twilight years learning to behave and roam naturally. All of the elephants have a back-story which more often than not has seen abuse, neglect or mismanagement. Their philosophy is very clearly to let elephants be elephants and they also work extensively with the indigenous Banong community around the project.

Emma Csité – Team Two:

'The Elephant Valley Project was my favourite part of our trip. I will always remember the moment when I saw the tops of trees moving and heard sticks crushing, a brown top appear in the distance and the most beautiful delicate creature arriving: the Asian elephant.'

James McKelvie – Team One:

'It was amazing seeing elephants closer than we had ever seen them. The people there were so nice and what they do for elephants is amazing. We dug out bamboo shoots and planted them for the elephants to have reliable food sources.'



Culture And History:

Both teams had time in between their treks and service opportunities to experience the culture and history of Cambodia.

Xing Xing Lawrence - Team One:

'The Killing Fields and S21 museum made me appreciate every little thing I have and taught me so much I didn't know. Cambodia has taught me many things and one of the biggest is gratitude. My perspective on how I see the world has changed completely.'

Miles Rae - Team Two:

'The food in Cambodia was a unique blend of French and south-east Asian meals and I especially enjoyed the frog. Seeing the local population's economic situation gave me a greater appreciation for all I have. The overall experience was amazing and I would like to do it all again.'

Kelly McKinnon - Team Two:

'Exploring the temples and learning how they were built, who lived in them, and how over hundreds of years they have slowly broken down was really interesting. Going to S21 and the Killing Fields was a different experience for me. Discovering what happened was a hard experience but I feel it was good for us to go and learn about this part of Cambodia's history.'



Treak Community School in Siem Reap gives 470 students access to English and IT skills. Ranging in age from kindergarten to young adults, it is exclusively staffed by Cambodians. They seek to provide learning that allows communities to gain employment in the Siem Reap tourism industry. They also make bricks that integrate waste plastic, that they then use to build toilets in local communities that have no sanitation or sewerage systems.

Danielle Eccles - Team Two:

'The Treak Community was such an inspiring and motivating experience. To see all the kids enjoying and engaging with the learning opportunities provided to them and their families was so moving.'

Rory Merrie - Team Two:

'Treak was another massive learning experience, as it demonstrated how people who are less fortunate take enjoyment from the simple things, which is something we could all learn from.'

Save the Bears in Phnom Penh is a charity that works with mistreated animals.

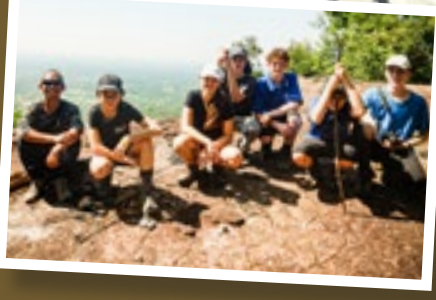
Arwyn Stevens - Team One:

'We went to Save the Bears which was a bear sanctuary for Sun bears and Moon bears. We prepped all their food and created enrichments for them all, which were toys for the bears with mashed up fruits and jam inside. It was so impressive how quickly they emptied the balls. Watching the bears in the sanctuary was awesome and I'll never forget their faces once we bought out their food.'



Final Thoughts:

This trip is something that leaves students with an insatiable hunger to make the most of what they have experienced and let it change their view of their world. The investment that these families have made is something that will bear fruit for years to come. Exposure to a different culture, different histories and different approaches to life is something that truly gets under your skin. The teachers that accompanied this trip have been unanimously impressed with the attitude and actions of these students.





Bronze at Geography Olympiad

Year 13 student, Richard Lu has a vested interest in geography and was delighted when an essay he wrote last year, comparing climate change challenges between Hong Kong and Auckland, secured him a place, last October, at the selection camp in Wellington, for the International Geography Olympiad (iGEO).

Richard reports:

'After undertaking multiple tests over two days at the camp, I was proud to be chosen as one of four members of the New Zealand Team to train for the Olympiad. From then on, rigorous team training took the form of wide reading, lecture notes and videos, as well as a final training camp together in Raumati during the April holidays. The Olympiad was held in Hong Kong early in Term 3, with 43 nations and 165 participants!

There were three parts to the competition including a written task, a fieldwork exercise and a multimedia test. The written test

asked questions such as, 'Explain the relationship between the temperature and salinity of sea water in the North Atlantic Current.' Each question was different and probing. The fieldwork task involved creating a land-use map of Sai Kung, a small fishing village in North East Hong Kong and generating a development plan for the village while considering economic, social, cultural and environmental sustainability factors. Overall, I found this task extremely rewarding as it incorporated multiple elements of geography, including urban planning, population demographics, transport systems and eco-city designs. The multimedia test was a 40 question multi-choice test which asked about specific geographic knowledge. Questions included topics as diverse as, 'What is Algeria's overshoot day?'

Overall, I earned a bronze medal and came 18th in the written test. But aside from pleasing results at international level, for me, the biggest takeaway from the Olympiad was the people I met from all across the world. Being at a competition where everyone has a common love for geography really allowed me to broaden my interests and extend my perspectives.'

Scholarship and Chile for Charlie!

Year 12 student, Charlie Thomlinson was fortunate to be selected to take part in 'Entrepreneurs in Action' at the Massey University, Wellington campus; an event hosted by the Young Enterprise Scheme. Out of the 3400 students participating in the Young Enterprise Scheme across the country, 80 were chosen to attend the Wellington event. Students from all over New Zealand were allocated to one of 10 teams and were joined by a host company who mentored the team over the weekend. Charlie's group was hosted by Wellington company, Uprise Digital, one of the leading digital marketing agencies in New Zealand. The weekend was split into two competitions which each group had a 48 hours to complete.

The first challenge was for the Ministry of Primary Industries, where the groups were tasked with designing a product that would help reduce or reuse organic waste in New Zealand's agriculture industry. The groups had to produce a business plan outlining the process, financial information and marketing strategies that could make theirs a feasible solution.

Charlie's group scored the highest in their business plan and pitch meaning they won the first challenge and each member of the group received a \$7,000 Massey University Scholarship for Business!

The following day the groups had another challenge to face - to produce a market entry strategy for an already established business in America that was looking to enter the Latin American market. The established business specialises in emergency response systems for large businesses to evacuate employees. The groups were required to choose a country within Latin America based on gathered research, which would allow the business to easily enter their market.

The prize for the second challenge was a fully funded business venture trip to Chile which Charlie will be attending in the October holidays! The trip will be orientated around business activity within Chile and business conferences.

Charlie said the weekend was tough and he enjoyed meeting other Young Enterprise students from around New Zealand and is now looking forward to the trip in October. What an incredible opportunity! We'll look forward to hearing back from Charlie's trip to Chile.



World Scholars' Cup – Global Round

With thanks to student reporters, Irene Wang and Alissa Huang

In mid-August, six Year 10 and 11 students, having qualified through the NZ round of competition, were fortunate to travel to Sydney, Australia and participate in the Global Round of the World Scholars' Cup. This was an incredibly exciting academic opportunity, with scholars from over 50 different countries engaging in various activities and competitive events. Held in the International Convention Centre, the Cup involves the research and studying of six subject areas, with course material that deviates from usual curriculum work. The theme this year was 'World on the Margins' which focused on the marginalisation of people and events throughout history in different forms from poetry and art, to controversial experiments and even unsolved mysteries!

After checking in, we immediately headed to the Scholars' Social which took place on a cruise ship around Sydney Harbour. On the second day, we competed in Group Debate, Collaborative Writing

and Scholars' challenge with some fantastic results. Year 11 student, Sarina Wang did particularly well, placing 3rd overall out of over 600 competitors in the individual debate! Sarina was then invited to adjudicate the prestigious debate showcase on the 3rd day, after we all competed in the Scholars' Bowl, which involved teams of three using a clicker to answer quick-fire questions.

It wasn't all work though, as we also attended the Scholars' Ball - allowing us to meet many scholars from around the world with different cultural backgrounds. We also spent a free day exploring the Sydney Maritime Museum, Sydney Opera House and the beautiful Darling Harbour. Overall, both our teams did well, placing in the top teams and qualifying with Gold for the Tournament of Champions held annually at Yale University - unfortunately during our own exam period. We would like to thank Mrs Watts for taking us on such a culturally and academically immersive experience.

United Nations Youth Tour Selection

As captain of the College Premier Debating team, Year 13 student, Ben Fraser is well skilled in the art of persuasive oratory, leading the charge on convincing others to his point of view. This is a skill that has served him well in his other area of great interest, social issues and local politics – for Ben is as articulate as many members of Parliament!

We are proud to hear that Ben has been selected as one of 22 young New Zealanders to participate in the United Nations Youth New Zealand Global Development Tour in January/February 2020. The tour will take in six countries to learn about different approaches that will help him serve the community more effectively. The delegation will visit the New Zealand permanent mission to the UN, New Zealand Trade and Enterprise as well as the OECD, UNESCO and UN headquarters while visiting New York, London, Paris, Rome, Vienna and Berlin!

Ben said he developed an interest in social issues during the course of Year 10. Back then, he thought he might pursue a career in communication and the media but through his interest in national

news, he came to realise that he would rather 'influence the news rather than report it.'

Since then he has become the Deputy Chair of the Howick Youth Council, a member of the Youth Board for 'I am Hope' – Mike King's mental health organisation - and holds several roles in the Labour Party. He's chair of its 'southern hub,' sits on its local government committee for Auckland, is secretary of the Pakuranga electorate committee and is a member of the party's Auckland northern regional council.

Ben is most excited about how the tour will allow him to more effectively serve his community. He says his motivation stems from a self-awareness of his own privilege and a sense that he should utilise his own opportunities to try to give back and empower others.



London International Youth Science Forum



In late July, Year 13 student, Theo Thomson was privileged to travel to the UK to attend the 61st London International Youth Science Forum (LIYSF). This is the second consecutive year that a Saint Kentigern student has attended. This is an extraordinary event that brings together five hundred young people passionate about science from 75 countries around the world to discuss modern-day problems and their solutions, better understand each other's cultures through interaction, and learn more about both the various fields within science and present-day advancements. This was supported by a programme with principal lectures and demonstrations, specialist lectures, visits to research and scientific institutions, to hear about a wide range of current advances in Science.

For Theo, the site visits entailed visiting some of the leading scientific institutions across the UK, including the Kings College stem cell and regenerative medicine lab, Rolls Royce and the Culham Centre for Fusion Energy. They also had the option to take advantage of their location to attend other visits such as the London Eye, Stonehenge and Salisbury, theatre shows, Oxford, Cambridge and Buckingham Palace. At the end of the trip, a smaller group, including Theo, travelled on to Paris and then to Geneva to visit the nuclear research centre, CERN where the Large Hadron Collider is located.

Theo said, 'it was a busy yet very rewarding schedule that helped me better understand the wider world of scientific principles and allowed for so many opportunities to meet different people from all over the world.'



Team 854 - Blake Bain (Year 10), Alissa Huang (Year 10), Irene Wang (Year 10)

Team 855 - Sarina Wang (Year 11), Charlotte Cornwall, (Year 11) Olivia Pang (Year 10)



48 Hour Film Competition

Making a film usually entails weeks of planning and shooting - so having only 48 hours to script, shoot, add sound and edit a film in a competition setting certainly put the pressure on! A group of College Media students (Team Mice on Screen) took on the task and walked away from '48Hours' - New Zealand's largest 'guerrilla' filmmaking competition - with multiple awards!

Year 13 students Thomas Webster, Jason Hatton, Ayesha Hunwick, James Houghton-Brown, Nick Tait, Annika Sethi, Johnathan Do and Harriette Taylor hunkered down over the allocated 48 hours to create 'P.A.N, The Nature Runs Amok Movie,' gaining two nominations and one win in the Auckland Finals: 'Best School Team' (nomination), 'Best use of overhead shot' (nomination) and the 'Audience Choice Award.' This put them through to the Auckland Regional Finals where they won the 'Best School Team Award.'

In the National Finals, the students were up against more than 170 pieces of work from around the country. In the end, the group managed to make the top five which is a great achievement!

'P.A.N, The Nature Runs Amok Movie' is a film shot in a documentary style and follows a character, Pete Jones (played by Thomas Webster) - a conspiracy theorist who is in charge of the



People Against Nature movement (P.A.N). His goal is to grow the movement by gaining new followers to the cause and ultimately inform the people of the dangers nature poses to humanity, risking an apocalypse. His bizarre predictions come true and we see him and the documentary film crew caught up in 'nature apocalypse' - all of them meeting their final end!

The team used a variety of clever camera work and visual effects to make the film authentic. They also learned valuable communication skills from working in a team under immense pressure. In addition, they also further developed their production and post-production film making skills in a 'cooker style' situation.

Well done to all the students who were involved - getting into the National Final is a huge achievement and something each of you can be proud of!

You can watch the film here:
<https://www.youtube.com/watch?v=nNaZJrz1fOo&t=3s>



Ninth Consecutive Win for Accounting!

The Senior College Accounting team once again won the annual CETA (Commerce and Economics Teachers Association) Pursuits Competition last week for a record ninth consecutive year; an outstanding result! In the past fourteen years, Saint Kentigern has won the cup ten times!

Representing Saint Kentigern, Arul Gaundar, Elliot Watson, Joshua Mayer, Christopher Simonds and Keegan Wong joined other secondary schools from across the Auckland region to participate in the seven rounds of rigorous questions to find the supreme champions. While the team faced some tough competition from Macleans College, Avondale College and Mount Albert Grammar, they led throughout the seven rounds and our students' exceptional application of their

decision-making skills led them to victory - like many Saint Kentigern teams before them!

The Accounting team weren't the only Saint Kentigern team to place with the Economics team taking on their own competition to place third.

Accounting team member, Joshua Mayer plans to carry this interest through to his tertiary studies and was pleased to hear that he has been offered a place on the PWC (Price Waterhouse Cooper) Accelerate Programme that will offer him a professional network and support throughout his studies. Well done Josh!

A History Win

Ten teams from around the Auckland region, including two teams from the College took part in the Bee and Bowl History Trivia Competition in July. Hosted by the College, the room was abuzz with groups of students answering questions on topics such as the Ancient World, American History and South East Asian Cultural and Political Development.

The competition was played in two sections - preliminaries and playoffs. During the preliminary section, students in each team had to answer 10 short questions without conferring with their teammates. In the second quarter, students answered eight longer questions. In the third quarter, the students had 60 second rounds and had to answer eight questions on a chosen topic. In the last quarter, the students had eight long questions to answer worth either 10, 20 or 30 points each. The winning teams then competed in the playoffs.

The Saint Kentigern College A Team of Simon Zhang, Oliver Mitchell, Daniel Farrar, Blake Walker and Samuel Costello did particularly well and placed first overall! Simon, Daniel and Blake also placed in the top three of their respective divisions!



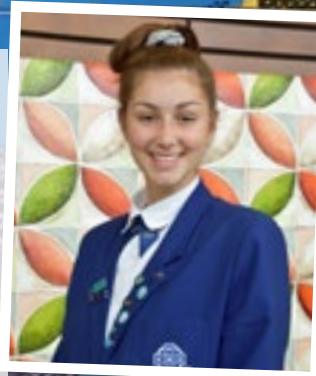
Female 'Voice of Tomorrow'

Our congratulations to Year 13 student, Harriette Baxter who won the National Council of Women New Zealand – Auckland Regional speech competition earlier in the year. The topic was a challenging one for a student, 'Local Government – who cares?'.

Harriette made a mature, well researched speech about the need to address sex education and teenage pregnancy within our local regions. It was a strong message that had a resounding impact on the judges and audience. In winning, Harriette received a significant financial reward and was also presented with tickets to the National Women's Council's annual dinner in June where representatives from local, regional and national government boards were in attendance.

On the strength of this win, Harriette was invited to speak again at a Suffrage Day event in September, held at the Auckland Suffrage Memorial to celebrate 126 years of NZ women being able to vote and 100 years of NZ women being able to stand for Parliament. Harriette had the honour of speaking alongside Mayor, Phil Goff and Fala Haulangi QSM, Climate Change and Living Wage activist – and she did a superb job!

We congratulate Harriette on her ability and confidence to speak in public at this level!



Debating Grand Finalists

Three members of our Premier debating team, Ben Shepherd, Ben Fraser and Grace Chang, certainly know how to think on their feet and put forward a strong and persuasive argument. During this year's Auckland Schools Debating Competition, the team won 6 out of 7 debates in the heats during Terms 1 and 2, which allowed them to progress favourably into the break rounds.

In the quarter final, with the assistance of fellow member, Margaret Li as First Speaker, they defeated Diocesan to qualify for the semi-finals. In this spectacular debate against Westlake Boys High School, the team won, allowing progression into the Grand Final.

The Grand Final was against Auckland Grammar School, on the moot 'This House regrets the prominence of rugby and the All Blacks in New Zealand's cultural identity'. This was a dramatic show of skill from members of two rugby-strong schools, providing entertainment and education to the large viewing audience. Unfortunately, by just

a handful of points, the College team was defeated but, nonetheless, delivered a strong

performance worthy of a Grand Final. Our congratulations to the team for making it to the top two schools in the Auckland region!



Speak Easy Competition

A selection of Middle and Senior College speech finalists went head to head at this year's annual 'Speak Easy' speech competition. Students from the Boys' School and Girls' School also attended to showcase some of the upcoming talent and speaking skills to family and friends in the Goodfellow Centre. It was a fantastic evening with a wide variety of topics covered from engaging and humorous pieces, to personal, historical and social issues - there was something for everyone to enjoy.

Well done to all the students who presented their work and especially those who gained awards! We thank Adjudicator and Old Collegian, Letitia Puni for her feedback and time.

SPEAK EASY WINNERS

Senior College	Mia Dobbe	Being Jewish in a non-Jewish Society	Year 12
Middle School	Alissa Huang	If You'd Only Listen	Year 10
Year 7-8	Charlie Bain	Why the English language is so hard to learn	Year 7

SENIOR COLLEGE FINALISTS

Danielle Mayer, Charlotte Cornwall, Harjot Singh Dharni, Campbell Jordan and Lucy Nie.

MIDDLE SCHOOL FINALISTS (Including the Girls' School and Boys' School)

Amelia Evangelidakis, Thomas Mallard, Sean Trombitas, Isabella Nigro, Jashil Rana, Katie Dirks, Arwyn Stevens, Nora Caffery, Xarya Knox, James Hiddleston and Sam McLeod.



NIWA Science Fair

Following on from the College Science Fair, six Year 7 students who represented the Middle College at the NIWA Manukau Science Fair, received awards for their efforts.

Lucy Waters placed first overall in the Planet Earth and Beyond Category for her project 'Road Kill.' Lucy looked at the effects that roadside pollutants have on plant life. Hannah Anderson placed third in the same category for her project 'Protecting our Wai.' Hannah tested the effectiveness of washing dishes with less soap and chemicals. Greer Gilhooly submitted her project 'Organic? Non-Organic?' into the Intermediate Consumer Science Category which won her third place. Greer tested the lifespan of organic fruit in comparison to non-organic fruit.

Chris Revell Devlin and Reilly Richardson both entered their projects into the Planet Earth and Beyond Category and received Highly Commended Awards. Chris was curious to find out whether paper straws are that much better environmentally than plastic straws in his project, 'The Final Straw' and Reilly tested different wind turbine rotors and their effectiveness in his project 'Catch the Breeze'. Ava Galloway also received a Highly Commended Award for her 'Fizzer or Not' project. Ava placed her project in the Physical and Material World category and looked at the fizz duration of a 'normal' bath bomb mixture in comparison to a mixture containing double the amount of corn starch. Well done to all of the students who submitted their projects, you have done yourselves and teachers proud!

Top Place Category Winners:

Lucy Waters	Road Kill	First Place
Hannah Anderson	Protecting our Wai	Third Place
Greer Gilhooly	Organic? Non-Organic?	Third Place

Highly Commended:

Chris Revell Devlin	The Final Straw	Highly Commended
Reilly Richardson	Catch the Breeze	Highly Commended
Ava Galloway	Fizzer or Not	Highly Commended



Year 9 Win Mathex Cup!

More than 200 teams of Year 7-10 mathematical brains from schools across the region lined up to compete at this year's Auckland Regional Mathex Competition held at the ASB Stadium.

The exciting and fast-paced event brought teams of four students together to race against the clock and answer 20 challenging mathematical questions in the attempt to gain a maximum of 100 points. However, this was not a typical mathematics competition, it required one of the team members to not only think fast but run fast! A runner from each team had to sprint a loop of the stadium to collect each question for their team and return to the markers with the answer. If the answer was wrong, the runner had to run back to their team and try again until the correct answer was achieved.

The College Year 9A team comprising Emma Ying, Eric Lee, Eric Liang and Marco Lazzaro was awarded the overall first place for their year group and the Mathex Cup! Coached by Grace Chang (Year 12) and Kevin He (Year 11), the team was the fastest to gain 100 points. This was a great achievement - and even more of an achievement for those who were also in the winning Year 8 team last year.

The College Year 7A, Year 8A, Year 9B and Year 10A and B teams also did well gaining 100 points but, unfortunately, not in a fast enough time to gain podium places.

Well done to all the budding mathematicians and to the student coaches. You should all be proud of yourselves!





A Letter from Jacinda!

After studying the planet's threats and ways in which we can combat these, our Year 10 Social Studies classes wrote to Prime Minister, Jacinda Arden to express their apprehension for the planet. As part of their unit, 'World at Risk,' the students outlined their concerns for the planet, in particular risks to New Zealand, and spent time refining their letters in the hope of getting a response. It was a great exercise for the students as they learnt how to undertake social action in a positive way and they were ecstatic when they discovered Jacinda replied acknowledging their concerns! She congratulated them on how well informed they were on carbon emissions and said, 'Letters like yours have played an important part - I have heard children and young people across the country speaking up and asking the Government to tackle climate change and I promise I will keep doing everything I can.'



\$109,708.00 Raised for World Vision



During the 40 Hour Famine this year, Middle and Senior College students raised a substantial total of \$109,708.00 for World Vision, with special mention to the Year 7 and 8 students for raising \$69,750.00 - \$4000 more than their total last year.

The College has had a long-standing relationship with World Vision and has been one of the top fundraising schools in the country for many years. World Vision's National Director, Grant Bayldon was presented with a College cheque by Emma King and Aria Bhej. 112 students were presented with certificates for raising \$500 or more individually and Stark was named the winning House having raised \$26,801. A special mention was also made to Emma King who raised the most overall - \$8006.50. Well done Emma!

The money raised by will go towards helping people in Chigodi Village, Malawi. Since our relationship began with the Village, the improvements have been significant. The schools have new and upgraded facilities, student and staff numbers have grown, and the students' achievement rates are continuing to excel - the money raised this year will go towards building a new water pump for the Village.

The visit from World Vision staff enabled our students to gain a greater understanding of the impact our school communities make, through fundraising endeavours, to help World Vision continue its work around the world. Well done to all the students and staff for their efforts to help raise funds.

Baking for a Cause

Every year, thousands of Kiwis take part in Daffodil Day initiatives to raise money and awareness around the ongoing fight against cancer. Over the years, Mrs Xanthe Noble's tutor groups have become known for their ability to cook up a storm to raise money for a cause. Her current tutor group are Year 10 girls who planned, pre-sold and then baked cupcakes to order, to help fund the ongoing research, support services and education that is needed. The night before, over 300 cakes were baked, iced and decorated with a daffodil theme, earning \$3 per cake for the Cancer Society.

The girls' services don't stop there, throughout the year the group frequently get together in the Food Technology rooms to prepare cakes for special occasions for staff and visitors. When you stop to consider there are well over 200 permanent staff at the College, that's a lot of cakes!





Experiencing the Language and Culture of Spain

With thanks to Year 11 students, Saskia Dorresteyn and Sarah Harper

After three years of developing Spanish language skills, 29 senior students and 4 teachers spent a most enjoyable July immersed in the language and the culture of Spain.

Barcelona was the first taste of Spain for most of us. On arrival, we could see the amazing architecture that the city had to offer and in the following days visited many of the famous works of Antoni Gaudi, such as Casa Batlló and La Sagrada Família. His design seems decades beyond its time, with its curved edges and bright colours. The amazing Sagrada Família Cathedral was a highlight for all of us. The cathedral has been under construction since 1882 and is still not completed. It is easy to see why once you lay eyes on the incredible sculpture and soaring towers. They are aiming to finish it by 2025, and we all agreed that it would be incredible to see it in its finished form at some point in our lives.

The Casa Batlló was similarly beautiful. Although smaller, its unique facade caught our eyes, as bone-shaped columns and mosaic tiles covered its street front. Inside, it was breath-taking as single light-wells illuminated the rooms from top to bottom. We also walked through the older Gothic Quarter of the city - the bell towers and narrow alleyways were much different from the modern streets of New Zealand, highlighting the difference in age between these two countries!

Arriving off the bus to a blanketing 42 degrees heat, our entire cohort pulled their massive suitcases up tiny cobbled streets and collapsed into the picturesque hostel Osio. A lovely guide picked us up and took us to the mesmerizing Mosque of Cordoba. This extraordinary building is a mix of a cathedral and a mosque, meaning every corner we turned was like walking into a completely different culture. The Moorish columns were beautifully integrated with Renaissance-style altars - all explained by our excellent guide, Ana. After this visit, we took a walk through the Jewish quarter of Cordoba, pinpointed with a sculpture of Maimonides - the ancient Jewish scholar. Our guide led us through the famous flowerpot lined walls of Cordoba and we saw beautiful views of the Mosque's Minaret from a quaint courtyard. In between this, we had gelato and looked around the shops before enjoying dinner at a local restaurant, complete with gazpacho y torta.

The next day we transferred to Sevilla, the beautiful and historical capital of Andalucía in the southern region of Spain. In Sevilla, we visited the imposing Real Alcázar and made our way to the Cathedral of Sevilla - the biggest gothic cathedral in the world and a UNESCO World Heritage site. Christopher Columbus and his son are buried there - we were constantly in awe at the years of history surrounding us. Before we boarded the coach again, we stopped at the Plaza de

España - a landmark square with a beautiful fountain and a pavilion lined with tiles depicting every province in Spain.

During the second week, we went to the seaside village of Nerja. Here, we fully immersed ourselves in the language and culture, where we not only attended a language school, but also stayed with local families for a week. The school was lovely, with friendly teachers and beautiful classrooms looking out onto an Andalusian courtyard. Our homestay families made the experience a real treat as we had to speak Spanish and cook authentic meals. One night there was a festival celebrating the Virgin of the Sea - the streets crowded with people as fireworks went off and a statue of the Virgin of the Sea was paraded around ceremoniously.

While in Nerja, we took a day trip to the city of Malaga. Here we saw some Roman sites and walked through the extravagant, albeit smaller, palace. From a high vantage point on top of a hill, we could see the entire city, including a bull-fighting arena. The guides pointed out that these are slowly dying out as the younger generations recognise the cruelty towards the bulls. After this, we visited the place where Picasso grew up and walked around the museum where many of his works were on display.

After Nerja, we went through Granada Old Town. The River Darro was the highlight, winding its way throughout the cobbled streets blanketed by thick vegetation on both sides. We also had our

first glimpse of the Alhambra and Generalife. The sight of them, surrounded by forests and the Sierra Nevada mountain range as a backdrop, was certainly awe-inspiring.

The next day, we got up bright and early for the tour of the Alhambra and Generalife. The Alhambra was named one of the most beautiful places in the world and has around 8000 people visit it every day! That night, we saw our very first flamenco show. The dancers were very talented and proud of their culture. We finished our trip to Granada with an excursion to the Parque de Ciencias, complete with a visit to the BioDome inside.

Madrid was our final destination - here we managed to squeeze in a trip to the Real Madrid football stadium. It was impressive, with a sprawling green turf and seats for 81,000 people. We were able to visit the players' changing rooms, their ice pool and other facilities including the museum full trophies and various awards won over the years.

The trip was an experience of a lifetime! We made many friends and fully immersed ourselves in the culture which we had read so much about. We were able to live like the Spaniards live, having our lunches at 2 o'clock in the afternoon and dinners at 9:30 and improved our language skills.

Our most sincere thank you goes to Ms Martinez, Mrs Leishman, Ms Gordon and Mr Taylor who gave their time and support to make the trip such a success.





History Trip to Europe

With thanks to History teacher, Mr Simon Johnston

'This trip has been one of the most eye-opening experiences of my life...'

Patrick Wilkins, Year 13

Nineteen days, twenty three historical sites, eight towns and cities, seven museums, five countries and twenty four lost bags (for a brief moment in time) - for the 28 students who took on this challenge, they turned history into a reality as they ventured across Europe in the footsteps of those who went before.

The very full itinerary was designed to explore the historical battlefields of significance to New Zealand and further develop the students' understanding of our Year 12 NCEA history units on Nazi Germany, the Russian Revolution and the Warsaw Ghetto Uprising, as well as the Year 11 Origins of World War Two units, through visits to Berlin, Warsaw and St Petersburg respectively. Links were also drawn to our IB Diploma history curriculum, particularly in relation to the emergence of Authoritarian States and the 'Cold War' era proceeding World War Two. Sufficient time was allowed at each site for the students to be fully emerged and achieve our intended educational outcomes.

Mr Johnston reports:

The initial stages of the trip focused on enhancing the students' historical knowledge and understanding of the significant role New Zealanders played in World War One. With the long flights behind us, we arrived in Paris eager to explore everything this amazing city had to offer. It was on our arrival at the Grand Palace of Versailles that all of the previous learning about the significance of the Great War began to come together.

Standing in the Hall of Mirrors, where arguably, the beginning of World War Two was forged, we reflected on the moment when the victorious powers of the world in 1919 created the powder keg that would lead to a much more devastating war.

Our first stop out of Paris was the quiet and peaceful poppy covered fields of the Somme - the battle in 1916 which saw New Zealanders' first action on the Western Front after the failed Gallipoli Campaign. Here, 103 years ago to the month, the British opened up a new offensive that will be remembered as their biggest military disaster in history. Over 20,000 soldiers killed in one morning. New Zealand troops were to join the efforts in September and looking past the Longueval Memorial, the students could see the exact route our brave soldiers took under the creeping barrage of artillery shells in front of them - some so close they were ordered to accept shrapnel wounds as an indication of where they needed to be.

A sobering experience ensued as the students individually made their way around Caterpillar Valley cemetery reading, first-hand, the

gravestones of so many young New Zealanders lost in the battle. Standing in the fields that once bore witness to hell, opened the eyes of students and staff and brought home the horrible truth about the ultimate sacrifice our troops from the 'uttermost ends of the earth' made in this eerily haunting landscape. One which would have looked so very different many years ago...

Our next stop was in the beautiful town of Amiens, where students were encouraged to get amongst the local cuisine and culture. We had the morning to explore the town and uncover the hidden links to New Zealand in the beautiful Notre Dame Cathedral. Plaques commemorated the NZ efforts in the surrounding area of the town and the enormity of Allied involvement began to become noticed by the students as we passed Commonwealth cemetery after cemetery in only very short distances.

We were fortunate to continue our World War One theme with a visit the French town of Arras. It was here that New Zealand troops were deployed as miners in the Western Front. Interestingly, the tunnels beneath Arras were closed after the Second World War and not rediscovered until 1990. They are one of the few physical traces left by the New Zealanders on the Western Front.

The road to Passchendaele followed and it was here that the students took charge, taking turns with the microphone on the bus to inform their peers of the events of 1917. At the Gravantafel Memorial, the students were informed that this 'hill,' a mere rise in the landscape to the untrained eye, was the highest and furthest point the NZ soldiers would get to and was the starting point for our blackest day. On October 12, 1917, 800 NZ soldiers and 45 officers would be killed and a further 2,700 wounded as NZers stormed over the top in a hopeless assault on the German frontlines. We stood on the exact ground this offensive began and retreated ourselves to Tyne Cemetery which still remains the largest Commonwealth Cemetery in the world. The hopelessness of this war came to light here, as we passed thousands upon thousands of headstones that merely uttered the words - 'Known only unto God.'

This feeling was exemplified when Fin Wong and Jack Horsnell were chosen to represent Saint Kentigern and lay a wreath at the famous Menin Gate memorial. Here, the students witnessed an event that occurs every evening, 365 days a year for the past 90 years. The traffic of the town of Ypres stays still for 15 minutes, whilst the people from all corners of the globe pay their respects under the names of the 54,395 Commonwealth soldiers who still remain missing in the area of Passchendaele. Hearing the Last Post and laying our wreath,



designed and brought from home, was an experience that will never be forgotten.

Our World War One focus came to an end in this tranquil town after a platoon experience consisting of the chance to wear a full World War One soldiers' kit, including gas masks and experiencing a 'Tommy tucker' meal in the old trenches from the war.

From here, we flew from Brussels to Berlin to see first-hand what remained of the lost peace after the Great War. Berlin was a new experience and focus for us, not only because the airline lost 24 of our 32 bags, but because this city is drenched in history!

We learnt through the Berlin Bunker experience how Germany rebuilt itself under the Nazi regime and our visit to the Memorial to the Murdered Jews of Europe and the Sachsenhausen Concentration Camp was testament to the rise of evil. This day truly emphasised the horrors that humanity is capable of and it took some time for the students to digest what had happened in the very place they were standing not so long ago.

In addition to this, another dark experience that will remain with us was standing in the very room where the 'logistics' of the final solution were discussed and agreed upon by Nazi elites at Wannsee Palace. The question of how this is humanely possible will be forever etched into our minds... and perhaps one that we will never understand.

Berlin also offered us our first experience of the effects of the Cold War and how close the world came to Mutually Assured Destruction on multiple occasions. Our tour of the Berlin Wall hammered home this reality and after a short stop in the old Stasi headquarters, we had a better understanding of life on the East side and the element of secrecy during the Cold War era.

Our last day in this city was spent experiencing a different aspect of Berlin - street art. Here, students designed their own personalised graffiti canvases and were taken around a unique section of Berlin, adding to their enlightenment of the wide variety of culture Berlin has to offer.

From Berlin, we continued our journey east and into Poland focusing on the Warsaw Ghetto Uprising which famously occurred on

April 19, 1943. It was here that Jewish resistance fighters successfully held off Nazi deportation forces for a period of time and further inspired a mass revolt at Treblinka on 2 August, 1943.

Yes, one can look at the hopelessness of the situation, but it was here that we wanted our students to understand and see the good in situations of such evil. Resistance can carry many forms and here we learnt about the heroic deeds of cultural resistance, moral resistance, spiritual resistance and of course, violent resistance. This theme of resistance carried us through the emotionally draining visit to Treblinka, a site where 800,000 people were murdered in a matter of months. A haunting memorial in the depths of the woods gave us all time to individually reflect and pay respect to the victims of the Nazi regime. Again though, we were forced to ask ourselves, how is this humanely possible? I don't think anyone can truly understand the enormity and scale of such evil, but we can understand the importance of being messengers and carriers of history to ensure such evil can never occur again. A simple message of being an upstander in society has never felt more relevant than it did on this day for us....

Our remaining days were spent exploring another incredible element of history that was moulded in St Petersburg Russia. Here, we immersed ourselves in Tsarist history and the revolutions that followed. We stood in awe of the glamour of the Winter Palace, the Hermitage, Peterhof Palace and the heart and soul of St Petersburg in general. We learnt of the siege of Leningrad during World War Two and the birth of communism as a direct result to the disastrous Russian campaign in World War One. This was a fitting end to such a broad array of historical experiences.

I need to note that on a lighter note, one cannot visit Russia without the ballet experience, and this helped ease our way out of a heavy historical experience!

Such a trip of this enormity will be forever remembered by both staff and students and is certainly a history trip for the ages. The journey was thoroughly enjoyed by all and our students were superb ambassadors for Saint Kentigern at every step of the way.





Drama: Making the Ordinary, Extraordinary


With thanks to Mrs Jess Acheson, Head of Drama

It's easier to be a critic than a creator, to stay close to the familiar and do what you already know, rather than push boundaries and face failure. The essential role of a school is not only to prepare students for their future but to also help them make sense of the world around them. 'The Arts can take us there in ways nothing else can,' says Head of Drama, Mrs Jess Acheson.

The skills gained in Drama, one of the academic subjects that make up the Arts Curriculum, empower students to cultivate creativity, make the ordinary, extraordinary, and prepare our young people for a world that lies ahead of them - future-proofing if you like. Mrs Acheson says, 'Although our students sit examinations, the majority of our classes have students working practically in an open space. The nature of the practical skills and experiences played out in a Drama class, is very different to other subjects. At Saint Kentigern, the Drama Department puts particular focus on embodying differing viewpoints and human experiences, as well as developing personal skills so students become adaptable, innovative and confident young people. Unlike other subjects, where this material may be researched, read and discussed, there is an added dimension in Drama as these thoughts and ideas are embodied. Our Drama staff put a lot of time and care into establishing safe and enriching learning environments, where students can see and be themselves, while also challenging them to step beyond their comfort zone and be open to new possibilities.'

Why is Drama relevant in school today? In his TED talk, 'What 60 Schools Can Tell Us About Teaching 21st Century Skills (2013),' Grant Lichman discusses his findings after spending time in more than 60 schools with more than 600 excellent educators. Two of his main findings were that schools were not innovative enough for an evolving future and that teachers needed to be prepared to 'teach into the unknown'. Sir Ken Robinson agrees, most will have seen his work on the importance of creativity in education and a need to shift from the traditional educational model set up to meet the needs of the Industrial revolution. Most studies of '21st Century learning skills' suggest that collaboration, creativity and innovation will be important for our young people to navigate a changing future. Drama offers students all of these.

We grow empathy in our classes. We always have one foot in the real world and the other in the imaginary world and become the voice that isn't represented in the room. The Arts are vital because they are the bridge to possibility.



Just as play shapes us and helps us learn about the world, Drama does the same - the students 'practise' or imitate challenging and diverse situations, interpersonal relationship scenarios, and learn about historical events through multiple viewpoints - all this broadens their world view and their social skills at a pivotal time in their life. The power of play is important - students learn best when they feel safe and happy.

A common myth is that Drama is only important for those who want to work as an actor, but our students tell us differently. Most of them are here to practise being 'seen' to stand up and be vulnerable in front of a group so that they can grow in resilience and take this confidence with them to board meetings, presentations, production meetings, and social gatherings. To Law School and Fashion Runways, to Veterinary Practices and Filmmaking, to Project Managing, Accounting, Engineering, coaching a team and travelling the world, and some, yes, to the stage.



Art practitioners are people who go out there and make it happen.

In Drama we start from nothing and create something,

and not only through acting but set design, costume design, sound, lighting, multimedia, directing or stage management. There is no moment in Drama to sit back and not be involved - there is a place and a task for everyone. We are a team, and every class is an evolving project. In January 2019, the United Nations announced that despite Global Trading slowing down, the Creative Economy was bucking the trend and growing

Mrs Acheson says,

'Our drama classes are a place where we are training young people to be effective communicators and genuinely hard working, mindful people who employers and colleagues want to work with.'

The diversity of skills that our students gain include reading and interpreting text, showing perceptive understanding of the wider social, historical, psychological and political context, leading themselves and others, and project management. Then they step into an empty space to communicate their ideas in creative, meaningful ways, unpacking the layers of critical thinking and multiple perspectives, adding their own voice through a fresh view point.

The final word goes to a Year 12 Drama student, 'Drama has made me a better, more confident person and I love the subject for it. Drama is the one subject I have gained the most out of. This is due to the amazing supportive teachers and classmates who allow and encourage students to be themselves and be proud of it.'

Drama Student Mentored by the Best!

'Here I am, in Switzerland, being taught by teachers from Juilliard and professional actors alike. I am the luckiest person in the world.'

Sam Ashton, Year 13

Performing arts students the world over look to the Juilliard School in New York as the world leader in performing arts education. Their mission is 'to provide the highest calibre of artistic education for gifted musicians, dancers, and actors from around the world so that they may achieve their fullest potential as artists, leaders, and global citizens.' When aspiring Year 13 actor, Sam Ashton, stumbled online across a summer camp, run by Juilliard, to be held in Geneva, Switzerland during July, he set his sights on a place. After much paperwork and audition videos, he learnt he had been accepted.



Sam reports: 'The course I entered was called the Young Artist Programme and focused solely on drama. Each day began with a three-and-a-half-hour class in the morning, where we worked through different aspects of drama such as improvisation, stage-fighting and team-building exercises.

We were an eclectic group aged 10-18 from countries all over the world. The most common nationality was American, with students from Virginia, Texas, Chicago and New York, but other nationalities were also present. There were Spanish, Portuguese, Bahamian, Romanian, Greek, Italian and British people in my class alone.

Each afternoon, we spent time with our own select teachers. I was privileged to spend my time with Mr Mike Rudko and Mrs Jenny Lord. Mrs Lord is a directing and acting teacher at Juilliard and Mr Rudko is a seasoned Shakespearean actor, having performed at the Globe in London, on Broadway in New York and the ancient Greek amphitheatre in Epidaurus, Greece. In those afternoon classes, we prepared monologues, and presented and gathered feedback on how to improve them, and looked at script analysis in depth. What I learnt from the course has changed my approach to acting and the way I will now start the process of learning to become a character; to be a part of their world and to step out of my shoes and leap into theirs! I look forward to that challenge ahead.'

Sam's full and detailed report can be read on our website: <https://www.saintkentigern.com/news/drama-student-mentored-best/>





Play Series

Each year, our Senior College drama students perform their NCEA Assessment pieces for an audience. Often edgy productions that push the boundaries for the students and audience alike, these 'mini productions' have become more sophisticated with each passing year. With minimal props and costuming, the focus is placed clearly on the actors and their stage craft; their ability to not only deliver their lines but to use complex dramatic skills to fully engage their audience.

For those privileged to attend, they witnessed true theatre in the making. As students poured heart and soul into their roles, it was hard to believe that these were 'just' assessment pieces rather than full-scale productions!



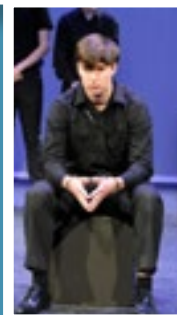
Play Series One: Year 11 - Zero for the Young Dudes and Wheeler's Luck

NZQA Standard 1.6 'Perform an acting role in a scripted production'

For Year 11 students who study drama, the NCEA Level 1 course encourages 'the exploration and development of dramatic ideas in inventive and imaginative ways' and 'to clearly communicate ideas and feelings through performance.' Year 11 presented two New Zealand plays: 'Wheeler's Luck' by Nigel Collins, Toby Leach & Damon Andrews and 'Zero For The Young Dudes' by Alistair McDowall. Each

student's performance was assessed for NCEA Level 1 standard 1.6 - 'Perform an acting role in a scripted production'.

With two plays, many actors; some roles played by multiple actors, some actors playing multiple roles - Year 11 put on a great night of entertainment!





Play Series Three: Year 12 - King Lear and Metamorphosis

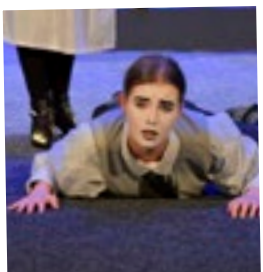
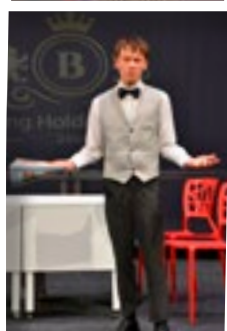
NZQA Standard 2.6 'Perform a substantial role in a scripted play'

The Year 12 classes performed excerpts from two plays, 'King Lear' by William Shakespeare and Stephen Berkoff's interpretation of Franz Kafka's book, 'Metamorphosis' – two very differing plays yet each focussed on a troubled character.

Lear is one of Shakespeare's most symbolic plays as we watch Lear's descent into 'madness.' Having divided his 'Kingdom' between two daughters, and banishing his third, as well as anyone who defies him, Lear ultimately finds himself betrayed and alone. His arrogance has cost him everything and his fall from power is personally devastating. In our production, we changed Lear to a woman and imagined she was CEO of a company. The genders of other characters were mixed throughout the play, for students to explore and experiment with ideas,

concepts, debates and arguments, providing a forum to challenge their world view.

In Kafka's play, Gregor Samsa wakes to find himself transformed into a gigantic insect.' How will his family and colleagues react? They respond in different ways as they struggle to come to terms with his transformation. Feelings change and as they move from a state of sympathy to horror we, as an audience, looked on wondering how sympathetic the world around us is, when someone is different or identifies with 'other.' Kafka's story hits a nerve that still resonates very strongly in 2019. It's a piece of theatre that is both comedic and tragic, absurd yet seemingly rational and our students took these ideas on board and 'owned' their performance.



Play Series Two: Year 13 - The Laramie Project

NZQA Standard 3.6 - Perform a substantial acting role in a significant production

The NCEA Level 3 Drama curriculum calls for students to demonstrate their understanding of theatre in a variety of ways. The Assessment Standard 3.6 requires Year 13 students 'to prepare for and perform a substantial acting role that must have had sufficient depth and length to allow them to make a meaningful contribution to the play.' Choosing a play for a Year 13 cohort can often be a difficult process as all students must play a significant role for the requirements of the standard. We must also consider the genre of plays already covered by the student in previous years to give them exposure and experience with a wide range of play styles and theatre forms. 'The Laramie Project' by Moises Kaufman and the members of Tectonic Theatre Project ticked these boxes as it is a modern play with mature content and many different multi-layered characters, as well as challenging the students with the use of different styles of the American accent.

The Laramie project is a culturally significant work because it documents the true events of the hate crime of Mathew Shepard, a young gay man who was beaten and left to die in Laramie, Wyoming in 1998. It offers a unique and direct insight into the reactions and differing points-of-view from the Laramie community, who were not only dealing with the shock of the murder, but also the onslaught of the media in their small town.

Aligning with the words in the Saint Kentigern prayer 'In hating all that is evil and cruel and wrong. May we ever strive to banish these things from our land,' our Year 13 students delivered a powerful piece of contemporary theatre.



Middle College Wearable Art Show



Music, lights, action...chicken wire, zip ties, inner tubes, bread bag tags, 7000 straws, used coffee cups, bottle tops, chip packets, juice cartons, used rugby tickets, loo roll inners, disposable cutlery, a few rolls of duct tape... and a whole lot of imagination! What an amazing show!

Once again, Saint Kentigern's own 'fashionistas' stepped out on the catwalk for a spectacular show, as students in Years 7-10 confidently 'strutted their stuff' in a range of 'wearable art' garments they had designed and constructed themselves. With over 60 costumes on show and each section introduced by a dance group, there were close to 200 Middle College students involved, with support from choreographers and dancers in Year 11. With generous prizes on offer across five categories, excitement was high, ticket sales were brisk and there wasn't a spare seat in the house as an audience of almost 700 family members turned up in support!

For the eighth year in a row, we are truly grateful to two remarkable women who have given freely of their time since the very first show. Kiri Whitford-Joynt, director of both Red Studio and 3wj+boy Talent Management agency, has been a stalwart since the outset, spending many patient hours working with the models to give them confidence out on the catwalk. This year, she was joined by her daughter, Old Collegian, Maddi Whitford-Joynt. Media personality, Wendy Meyer, returned once again as the continuity announcer, setting a relaxed yet professional tone for the performers and keeping the audience involved. Over the years, she has become the 'voice and face' of the show.

The three judges this year were Belinda Watt, HOD Fashion Design at Whitecliffe College, Liz Farr, also from Whitecliffe and mixed media artist, Jenny Foster. Their judging criteria was: creativity, zest and innovation, how well the garment represented the category, and presentation and construction of the design.

The range of garments on display was awe-inspiring, as was the confidence for each young model to strut the catwalk alone in front of such a big audience! After much discussion, Amelia Evangelidakis won the Year 7-8 Supreme Award with her much talked about ocean-inspired, spikey kina! Amelia was also awarded the Whitecliffe Award for the most innovative use of sustainable materials. Stella Carter, Jenna Sholtz and Emily Robb worked together on the winning design that earned the Year 9-10 Supreme Award with their Rubber Couture; a simple, elegant black frock - made from old tyres and inner tubes!



YEAR 7 AND 8 SUPREME WINNER & WHITECLIFFE AWARD

Amelia Evangelidakis
KINA

YEAR 9 AND 10 SUPREME WINNER

Stella Carter Jenna Sholtz & Emily Robb
Rubber Couture

WINNERS



KIWIANA AND PASIFIKA

Year 7 -10 Winner
Cayden Hywood and Emelia Pulman
LAND OF THE LONG WHITE CLOUD



PRE-LOVED AVANT GARDE

Year 7 and 8 Winner
Sophie Ziegler
ANGEL OF NATURE



Year 9 and 10 Winner
Neve Webster
DON'T BE NEGATIVE



SCIENCE FICTION

Year 7-10 Winner
Kelly Mckinnon
VELENO CURADOR

HIGHLY COMMENDED DESIGNERS



Gabby McDonald and Mackenzie Alley
Papatūānuku



Lucy Waters and Greer Gilhooly
Shipshape



Blake Muldoon
Ultimate Rugby Supporter



Hannah Cavanagh
Modern Metallica



Isabella Hayes
Griffin



Havana Smith
Sprinkled with Cocoa



Gemma Williams
World of Creativity



Julia Koeman and Yvonne Bulcraig
The Girl in the Spiders Web



Mia Denholm, Georgia Fulford and Sarah Archer
Flower Power



Katelyn Quay-Chin
Deep Sea Thoughts



Danielle Dudek and Emma Straka
Medusa of the Sea



Hayley Searle and Chantelle McIntyre
Fruity Smoothie



MUCH TO SEW ABOUT NOTHING
Year 7-10 Winner
Sophia Russell
COLOURFUL PICNIC

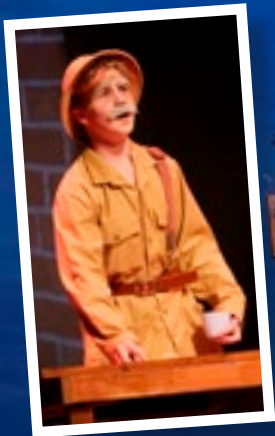


ILLUMINATION
Year 7-8 Winner
Sienna Williams
CORAL CATASTROPHE



Year 9 and 10 Winner
Karya Atalag
GARGANTUA





Chitty Chitty Bang Bang



There are probably not many people who realise that the much-loved family film of the 1960's, Chitty Chitty Bang Bang, was actually based on a children's story by Ian Fleming of James Bond fame!

With a villain, an attractive companion and a flying car with all the bells and whistles, this year's Middle College production had all the hall marks of a good spy story! The show flew onto the Saint Kentigern stage with as much infectious energy as its title song, delivering a joyous musical experience for young and old alike.

The story is centred on the adventures of two lively children, Jemima (Sophie Ward) and Jeremy (Oliver Evans), who are adored by their father, the eccentric inventor, Caractacus Potts (Josh King) and their 'slightly potty' grandfather, Grandpa Potts (Fionn Steele Smith) - a close-knit family who miss the children's mother.

Despite their loss, the household is a happy one and the opening numbers, 'You two' and 'Them three,' made it clear that Josh, Sophie, Oliver and Fionn, with their clear vocals and strong acting skills, are set for a long future on the Saint Kentigern stage!

As Caractacus, Josh was the 'glue' that held the show together, displaying family warmth for his onstage children and suitable brusqueness - then bashfulness - when a lady arrives on the scene. Playing brother and sister, Sophie and Oliver worked in perfect harmony throughout the show. Fionn played for laughs and showed he is a great character actor.

All good spy stories have a love interest and, in this case, it was Truely Scrumptious (Melody Lui-Webster), the daughter of famous candy maker, Lord Scrumptious (Hayden Cox). Melody has a very confident

stage presence and played this role with great maturity, creating a real affinity with the children - her diction and singing were superb.

In order to please his children, Caractacus agreed to purchase a battered, old Grand Prix racing car, to prevent the much loved children's plaything from being melted down for scrap. Raising the 30 shillings for the exchange was not easy, but a delightful scene ensued, involving one of Caractacus's inventions - a not quite refined hair cutting machine, that scalped its first customer! Who would have guessed that the disastrous invention would be perfect for the local turkey farmer - monetary problem solved!

Once rebuilt, the car becomes one of the stars of the show, named Chitty Chitty Bang Bang, for its unusual, rhythmical noises. We offer our grateful thanks to Southwell School, Hamilton for the loan of the car with fully computerised hydraulics!

On their first outing in the car, the family, with Truely in tow, discover that the car has magical properties, allowing it to float on water and fly through the air. The audience soon discovered the Chitty Chitty Bang Bang refrain is one they won't forget in a hurry!

Pleased with their acquisition, the family are oblivious to suspicious activities going on in the background. The story takes a turn when the Baron (Oliver Barclay) and Baroness Bomburst (Chloe McGregor) of Vulgaria, hire a couple of spies to find the old Grand Prix winning race car, and bring it to Vulgaria as the spoilt Baron's birthday gift.



As with many family musicals, the villains got to truly shine and this show had its fair share! Tyrannical wife to the immature, petulant Baron, Chloe nailed her role as the Baroness with just the right amount of feigned indifference to her husband. This was not a woman to be messed with! Yet the pair turn out to be surprisingly loveable for a couple of selfish, children-hating rulers of a kingdom that has banned children and employs an evil Child Catcher (Millie Eaton), to capture and lock away all children in their country! Chloe was suitably 'over the top' and the pair gave a wonderfully hammed up performance of their duet, 'Chu-Chi Face!'

At the end of the phone, and just out of the Baroness's reach, were the duo of Boris (Arwyn Stevens) and Goran (Catalina Addis), as the ineffective Vulgarian spies. The girls delivered a flawless performance as they kept their slap-stick characters bumbling along, popping up in the least expected places. Arwyn was kept busy with quick changes, to also take part in the dance numbers.

As the Baroness stepped up her plans, inadvertently, Grandpa Potts is kidnapped. The show gathered pace in the second half when Chitty and the family landed in Vulgaria to try and rescue Grandpa, only to have Jeremy and Jemima spirited away by the Child Catcher. In this role, Millie had just the right amount of menace as she crept across the stage. The Toymaker (Olivia Costello), although resistant at first, lent a hand, leading to the freeing of all the children in the kingdom and building to a finale where, with the children's blessing, love was declared between Caractacus and Truly to deliver a happy ending!

Dance groups featured throughout the show, setting the stage alight with action. From the great machines in the candy factory, bathing belles on a beach, to the delightful, twinkling, night-time backing for the lullaby, 'Hush-a-bye Mountain', the exuberant 'Me ol' Bamboo' and the 'Bombie Samba,' it was clear that there is great strength in the dance programme at Middle College level and those on stage were loving dancing for an audience!

The ensemble of students onstage were focused and their discipline and effort to deliver an excellent performance was inspiring. Alongside the cast, the orchestra was a mix of ages, giving their full commitment to the show, providing live music for the keen and talented cast on stage. Backstage crew were also a mix of ages, the older students mentoring younger ones. All in all, it was a great team effort for a great team show! It was truly, truly scrumptious!





Why Dance?

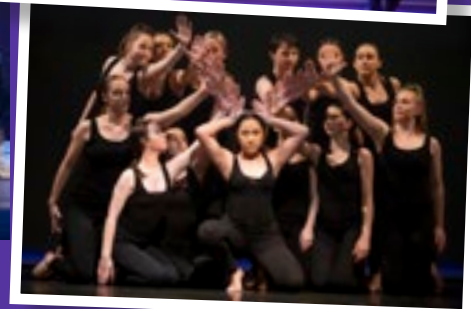
More than 100 enthusiastic dancers lit the stage at the annual Dance Showcase – an evening that celebrates the beauty, energy and raw emotion of dance. From hip hop to jazz, lyrical and contemporary, the audience was drawn to over 30 dramatic, dynamic and emotive performances from our College dance students in Year 7 to 13, with a guest appearance from the Girls' School.

From solo to group performances, the largely student-led production was a mix of co-curricular and curriculum dance with performances from the Dance Academy, dance troupes, class groups and student choreographed NCEA level 1, 2 and 3 pieces. We also welcomed a group from the Girls' School to perform an extract from their award-winning ShowQuest piece, choreographed by Year 11 student, Chloe Haerewa.

In preparation for the show, dance students in NCEA level 1, 2 and 3 researched social and environmental issues they resonated with, going on to choreograph a performance piece to communicate

and express specific messages to their audience. From racism, discrimination and human rights issues, to raising awareness around teenage suicide, pollution and other environmental issues, the students developed powerful works to communicate their intentions.

But more than that, they communicated the sheer joy of dance. Throughout the show, the performances were interspersed with snippets of video that gave voice to why the students chose to dance. Above all was the freedom to express themselves without the need for words. Nobody invented dance, it is deep in the heart of every culture throughout the world, throughout time and is part of the pulse of humanity. Dance is also inherently social and many of the students spoke of bonds that develop when dancing in synchrony. It became very clear that across a range of genres we have some exceedingly talented dancers, both girls and boys.



Why dance?

I danced when I younger was to challenge myself. The challenge of discipline, the challenge of pushing myself to the limit - I didn't want to fail at my own challenge. I am now educating young dancers and I hope that for whatever reason they dance, they discover who they are through dancing, and find their happiness within.

Mr Ichiro Harada, Dance Teacher





Why Dance?

As a dancer and a dance teacher I have seen and felt first-hand the transformative nature of dance. Dance offers the opportunity to express and share ideas, collaborate with others, and develop a strong understanding of self and others. From finding an expressive outlet, a way of communicating without words to building relationships, developing creativity, confidence and for wellbeing. These are some of the reasons why I dance.

Mr Geordan Wilcox, Head of Dance



Why Dance?

With thanks to Year 12 student, Simran Chand

Why dance? This question has been raised many times throughout the year to the students who take dance as a subject or take part in any dance activities at the College. This gets all students thinking about the many reasons as to why they choose to dance.

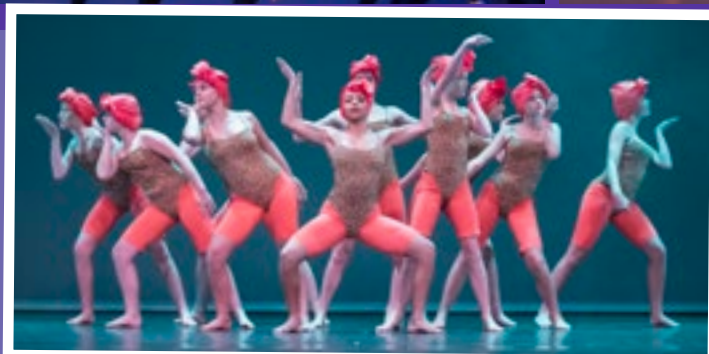
Dance because you're passionate, dance because it's a way of expressing hidden or exposed emotions, use dance as a way to introduce yourself to new cultures and create a better understanding of the world, dance to entertain, dance so you make special bonds and connections with those whom you may not usually choose to connect with, and most importantly, dance to keep both body and mind, fit and healthy.

Dance is something truly special and can be often underestimated. Many don't see the sheer hard work at rehearsals to bring something to the stage. Dance is an art. It's not easy but it's rewarding. Although the process may get tough, the motivation, positive energy and creativity it entails is what helps us get through.

As dancers, our purpose is to perform and create the illusion that 'dance is easy' and to transport the audience to 'a different place'.

Here at Saint Kentigern, taking dance allows us to generate and bring together our own creative ideas while developing traits of leadership within groups. Many dances that have been performed on the Elliot Hall stage have been choreographed by talented, hardworking students, this allows and opens up many opportunities to those who may want to pursue dance when they leave the College and gives them a chance to work with many different people. It also allows others who may not normally give things a go, a chance to try new things, broaden their knowledge and get out of their comfort zone.

Many opportunities open up when taking dance as a subject. You learn many new things as new dance opportunities arise within in school and out of school, such as becoming a part of the Dance Showcase and getting to perform in front of your peers, teachers and



parents, or joining workshops out of school with professional dancers and getting familiar with what 'outside' dance has to offer. Taking dance doesn't limit you to only taking the subject at school but encourages you to carry on out of school hours. This motivates many to go out, explore and bring back their experiences to share with our 'dance family.'

The staff involved with dance, Mr Wilcox and Mr Harada work strongly together as they constantly provide the top opportunities for everyone who may be interested in taking dance. Both teachers create a safe space in every class which welcomes each student in helping them to feel comfortable and 'free'. Both teachers push each student to the best of their ability and embolden each student to get familiar with their strengths and weaknesses. Although dance is a subject which many classify as lots of movement and 'fun,' it still requires a high level of discipline.

The College Dance Department has amazing new purpose-built studios. These studios are always open to students, during and after school for rehearsals. The space includes ballet bars, mirrors and Bluetooth speakers which enables the students to rehearse in a brilliant space of an amazingly high standard. We show our appreciation and gratitude towards this by holding some of the performing arts shows up in the studios, as it also allows seats and has space for performing on.

Gold and Silver for our Musicians!

The hard work our College musicians put into preparing for this year's KBB Music Festival paid off, as Saint Kentigern came away with eight awards by the end of the week! Held at the Holy Trinity Cathedral and St Mary's Church in Parnell, the annual event showcased the very best in secondary school music across Auckland. Our students hit all the right notes!

Following their initial performances, the Symphony Orchestra, Concert Band and Big Band were all selected to participate in the final Gala Concerts, meaning they were chosen as one of the top four schools in Auckland for their category. The Symphony Orchestra performed a well-balanced programme that was pleasing to the ear - and the judges, who presented them with a Gold Award! The highlight was the 'Bassoon Concerto Movement Two' by Mozart, featuring Year 13 bassoonist, Venice Qin. This piece received the award for 'Best Performance of a Classical Work' - a deserving achievement for an outstanding recital.

With a strong performance and great audience engagement, a second Gold Award was presented to the Concert Band. They, too, received a special award. Playing 'Air Poetique for Horn and Band' by Ted Huggens, and featuring Evan Metcalfe on the French Horn, the Concert Band was awarded the 'Tour Time Soloist Award.' The Big Band was also proud to receive a Gold Award, again, the students can be proud of their performance. The Chamber Orchestra and Stage Band were also acknowledged for their performances. The Chamber Orchestra received a Silver Award and the 'Best Performance of a New Zealand Work' - playing 'Waltz Suite' by David Farquhar. The Stage Band also came away with a Silver Award for their performance.

These results, our best ever, highlight the growing depth of instrumental music at College, ensuring a strong flow of musicians for the future.



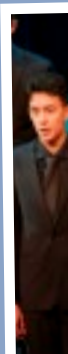
Silver for Kentoris

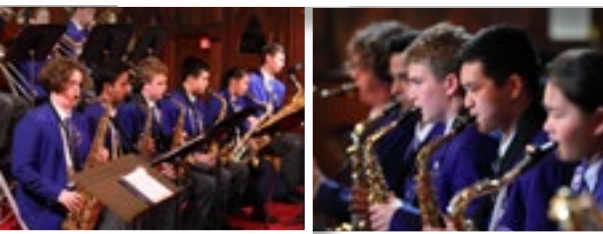
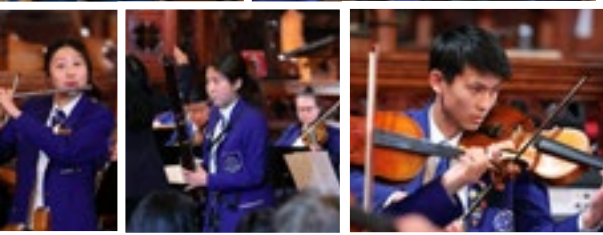
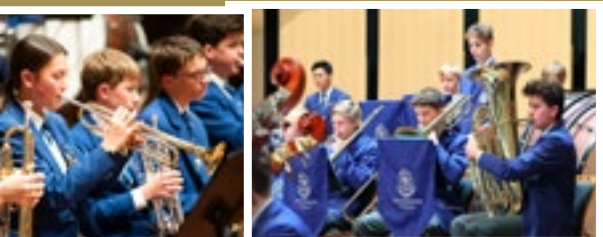
The choral programme at Saint Kentigern College is as strong as ever, demonstrated by Kentoris' selection and participation at the national competition, The Big Sing Finale, held in Dunedin.

Saint Kentigern was one of over 250 schools to compete in the regional Big Sing competitions during June, and Kentoris, the College's premier choir, was invited to travel to Dunedin to compete as one of the top five mixed voice choirs in the country. As one of the 24 choirs selected overall for the Finale, Kentoris was asked to perform two recitals of contrasting music: the first of three pieces totalling ten minutes, and the second of two pieces totalling eight minutes. The choir received a Silver award for their performance overall, which was a welcome reward for the students' dedication and hard work over the past six months.

In their first recital, Kentoris performed 'Darling Johnny O,' an arrangement of a New Zealand folk song by Richard Oswin followed by 'En la Macarenita,' arranged by Bob Chilcott, a folk song native of Andalusia. Accompanied on the shaker and wood block by Year 12 students, Catherine Chang and Elsdon Yong, the choir sang of a torero, or bullfighter, wooing through dance. Kentoris ended their first recital with an arrangement of 'Deep River' by Moses Hogan, a stunning rendition of the sombre negro spiritual. Their second recital consisted of 'Lullaby,' a beautiful piece accompanied by piano, with text and music by Daniel Elder, and 'Nyon Nyon' by Jake Runestad, a slightly bizarre piece of choral 'art music,' where the singers explore the range of sounds that can be made with the human voice!

Those who have heard Kentoris sing this year at the Choral Showcase, Auckland Big Sing or the earlier combined Saint Kentigern schools' concert in Holy Trinity, will know that Kentoris is a well-disciplined choir with a beautiful sound under the guidance of their choral director, Mr Jared Corbett. Kentoris now welcomes a number of new students as they work towards an overseas tour to the USA and Canada in April next year!





The New Zealand Concert Band Association Festival

The New Zealand Concert Band Association Festival was held over two days attracting a high calibre of bands from around the country, so we were incredibly proud when the Saint Kentigern Concert Band was awarded National Gold. In addition, a number of smaller ensembles entered and our Sax Quartet, comprising Sam Ou, Visha Bhakhaven, Serina Wang, Bill Zhang, was also awarded National Gold, as was Evan Metcalfe for his French Horn solo. The Horn Quartet of Evan Metcalfe, Steven You, Julia Huang, Torie Pickering were awarded National Silver as was Cindy Yi for her clarinet solo. Bassoonist, Venice Qin was awarded National Bronze. It wasn't only our band members who were busy. Following on from selection at the Auckland Chamber Music competition, the trio of Ian Chiao, Esther Oh, Ashani Waidyatillake, named Trio Kaleido, went on to compete at the National final where they were recognised nationally with a Silver award!



Silver at Kids Sing

For the first time, the Middle College entered a Year 7 and 8 Choir in this year's New Zealand Choral Federation's Kids Sing music festival. The two-day event saw 35 junior choirs from around Auckland fill the Town Hall to sing from the heart.

The competition required each choir to sing the same test piece, as well as two other songs of their own choosing, one of which must be written by a New Zealand composer. This year's test piece was 'The Wind' by David Hamilton. The choir also performed 'Wedding Day' by Anthony Ritchie and 'ICantar' by Jay Althouse. Conducted by Jane Horder and accompanied by Catherine Chang on the piano, Winnie Liang on the flute and Brendon Tsai on the cello, their joyful performance earned a silver award! Well done!





House Music

Clean Sweep for Hamilton!

With thanks to Head of Middle School Music, Mr Oliver Gilmour

Hamilton scooped all the awards at this year's College House Music with a win for the choir, the band and the overall marks, to win all three cups and the title of House Music Champions for 2019 – the win in all three categories making history!

House Music is gleefully anticipated each year, as the Year 13 student leaders muster their choirs - in excess of 200 students - and spend many lunch hours trying to coach them into tunefulness! Meanwhile, the House Bands are selected and they, too, get their repertoire underway – and under wraps until the night!

Buses of students descended on the Vodafone Events Centre in Manukau with family members swelling the ranks to fill every seat in the auditorium. Middle College Head of House for Wilson, Mr Al Ronberg, put aside his house bias and did a fine job of MC for the night, delivering up a string of 'dad jokes' to keep the audience entertained during the logistics of getting the choirs on and off stage.

The prefects led the seven house choirs (Bruce House making up the seventh House) up to sing, dazzling in their House colours, and entertained the crowd with well-known, popular songs.

Following on, each House presented their band 'ensemble item'. They were permitted a maximum of 8 minutes on stage, with a maximum of 16 students, to deliver a medley of songs of their choice. This latter half of the evening was a true showcase of spectacular student talent and stage presence!

As the judges deliberated, the Staff Band proved to be another highlight with Mr Ronberg, Mr Broun, Mr Hedder, Mr Gilmour and Mr Rodgers entertaining with the Crowded House classic, 'Better Be Home Soon' and finishing with Ed Sheeran's 'Castle On A Hill' – lead singer, Mr Ronberg resplendent in a 'Red Ed' wig!

We were fortunate to welcome Jackie Clarke and Emma Featherstone to the event as judges. Jackie is a household name in the NZ entertainment industry as a singer, entertainer and MC and Emma Featherstone is the Head of Music and Performing Arts at King's College and is a renowned music educator.

Congratulations to the Year 13 students for their fantastic leadership of this event. You rocked!

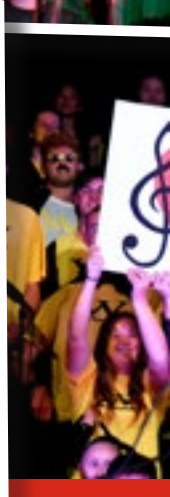
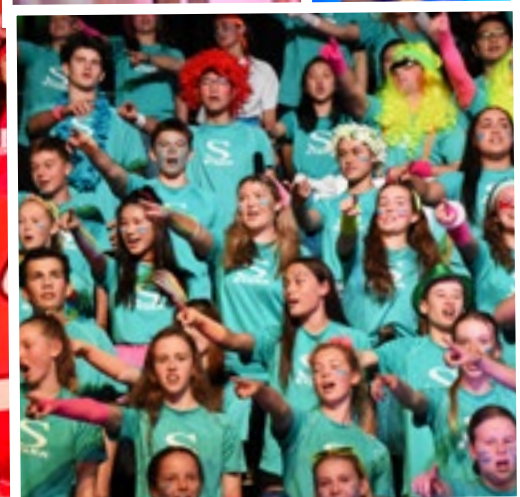


HOUSE CHOIR RESULTS

1ST	HAMILTON
2ND	CHALMERS
3RD	STARK
4TH	WISHART
5TH	BRUCE HOUSE
6TH	CARGILL
7TH	WILSON

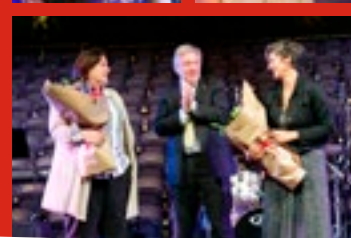
OVERALL HOUSE MUSIC CUP

1ST	HAMILTON
2ND	CHALMERS
3RD	STARK
4TH	WISHART
5TH	BRUCE HOUSE
6TH	CARGILL
7TH	WILSON





HOUSE BAND RESULTS	
1ST	HAMILTON
2ND	CHALMERS
3RD	STARK
4TH	WISHART
5TH	WILSON
6TH	CARGILL
7TH	BRUCE HOUSE



Stars Align for Grace

The stars have all aligned for talented Year 12 singer/songwriter, Grace Kelly! Having made her mark as a confident performer at College Rock Nights, SKC's Got Talent and as part of the Chalmers Band at House Music, her international music career is starting to skyrocket, after becoming the face and voice for the San Jose, Tourism Board in the USA! Grace was flown to San Jose to film a music video after a catchy song she wrote came to the attention of their Tourism Board, and was later flown back to attend the premier screening. During the visit, Grace was also invited to perform at a sold-out concert at a Californian vineyard and to sing on radio!



Now the 16 year old Saint Kentigern schoolgirl has caught the attention of US country music 'royalty' Blake Shelton! Shelton is a host on the TV programme, The Voice and boyfriend of singer/songwriter Gwen Stefani. In a surreal moment for Grace, she received an email with an offer to be the opening act for Blake Shelton at a San Jose concert in September! Grace is on stage at the time of writing!

Grace has always had a love of music. She plays both guitar and piano but considers vocals her main instrument. She has been song-writing for almost six years but recognises that her best work has developed over the last three. She used to write and listen to pop songs, was also influenced by jazz, and while she liked country music, she didn't listen to a lot of it. This all changed when she got the chance to visit Nashville! She fell in love with country music and knew she wanted her music to have a country sound.

She is very grateful to her parents for recognising and nurturing her talent and is also extremely thankful to the support she has received at Saint Kentigern. She said, 'The NCEA Music Projects Course they run at Saint Kentigern is so amazing for artists like me, where the more theory and classical-based music course isn't quite fitting. It's so amazing getting to come to class and write, record, work on performances, and share songs with each other. I think some may underestimate the value of the course, however, for students like me who want to do music as a career, it provides me more time during the day with help from teachers and professionals to learn more. Ultimately, I wish I could be there all day but the dream is that one day, that will be my reality!'



Winter Sports Round Up

With thanks to Director of Sport, Mr Richard Stead

The winter sports season is almost complete - there are some National titles to compete for during the October holidays, but otherwise most teams have finished. Firstly, I would like to personally thank all athletes who have competed for the College during this time. You have been a real credit to yourself, family and the College community. Coaches, managers, and parents, thank you for your

support of our athletes. From early in the morning until late into the evening, throughout the winter months, you have encouraged our young athletes to train hard and to represent Saint Kentigern to the very best of their ability.

The culmination of winter sports for our Premier teams is the nationwide secondary schools' Winter Tournament Week. For many



Netball – Auckland and Upper North Island Champs!

The Premier Netball team have had a stellar season so far but it has yet to finish - they will head off to the Nationals in Nelson during the October holidays, but they can go into the competition with confidence, having already won the Auckland Premier 1 competition after beating Howick College 32-27 and winning the Upper North Island Tournament (UNISS) where they beat St Peter's, Cambridge in the final 44-21. They headed into the Auckland and UNISS final unbeaten, meaning they have played and won 22 games in a row!

Placing within the top 6 at UNISS has now allowed them to qualify for the Nationals in October. Three players were named in the UNISS tournament team, Cecile Velghe, Jaymie Kolose and Jas Singh. Lisa Putt was named MVP for the grand final game. Well done girls!

The Senior A Netball team had a successful season making it through to the Premier 2 final in the Auckland Competition. Unfortunately, Baradene were too strong on the evening despite a gallant effort by the girls and management. The Year 10 Mystics won their grade in the Auckland Competition and the Year 9 Mystics were placed runners up. The Year 7 Steel also won their grade for the first time ever and a further three teams were runners up. All in all, our netball girls can be very proud of their efforts this season!

Hockey – Auckland Champions And National Bronze

The Premier Hockey teams have had another very good year. The boys 1st XI retained their Auckland title but lost to Rosmini College in the Supercity final. At the Rankin Cup in Christchurch, the boys' 1st XI were very keen to retain their 2018 title. Unbeaten throughout the tournament, they lost in a penalty shootout to King's High School in the semi-final. Although disappointed by their loss, they bounced back the next day to beat Hamilton Boys High School for the Bronze medal.

During Tournament week Lennox Moss, Kervin Guttenbeil, Josh Child and Daniel Woud all passed a huge milestone of 100 caps for the College. Five boys from the 1st XI also gained selection into the New Zealand Under 18 Squad: Lennox Moss, Kervin Guttenbeil, Josh Child, Daniel Woud and Luke Holmes. Congratulations to all these boys!

A young girls' 1st XI also had a very good season, placing 3rd in the Auckland Competition and 4th in Supercity. The team was placed in a tough pool at the National Championships. Losing two games on day one meant they were placed in the Marie Fry Cup section. The girls played some great hockey to place 4th in this competition, and we look forward to this team progressing over the next few years.

Hockey has 20 junior age group representatives this year across the age groups.





team members, who will go on to graduate later this year, this was the last time to don the blue and white and represent Saint Kentigern. Whether or not their teams went on to place, they can leave knowing that they represented their college and chosen sport at national level, playing amongst the very best in the country.

There is much to learn from being an athlete; whether as part of a team or competing individually, it takes drive, hard work and a true passion for their sport to succeed. With this comes resilience to ride the knockbacks and determination to make every performance better than the last. Whether a win or a loss, pride comes with knowing you gave your personal best.

Rugby – National ‘Co-Ed’ Winners!

It has been a successful season for both the 1st XV and grade rugby teams with good competitive games across all grades played with determination and good spirit.

The 1st XV began their season contesting the Presbyterian Schools Quadrangular Rugby title, held annually between Scots College (Wellington), Lindisfarne College (Hawkes Bay) and St Andrew’s College (Christchurch), winning the final against Scots to retain the title.

The 1st XV played some hard and fast games throughout pool play of the Auckland 1A competition securing a spot at the 1A final played in front of a huge crowd at Eden Park. They faced an equally determined side in King’s College who went on to win the title 29-22. During Tournament Week, the team went on to firstly play the ‘Blues Co-Ed’ final, beating North Shore team, Rangitoto, to secure the right to represent Auckland at the New Zealand Top 4 Co-Ed final against Feilding High School, a spirited game they won away in Palmerston North, 29-22.

During the early part of the season, the 1st XV won the Moascar Cup (a knockout cup equivalent to the Ranfurly Shield), in a tight match against St Peter’s College, retaining it for much of the season before losing it to King’s College in the 1A final.

Congratulation to Cam Church, Allen Craig, Te Rama Reuben and Tiaan Tauakipulu who have been named in the NZSS Rugby Team to play against Fiji Schools and Australia U18s in the October Holidays. Treyah Kingi and Jona Mataciwa have been named in the NZ Barbarians team and Valance Yates has been named in the NZ Maori U18 Rugby team.

Four grade teams made semi-finals in their respective grades, including 6A, 5A, 1R and U15 Restricted. Unfortunately, none of these teams progressed to finals. The introduction of a new grade, 1R (Restricted), has been successful. This allows boys to aim for an alternative ‘1st XV, weight restricted’ grade, and should gain in popularity in the years ahead, opening opportunities for more boys to stay playing their sport of choice.



Golf – Third in New Zealand

The Premier Golf team of Karl Jorgensen, Stephen Liu, Nathan Smith and Kelly Wu placed 2nd in the New Zealand qualifying tournament in Term 2 to book a place in the New Zealand Secondary School finals in Cromwell during Tournament Week. After two rounds of golf in very cold conditions, the team were pleased to place a strong 3rd in New Zealand! Stephen Liu finished third overall in the individual scores.



Football – Auckland Premier League Title

The Premier Boys Football claimed back-to-back Auckland Premier League titles for the first time in College history. Playing a high tempo brand of football, the squad recovered from an early loss to claim the title with a game to spare.

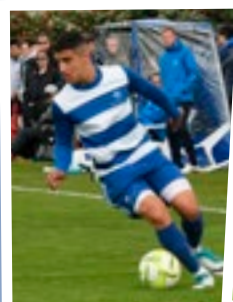
Nationally, the team performed below expectation at tournament missing out on the top eight play-offs, finishing a disappointing 11th place.



Across the College, boys' football remains strong with 15A1 and 13A1 playing a highly attractive brand of football and winning their respective competitions. 14A1 also won their second-tier competition as well as having many B and C grade sides finishing top four in their grades.

2019 signalled a rebuilding phase for the Premier Girls' Football side. Many of the title and cup winning side from last year graduated at the end of 2018, giving the opportunity for a new group of players to claim spots within the side. The team competed well against the best sides in the competition, finishing the season just outside the top four in fifth place. National tournament brought highs and lows with the girls narrowly missing out on a top eight play-off spot on penalties.

In the junior grades, the Junior A side also missed out on a top 4 finish but competed well throughout the season, often dominating games with great team play.

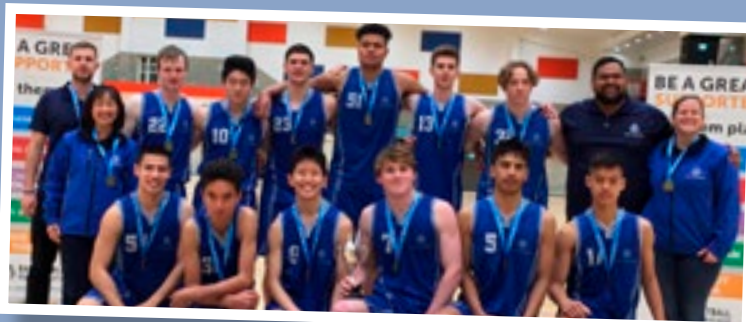


Basketball – Regional Champions

The Premier boys have had an amazing season to date. Throughout the season they dominated the local competition, losing only one game, which qualified them for the semi-finals for the Greater Auckland Premier competition. They defeated Auckland Grammar School in the semi-final and met Rangitoto College in the final. They narrowly lost this final by 2 points.

During Tournament Week, the team then competed in the regional competition. They went through pool play undefeated, won both their quarter-final and semi-final matches. In the final, they beat Rosmini College, current New Zealand champions. They now progress to the Nationals, hoping to go better than their third placing last year.

The U17A boys had a terrific season. They finished first in the Central East Auckland division, only losing one game to Pakuranga during pool play. Winning this division qualified them for the Greater Auckland Championships. They played well throughout this



tournament meeting Auckland Grammar school in the final, they lost this final by one point.

The Senior A girls had a tough season in the Auckland competition but won several of their games to qualify for the Greater Auckland Semi Finals. This saw them face Epsom Girls Grammar, playing with passion, heart and determination, they gave their all, however, they lost the semi-final and finished 3rd overall in Auckland.

Table Tennis – Golden Season!

Over the winter season, a small group of Year 7 and 8 students played in the primary and intermediate school competition. The team of Terry Chen, James Moyes, Cody Zhang and Sai Prabhu went unbeaten to win the B grade competition. Terry Chen had a 100% winning record in his grade!

In the secondary school competition, the College again achieved excellent results with three teams winning their respective grades. Our Premier team (Nathan Xu, Joanna Yang, Kelly Wu and Yixiong Hao) went unbeaten throughout the season, with Nathan Xu recording a 100% winning record! Premier team member, Joanna Yang is only a Year 8 student who has achieved great results against senior players! Year 11 student, Nathan Xu continues to perform well at a high level. This year Nathan has won Oceania

Age Group titles and the Senior Open title at the North Island Table Tennis Championship. At the recent Auckland Table Tennis Open Championship, Nathan won the Mens Doubles and the Mens Singles, beating the New Zealand number 1 ranked player in the process! At the Secondary School Table Tennis Nationals, Nathan again showed his class by winning the Under 19 Singles. We wish Nathan every success at the New Zealand Table Tennis Championship which will be held in October.

The College also tasted success in the B1 Grade and C2 Grade in Term 2. The team of William Feng, Karl Jorgensen, George McCready and Jann Schmiedel were successful in the B1 Grade. In the C2 Grade, the winning team comprised Alan Chow, Jim Guo, Samuel Parr, Charlie Porter and Michael Wang.

The winning Premier and B1 Grade teams also went on, undefeated to win gold in the Champion of Champions tournament. Well done!





Cycling – Over 70 Medals for our Cyclists!

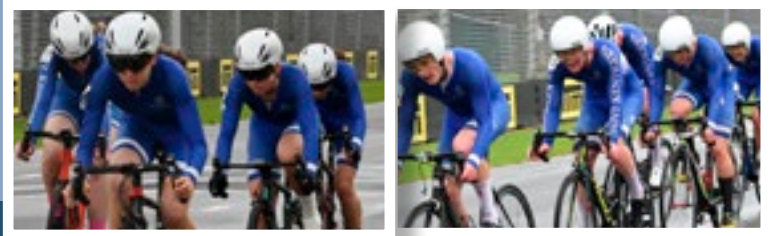
This year's cycling season has been very successful with the National Schools Road Championship, at the time of writing, yet to come. Our first event was the Pukekohe Points Race where Ethyn Brooks (U13B) and Ruby Spring (U15G) won Gold; Lewis Atkinson (U14B) and Jensen Foster (U20B) won silver; and Sophie Spencer (U16G) won Bronze. The North Island Road Championship had some pleasing results with our Senior Girls A team (Annabelle Waterworth, Emma Hannan, Sacha McLeod, Sophie Spencer and Sophie Wilkinson) taking Bronze in the TTT. Ruby Spring won Gold in both the U15G Road Race and the U15G Criterium, and Jensen Foster won Gold in the U20B Criterium.

Some of our cyclists went on to compete at the North Island Track Championships, where we also had some great results: The U20 Boys Team (Zac Cantell-Roberts, Ben Connell and Jensen Foster) achieved Bronze in both the sprint and the pursuit. Jamie Cantell-Roberts placed 3rd overall in the U13 boys, Maddy Ballard placed 4th overall in the U14 girls and Ruby Spring placed 2nd overall in the U15 girls.

In this year's Pukekohe race series, at the final's day race, the Senior A Boys (Zac Cantell-Roberts, Ben Connell, Jacob Hanan, Jensen Foster and Jack Melhuish) missed out on Gold by 0.5 seconds. The Senior A girls (Annabelle Waterworth, Emma Hannan, Sacha McLeod, Sophie Spencer and Sophie Wilkinson) and the Junior A girls (Izzy Bannister, Finn Bilsborough, Olivia Rooney and Ruby Spring) both achieved Bronze. Our U14 Boys A (Nico Jancys, Coen Anderson, Josh Gordon-Glassford) and the only girl, Maddie Ballard, achieved Silver. In the championship series the Senior A boys missed out on Gold by one point and the Senior A girls and Junior A girls both achieved Bronze. Our Senior B girls, Niamh Bilsborough, Jaime Wilkinson and Nika Martinez-Azaro and Junior D boys, Ethyn Brooks, Antony Gault, Ben Stewart and Mark Liu, both won Bronze in the most improved category.

At the North Island Intermediate and Middle Schools Road Cycling championship our Year 8A team, Coen Anderson, Jamie Cantell-Roberts, Ethyn Brooks and Maddie Ballard, a mixture of Year 7 and Year 8, achieved silver. Jamie Cantell-Roberts achieved Gold in the Y7 boys Road Race. We had one cyclist at the Southern Tour, Ruby Spring, who won Gold in all categories of the U15G.

At the Northern Tour we had some great results in the ITT with Ruby Spring coming first and taking an U15G course record! In the Hill Climb, Ruby also came first and was only 2 seconds from the course record. The Criterium proved to be challenging with variable winds and a tight course. Ruby Spring came first in the U15G and, in the U20B, Jensen Foster, after a highly contested race, also came first. Both these cyclists are now the National Criterium Champions in their respective grades. The Criterium also had a Sprint Ace category with Ruby Spring and Sophie Spencer achieving second. In the overall tour General Classification Ruby Spring came first in the U15G, Jack Melhuish and Jensen Foster came second in the U20B B and U20B A respectively, Ethyn Brooks, Olivia Rooney and Sophie Spencer came third in the U13B, U15G and the U16G categories.





Great Week at the AIMS Games!

What a fantastic week of sporting competition for our selected Year 7 and 8 students at the AIMS Games in Tauranga. Attending one of the biggest sporting events in the southern hemisphere, with a record 11,500 athletes taking part in 23 sports, representing over 365 schools from around New Zealand and the Pacific, this was a non-stop week of sporting competition!

The Middle College entered competitors in a range of team sports including basketball, football, hockey, netball and hip hop, as well as entering students in individual codes such as swimming, tennis, badminton, table tennis, yachting and gymnastics. In some instances, competitors from the Boys' School and Girls' School joined with those from the Middle College to form the strongest combined squads.

Saint Kentigern has some very competitive swimmers and with the swimming results from the finals tallied across the campuses, their combined points contributed to Saint Kentigern being named as the top school in first place for swimming, winning gold. Middle College student, Alex Campion won gold for overall first place in the girls' event, breaking a record in the process in the Girls' 13 100m Individual Medley. She joined Boys' School students James Crosbie, Harry Klouwens and Mark Galloway to also win the 200m Medley Relay. Well done Alex!

Middle College students Darcy McDonald, Meredith Webber and Connor Eccles each earned gymnastic success. Meredith won silver in the girls' Open Junior Advanced

category with Darcy just behind in bronze place and Connor won bronze in the Open Men's Trampolining, bringing three more medals to the overall tally.

Success continued on the tennis courts for Annabelle Loutit from the Middle College who, combining with Chelsea Wijntjes from the Girls' School, won bronze in the girls' tennis doubles. The singles points from Annabelle and Jasmine Tran from the Girls' School were combined to earn them silver as the second placed team in the competition.

Another gold was scored in table tennis by Middle College student, Joanna Yang who won the girls' singles. Joanna joined with Joy Xie to earn silver in the girls' doubles. In badminton, the Middle College combination of Carlos Li and Eric Wu won silver in the boys' doubles.

Whilst none of the team codes placed, there was much to enjoy and learn for these students.

Whilst coming home with medals is fantastic, the AIMS Games, for these younger students, is as much about taking part and experiencing a taste of competition away from home, which was a first for many. It has been reported back that our students were exemplary in their behaviour and it didn't go unnoticed. Well done for sporting our blue and white with pride!

Our sincere thanks to the staff and parents who accompanied the students for their time away.



National Swimming Champion

At the recent New Zealand Secondary School Swimming Championships, Year 9 student, Liv Peebles swam up a storm, winning eight gold medals in the 13 year old girls event! She swam to victory in the 100m and 200m Individual Medley, 50m backstroke, 50m and 100m freestyle, 50m and 100m butterfly and, along with team mates, Isabella Campion, Oliver Avis and Alex Perry, also won the Mixed Relay. Not surprisingly, these results secured her title as the 13 year old female National Swimming Champion! Not only that, she also claimed an Auckland Age Group record in the 100 Fly with a time of 1.03.84. Well done Liv!





The College Ceilidh

The Saint Kentigern community came together to celebrate our Scottish heritage at the 24th annual Ceilidh. In support of the Saint Kentigern Pipes and Drums return to the famous Basel Tattoo next year, the evening attracted those who appreciate plenty of music, singing, dancing, haggis, banter and, of course, good cheer!

The combined 2nd Pipe Band and Boys' School Pipe Band played in Elliot Quad as the guests arrived, before one and all were led into Elliot Hall by the Pipes and Drums of Saint Kentigern. Entry to a Ceilidh can be a little chaotic to begin with as guests are wrangled into a Grand March! Couples are brought together to form lines of four and after one circuit of the hall, joining with another four to form a line of eight, finally moving into lines of sixteen across the hall. Sounds simple? You had to be there!

Ceilidhs are centred on camaraderie, good food and dance, and it took very little convincing for dance caller, Bev Young, to entice our

guests onto the floor for each round of dance - of which there were plenty! Gauging by the smiles and laughter, everyone had a good time - regardless of their dancing abilities!

Our drummers stepped up to give an amazing display of precision drumming before the haggis was paraded in. The audience applauded Year 11 student, Cameron Dean on his passionate address and performance of Robbie Burns' 'Ode to the Haggis' before the haggis was added to the buffet.

Entertainment continued when the audience welcomed diminutive highland dancer, Grace Broun to the floor. She may only be nine years old but she was nimble on her feet as she demonstrated the sword dance to almost 200 spectators!

With dinner complete, out came the song sheets! Year 13 student, Venice Qin sang before everyone joined in some hearty singing followed by - yes, more dancing!

Anyone for Tea?

When it comes to food, diversity is the key - diversity in flavours, textures, appearance, smell and ways of presentation. Feedback is all-important to know whether the combination of these has hit the mark for the consumer.

Food Technology is a diverse field with many potential areas of focus. Our Year 10 students are given the opportunity, throughout the year, to explore different aspects of culinary design, food science and nutrition.

As part of a unit based around 'technological practice,' the students had to 'demonstrate an understanding of the needs and opportunities within a design context, use of key attributes and stakeholder feedback to inform the development of an outcome and its evaluation.'

To achieve this, staff were invited to High Tea! Each class chose a theme and catered to their guests' pre-determined preferences and dietary requirements. From floral and pastels to the 'Mad Hatters Tea Party', Autumn and 'Beauty and the Beast', each class of students did an outstanding job and delivered tempting food and spectacular table service.

Once word got around, they were not short of 'stakeholders' - staff willing to enjoy a late afternoon tea for the small price of feedback to the students on their work!

