



## Saint Kentigern Trust Board

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[www.saintkentigern.com](http://www.saintkentigern.com)



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## From the Chairman of the Trust Board

A few weeks back, I was delighted to be asked to address the College Parents and Friends organisation. I spoke on what the Trust Board considered to be key elements of a 'Presbyterian Education.' The response from some in the audience suggested that others in our community might also appreciate such comments.

Education has been in the Presbyterian Church's DNA since the founder of the Presbyterian Church in Scotland, John Knox, established schools in somewhat stormy times, around the middle of the 16th century. Knox and colleagues insisted in his Book of Discipline (Church Manual if you like) that 'for every congregation in every notable town... there be erected a College (school) in which the Arts and Sciences and at least Logic and Rhetoric and Tongues (Greek and Hebrew)... be read by sufficient Masters for whom honest stipends must be appointed: as also provision for those that be poor (especially such as come from rural areas).'

This notes that teachers must be highly qualified and regarded, and establishes student boarding for the rural 'needy' which I think fits Saint Kentigern practice. Hard work was the key phrase which described the Presbyterian work ethic initiated in our schools of the time and we inherit that ethic too.

Attendance was for all children; there was no class system in the Presbyterian schools where 'Sons of Dukes and cobbler's children are to learn side by side.' Furthermore, teaching was to be 'in the vernacular' (not Latin) and classes were taught in English well before schools in England followed.

Neither the Presbyterian Church nor its schools, or its other notable work – assistance for the poor, disabled and sick in the community – was conducted in a hierarchical way. Presbyterians are not elitist; all youngsters and their families are to be treated equally and with respect. We recognise each student's particular skills and contribution at school and to society.

While that early curriculum might sound somewhat restrictive, for the times it was visionary. That is why at Saint Kentigern we encourage our students to have a go at a wide range of subjects and activities and, while we encourage and celebrate success of all sorts enthusiastically, without being elitist – for the purpose of education, in the words of John Knox, was so 'that everyone could actively

participate in society and make a contribution to the community, not leaving (running the community) to experts.'

This is reflected in our own Trust Deed which specifies that the purpose of our Saint Kentigern education is 'for the Glory of God and for the service of others.' Rather than being centred on self, this urges us, to the very best of our ability, to use all our efforts and talents to become educated for the wider good of the community.

The Presbyterian Church has always held within it, a wide spectrum of theological belief advised by sound scholarship and wide debate among everyone. It has been written about John Knox that he established the first democratically-run organisation and while we must be sensible in running an effective Saint Kentigern school system, we try to value input from all and respect others with diverging views. That leads us to the importance of relationships with and between our students, parents, our staff and management, our Trust Board and our wider community. Concepts that are as important today as they were for a 16th Century theologian and vehement religious campaigner!

And of course, along with other church streams, we share Christian roots from which come our core values of respect, integrity, service, excellence and love.

For over 300 years, the Scots had arguably the best education system and the best welfare system in all of Europe. The Scottish education system still maintains its differences from the systems in England, Wales and Ireland, although the church no longer runs it. And we can see a bit of the same in New Zealand, where the Presbyterians settling Dunedin established New Zealand's first University in 1848 and a school system which went on to become models for university colleges and schools in other centres of our country. The first Education Act in New Zealand was strongly influenced by the Otago models. In many ways, State schools in New Zealand still reflect these Presbyterian origins and values, compared with State schools in Australia and other countries. That is our heritage as a Presbyterian-based school system along with eleven other Presbyterian schools throughout the country.

As you can see, it's not all bagpipes, haggis and Ceilidhs, although these symbols of community are important as well, reminding us of our Scottish roots. There are, along with them, important principles of education, organisation and relationship going back nearly 500 years. These underlie what we do as a school system; they define our identity and the values which the Trust Board is principally charged with faithfully maintaining.

Fides Servanda Est

**Dr John Kernohan**  
Chairman of the Trust Board

### In Memoriam – The Reverend Jim Milne

It is with sadness that we note the passing of The Reverend Jim Milne, a former loyal servant of Saint Kentigern. Reverend Milne was a member of the Trust Board from 1979-2000 and was on the College Board from 1988-1996, a period of major growth for the College. He is remembered with great fondness and respect for his significant contribution to Saint Kentigern.



# From the Head of Saint Kentigern



SAINT KENTIGERN

## NCEA Level 1 Review - Statement to the Community of Saint Kentigern

The Minister of Education is currently reviewing the NCEA qualification at Level 1. The Trust Board has made a submission to the Review.

As an independent school, Saint Kentigern will not be bound by any changes made to Level 1 by the Ministry of Education and will continue to offer a programme which is best suited to our students. In this regard, we thought it would be helpful to publish a Saint Kentigern Trust Board Statement of fundamental principles of learning and assessment that it believes should underpin what occurs in the future at Level 1 in the Senior College.

### The Trust Board

- Is committed to a high quality, broad general education that meets the needs of our students.
- Believes that Year 11 is an important stage of a student's development towards independence in, and acceptance of, responsibility for their further academic achievement.
- Has supported the NCEA since its introduction. We gave full and careful consideration to alternative school qualifications and subsequently introduced the International Baccalaureate (IB) 2-year Diploma as a parallel qualification. We will continue to offer these two internationally recognised qualification pathways.
- Believes students, by the end of Year 11, require a high level of literacy that allows them to fully participate in society. Students also require a level of mathematical knowledge and skill that ensures they can carry out a wide range of number problems and calculations relating to finance, measurement, quantity and statistics. A course in Christian Education aligning with Saint Kentigern's Presbyterian values will be compulsory. We will strongly encourage students to undertake a course of study in Science and Social Science. A wide range of other courses will be offered to meet student academic needs and interests.
- Will ensure that courses at Year 11 are designed to prepare students for successful study at Years 12, 13 and beyond, with the expectation that every student will reach their full academic potential.
- Fully supports the five Key Competencies set out in the New Zealand Curriculum - Thinking, Using Language, Symbols and Texts, Managing Self, Relating to Others and Participating and Contributing. These will be part of the underlying content of all schemes of work.

- Believes that students should be encouraged and supported to apply knowledge to real life situations and to think critically and creatively.
- Believes assessment is an important part of all learning and should be determined by, and appropriate to, the course content. It should be rigorous, fair, transparent and fit for purpose. Assessment must also provide both students and their parents and caregivers with clarity as to the student's progress and level of achievement.
- Believes that course design and content, teaching and assessment methodology must be well communicated to students, parents and caregivers to allow all to fully participate in the learning process.
- Believes that the role of the teacher is critical to student success. Teaching should be explicit. Lessons should have a coherent purpose. Formal presentation, guided practice, feedback and independent learning should all be included.
- Is open to the use of innovative teaching and learning practices that demonstrate clear improved outcomes for students.

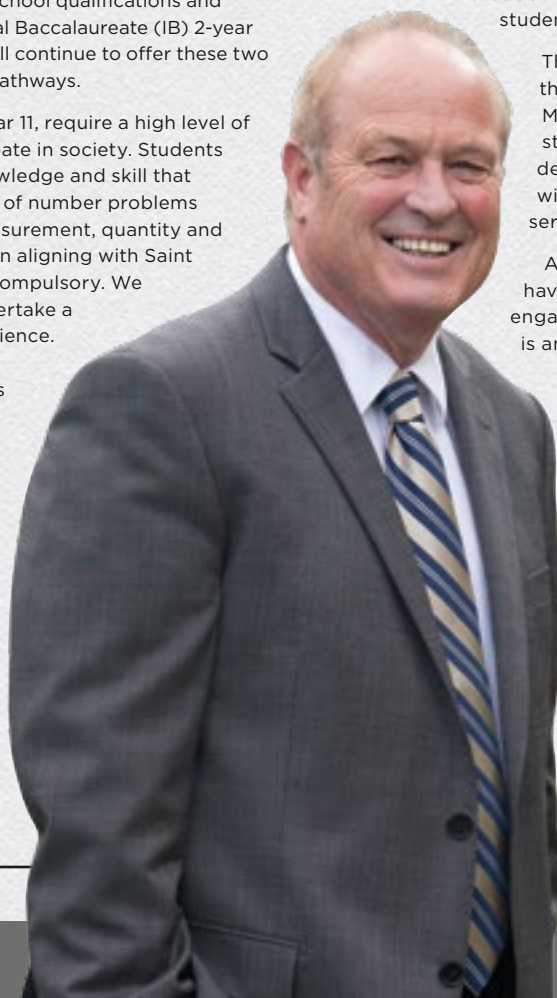
The Trust Board will consider carefully the submissions and final outcomes of the Ministerial Review. However, programmes of study and assessment at Saint Kentigern will be determined by the Trust Board, in consultation with the teaching staff, in terms of what best serves the needs of our students.

Any proposed changes to NCEA Level 1 will have a considerable lead-in time. We will be engaging with our community well before there is any alteration to the present programmes at Saint Kentigern.

We would welcome the opportunity to hear your thoughts and ideas regarding NCEA Level 1. If you have any comments or queries, please email [hosk@saintkentigern.com](mailto:hosk@saintkentigern.com). Information about the Ministry of Education's review can be found at <http://www.conversation.education.govt.nz/conversations/ncea-have-your-say/>

Fides Servanda Est

**David Hodge**  
Head of Saint Kentigern





# Saint Kentigern Masterplan

In the May issue of Piper, the Trust Board was pleased to confirm the Master Plan for our two Primary schools and the Preschool, while advising that ongoing planning at the Pakuranga Campus was underway. The Trust Board is now very pleased to confirm the Master Plan for the Pakuranga Campus has also been completed, and that our Building Saint Kentigern programme of work will now enter an important and exciting new phase.

Once again, the Trust Board would like to thank everyone in the Saint Kentigern

community who has contributed input and feedback to this master planning process, and in particular the Parent Reference Groups who have given generously of their time and knowledge. As previously noted, there has been a wide variety of views expressed, but also there has been a pleasing consensus on the importance of Saint Kentigern values and the special qualities Saint Kentigern offers our current students.

This same commitment to Saint Kentigern has been at the centre of the Trust Board's decision

on the Master Plans, which will see significant investment in state-of-the-art facilities to support a world-class learning experience.

We are also pleased that we can undertake this work without any fee increase being required specifically for these projects. The overall Building Saint Kentigern programme will be delivered through debt funding with a contribution from fundraising activities. The Trust Board intends to divest itself of the current Remuera Road campus and re-invest the proceeds in the Shore Road campus developments.

Work is still being done on determining the timing for the programme of work on both campuses, but we want to have all significant construction completed within the shortest time-frame possible.

We will continue to keep you informed and to seek your input as this work advances. This is an exciting time for Saint Kentigern, and a key step forward in building a strong future for all our students.

**John Kernohan**  
Chairman of the Trust Board

## SHORE ROAD CAMPUS

As announced in May, the Master Plan for the Shore Road campus provides for investment of some \$70 million in new and specialist facilities. As first priorities on that campus, we will be advancing the construction of the brand-new Girls' School, a new shared specialist facility building and a new building for Senior Boys' classrooms. Following that work, we will undertake the construction of a new purpose-built Preschool, along with the extension of the Boys' Junior School building, and the refurbishment of the Senior Boys' classrooms for the Boys' Middle School



## PAKURANGA CAMPUS

The Pakuranga Campus Concept Master Plan encompasses a long-term programme of work, which will enable further growth in the two Colleges, replace older classrooms with purpose built new facilities and provide new specialist learning facilities. The Trust Board has prioritised the initial development of a building to house more Science laboratories, Technology and general classrooms and a new Performing Arts Centre, both of which will ensure students have access to specialist facilities in key educational areas.

The Science / Classroom Centre will be located next to the existing science block and technology buildings. We envisage it as housing up to 15 new classrooms. A new Middle College Café and Learning Commons linked to the Science Centre are anticipated in the future.

Located on the land between the Sports Centre and carpark, the new Performing Arts Centre will feature specialist classrooms and replace Elliott Hall as the campus' performance venue with a new auditorium.

