



SAINT KENTIGERN
Independent Presbyterian Education

Saint Kentigern Trust Board

Chairman of the Trust Board: Dr John Kernohan
Head of Saint Kentigern: Mr David Hodge
130 Pakuranga Road, Pakuranga, 2010
Phone: 09-577 0720 Fax: 09-577 0736
Email: trust@saintkentigern.com

Saint Kentigern College

Principal Senior College: Mrs Suzanne Winthrop
Principal Middle College: Mr Duncan McQueen
130 Pakuranga Road, Pakuranga 2010
Phone: 09-577 0749 Fax: 09-577 0700
Email: skc_admin@saintkentigern.com

Saint Kentigern Boys' School

Principal: Mr Peter Cassie
82 Shore Road, Remuera 1050
Phone: 09-520 7682 Fax: 09-520 7688
Email: skb_admin@saintkentigern.com

Saint Kentigern Girls' School

Principal: Ms Juliet Small
514 Remuera Road, Remuera 1050
Phone: 09-520 1400 Fax: 09-524 7657
Email: skg_admin@saintkentigern.com

Saint Kentigern Preschool

Director: Mrs Sue Nash
514 Remuera Road, Remuera 1050
Phone: 09 520 8814 Fax: 09 524 7657
Email: skp_admissions@saintkentigern.com

Saint Kentigern OCA

President: Hayden Butler
Secretary: James Bennett
Treasurer: Neville Lyne
Email: skoca@saintkentigern.com

Parents & Friends (SKC)

Chairperson: Margaret Wind
Secretary: TBC
Treasurer: Sharon Coombes

Parents & Friends (SKBS)

Chairperson: Craig Irwin
Secretary: Jane Petersen
Treasurer: Manisha Kesha

Parents & Friends (SKGS)

Chairperson: Rebecca Scoones
Secretary: Dee Wakelin
Treasurer: Julie Bolton

Published by the Communications
Office for the Saint Kentigern
Trust Board and the Saint Kentigern
Old Collegians' Association.

Editor

Jane Kneale, Communications Manager
Email: jane.kneale@saintkentigern.com
Phone 09-577 0738
www.saintkentigern.com

Contents

Trust Board

Building Saint Kentigern	
Masterplan Phase 1 Developments	4
From the Chaplain	6
From the Trust Board	7
From the Head of Saint Kentigern	8
Introducing Richard Lindroos.....	9

Preschool

For the Love of SCIENCE	10
Chicken Whisperers!	11
Budding Young Scientists!	11
A Visit to the Zoo.....	12
Caring for Piglets	12
Who Let the Dogs Out?.....	12
Peace Begins with Me	13
Celebrating Autumn!.....	13
Joining in Celebration	13

Boys' School

Teaching - A Worthwhile Profession!....	14
Boys' School Prefects Commissioned...	15
Celtic Day	16
Above and Beyond.....	18
Global Wave of Friendship	18
Boys Travel Back in Time.....	19
How a School Works.....	19
Anzac Service.....	20
Sing A New Song	21
The Impact of Good Feedback	22
Learning Lunch Series.....	23
Camp Challenges!	24
Hamilton Wins Boys' School Swimming Sports.....	26
Fantastic Results for Boys at Zone Swimming!	27
Chalmers Relay Champions!.....	27
Staff Offer Service	

To Ronald McDonald House.....	28
Seeking Donations for Fiji and Vanuatu	28
Morning Tea is Served!.....	29

Girls' School

Get Involved, Get Doing!.....	30
Girls' School Prefects Commissioned....	31
Flora MacDonald Day	32
Choir Performs at Anzac Service.....	33
Finding Facts and Facing Fears!	34
We Love Maps!	34
Girls Leave a Playground Legacy.....	35
Across the Miles!.....	35
Wishart and Chalmers Draw!	36
Miles of Smiles at Relays!	37
A Stunning Performance.....	37
Camping Highlights!.....	38
Healing Hearts Quilts.....	39
Family Picnic	39



Celtic Day | 16



Budding Young Scientists! | 62



A Stunning Performance | 37

College

Parallel Education – The Best of Both Worlds	40
Positive and Successful Co-Education.....	41
The 2019 College Prefect Team	42
Middle College Leaders	43
2018 International Baccalaureate Results	44
New Zealand IB Diploma Top Scholars Awards.....	44
2018 NCEA Levels 1-3 Results	45
Sculpture Board Sets National Standard!	45
NZQA Scholarship Results	46
Top Scholars Congratulated at Parliament.....	46
2018 NZQA Scholarships by Subject....	47
Two Top Subject Scholars.....	47
Understanding the International Baccalaureate Diploma...	48
The IB Diploma Programme at Saint Kentigern	49
Senior College Academic Colours and Honours.....	50
New Zealand Maths Team Selection!.....	51
Prefects Honoured to Speak.....	51
New Zealand Bronze for Physicists.....	51
Bruce House Leaders Appointed.....	52
A Virtual Eye-Opener!.....	53
Love Reading, Love Reviewing.....	53
Art And Design Tour to Europe.....	54
Typeface for Aotearoa	55
Why are we still studying Shakespeare? A New Era of Literacy	56
Shake the Quad	58
Senior Solo Music Competition 2019....	59
Violinists Play with National Symphony Orchestra.....	59

Evan Selected for National Youth Orchestra!.....	59
Fiddler on the Roof	60
Year 7 Camp - It wasn't great... it was fantastic!	62
Year 9 Camp - Term 1 Highlight!.....	62
Chalmers Wins College Swimming	64
Fantastic Results at Zone Events.....	65
Chalmers Wins College Athletics	65
History Made at Tennis Nationals!	66
Chalmers Wins Cross Country!.....	67
Rewarding Multisport Season	68
Record Breakers at Athletics Champs!.....	69
Boys' Hockey Preseason Tour	70
Sports Shorts.....	70
Presbyterian Quadrangular Tournament	71
New Year Honours for Mr Cowie!.....	71

Old Collegians

From the President of the Old Collegians	72
SKOCA 2019 Calendar.....	72
Boys' School Golf Day.....	73
Lucy Broadhead – Boys' School Teacher.....	74
Alice Peacock - Journalist	74
Nick Stenner – Oxford PhD Student	75
Sam Rich – Professional Percussionist.....	75
A University Education Overseas	76
Wirihana Cup Win – To Old Collegians!.....	78
Hockey Teams Draw!.....	78
In Memoriam	78
Old Collegians PIP College 1st XI.....	78

Look for this symbol

It tells you that there is even more
information available online
for your desktop or mobile
device at:

www.saintkentigern.com



Fiddler on the Roof | 60



Art and Design Tour
to Europe | 54



Presbyterian Quadrangular
Tournament | 71



Sam Rich - Professional
Percussionist | 75



New Zealand IB Diploma Top Scholars Awards | 44

Masterplan Phase 1 Developments

ONE CAMPUS - TWO SEPARATE SCHOOLS

From the outset, the Trust Board has been quite clear that they are 100% committed to maintaining single gender education for our two primary schools; a vision that is strongly supported by Boys' School Principal, Mr Peter Cassie and Girls' School Principal, Ms Juliet Small. Each school will be maintained as a distinct entity with its own Principal, staff, curriculum and ethos, ensuring that the facilities meet the different educational needs of both boys and girls. Operationally and pastorally, each school will remain distinct and separate. The Masterplan for Shore Road is focused on meeting the changing needs of all our primary students, ensuring that both our boys and girls will benefit from new, world class teaching facilities.

THE NEW GIRLS' SCHOOL

As can be seen in the preliminary design images, the new Girls' School will be striking, taking advantage of the sloping site to create a completely unique, multi-level, terraced school with its own distinct entrance and presence on Shore Road.

The purpose-built, 19-classroom school will include a new integrated library and learning commons, with associated outdoor recreational and sporting areas for the girls, creating an outstanding environment focused on girls' teaching and learning.

Girls' School Principal, Ms Juliet Small is excited by the future, 'It's a rare opportunity for a Principal to lead the planning of a new school and I'm relishing every minute of it. In preparing the briefs for the architects, we took many opportunities to explore best teaching practice in both our own and other schools to ensure the final design would enhance the very best in future-focussed teaching and learning exclusively for girls. The preliminary designs indicate that our new school will be a welcoming, contemporary environment encouraging connectedness, collaboration and shared experiences. Our girls 'were born to fly,' I am so proud to be part of helping them achieve this!'



Saint Kentigern has come a long way since the College first opened its doors in 1953 as a humble three classroom block on a muddy, windswept site in Pakuranga! Over the years, the vision of our founding Trustees to develop excellence in education, based on the principles of the Presbyterian Church, has been well sustained, seeing Saint Kentigern schools grow in size and stature.

The growth of Saint Kentigern's facilities across three campuses has been an ongoing process for over 65 years, keeping pace with continued roll growth and the changing needs of our students and their families. We have much to be thankful for!

The latest building campaign, outlined in the Masterplan for the Shore Road Campus (available to view on our website), is the most ambitious building project ever undertaken by Saint Kentigern,

with the initial phase focussed on advancing the construction of a brand-new Girls' School and building new Specialist Facilities for use by both primary schools, along with the building of new classrooms for the Senior School boys and refurbishment of the existing Senior School for their Middle School students.

During the course of the latter part of 2018, work centred on developing conceptual designs for the new Girls' School and Specialist Facilities and Boys' Senior School building. Since they were reviewed and approved by the Trust Board in December, work moved on in the early part of this year to the next stage in the process, the 'Preliminary Design' - work that was completed during March.

We are delighted to now share the preliminary, indicative images of how these new facilities may look!

THE NEW SPECIALIST FACILITIES AND BOYS' SENIOR SCHOOL BUILDING

Housed in one building but with a distinct separation between the two areas, the preliminary indicative images show an exciting new addition for Saint Kentigern. Spanning the area from the original Boys' School library to the site of the current staffroom, the impressive new building will be built above and down the bank, facing out onto the upper field, juxtaposed to the Jubilee Sports Centre.

The Boys' Senior School Classrooms

Catering for the specific needs of our boys in Years 7 & 8, the 12 new Senior Boys' classrooms and collaborative spaces will not only provide a purpose-built facility for our senior boys, but it will also release the current Senior School building to be refurbished for the Middle School.

Boys' School Principal, Mr Peter Cassie said, 'I am delighted to see our ideas for a new Senior School come to shape. We know we have true strength in our teaching and learning at the Boys' School, but current facilities are no longer keeping pace. The new technology rich, flexible teaching and learning spaces being developed for our senior boys will allow for greater specialisation as we prepare them to make the important transition to their college years.'

'But equally as exciting will be the refurbishment of the current Senior School classrooms to breathe new life into the Middle School. The growth in roll in Years 4-6 has meant the Middle School classrooms have been spread across the campus in recent years. Moving them to the current Senior School, once refurbished, will bring the entire Middle School into one location, allowing for greater collaboration for both students and staff within the syndicate, for the sharing of ideas and resources.'

'As a Principal, I'm truly excited and grateful for the upgrade of facilities that will allow us to do what we do best, even better - deliver an outstanding teaching and learning programme where 'every boy matters!'



Specialist Facilities

Whilst innovative at the time of their construction, the original specialist facilities at the Boys' School have become outdated and no longer meet the needs of a changing school curriculum. The new Specialist Facilities will provide significant new amenities for both our boys and our girls. All Specialist classes will be timetabled for access by both primary schools at separate times to maintain the integrity of Saint Kentigern's single-gender teaching philosophy at primary level. The building will be linked to the new Girls' School by a covered walkway, with a separate entrance for the girls.

Mr Cassie and Ms Small concur that the economy of building one set of facilities for use by both schools means even greater things can be achieved. Mr Cassie said, 'This will be a centre of excellence for scientific, artistic (visual and performance), technology (food, hard and soft materials) study and learning, where design, creativity, confidence, and scientific and critical thinking will be explored, encouraged and developed. Currently, both Saint Kentigern primary schools have well-developed programmes in these areas but bringing all specialist areas into new facilities under one roof will serve to allow each school to significantly enhance their offerings for each programme.'



Time Line

We are aiming for completion of the Girls' School, Senior Boys' classrooms and shared specialist classrooms by the start of Term 1, 2022. Over the coming months, Principals of both Primary Schools will be seeking input from the community on a range of aspects of the new facilities and look forward to your contributions.

Pakuranga Campus and Preschool

Further information regarding progress on planned projects at the Pakuranga Campus and plans for a new Preschool on the Shore Road campus will be detailed in future updates.

If you have any questions or would like more information about the Phase 1 Projects, please email masterplan@saintkentigern.com

From the Chaplain

Communication

The Saint Kentigern motto, Fides Servanda Est - Keep the Faith - presents us with a challenge as we seek to encourage our students to know God and to serve others within and beyond our school communities. As a Presbyterian School, Christian values are an intrinsic part of our special character. Students take part in Christian Education classes and attend weekly Chapel services with either Reverend David Smith (Middle College and Senior College) or Reverend Reuben Hardie (Boys' School, Girls' School and Preschool). In addition, once a term, families are invited to join their sons and daughters at Sunday Chapel Services. Here, our Chaplains will take it in turns to share their words...

The following is part of a Sunday evening Chapel at the College...

These days there is a lot of emphasis on communication by social media, but as for two people in the same physical space talking with each other, it's arguably a bit of a dying art. Now when it comes to healthy communication, a key is the ability to listen well. James, of biblical fame, once said; 'Remember this, my dear friends! Everyone must be quick to listen, but slow to speak.' (James 1:19) Indeed, the ability to 'listen' well is a skill and a way of loving and communicating that we care. I show you by listening that what you're saying is important to me and that you matter. And good listening, it not only helps 'us' to understand a message clearly, but the communicator to express themselves.

Unfortunately, there are a lot of things that can block us from 'hearing' what a person is really saying, or that become 'filters' that distort the message in some way. Think about self-centredness, prejudice, prejudgement, tiredness and everyday distractions and emotions such as fear and anger. Good listening, it involves concentrating, and for most of us, it requires practice.

There is an exercise based on 'Aspects of Communication' that works well. For example, 'How well do I listen to the other person?' 'Well,' you say to yourself, 'I'm an excellent listener, so I'll give myself a ten, on a 1-10 scale. But as for the other, well, they've got a bit to learn, so I'll give them a three.' But while you are grading them, they are grading you. You then sit down together and compare notes and get to see how you are perceived.

There is one about 'feelings' - for failure to be able to share our feelings well can be a stretch for any relationship. The secret, as the writer to the Ephesians put it, is being able to 'speak the truth in a spirit of love'. (Ephesians 4:15)

In other words, learning to be straight up and honest, but gentle with it. The

Apostle Paul once said, 'Be gracious in your speech. The goal is to bring out the best in others in a conversation, not put them down, not cut them out.' (Colossians 4:6)

And what about ways we try to 'move' other people to action, like the old silent treatment? Or have you ever heard it said, 'You never clean up', or, 'You're always late'? It's emotive speak and seldom entirely true.

And then there's 'body language,' which apparently makes up to 50% of communication between two people in the same space. Indeed, the only part of the body capable of lying, it would seem, is the tongue. But body language is also very open to misinterpretation and wrong assumptions.

Hugo is doing dishes, Josh comes in and asks; 'Hey, is it OK if I borrow your car?' Hugo turns to face him with a frown on his face and Josh says; 'What are you looking at me like that for?' But the question is, what does Hugo's frown mean? That he didn't quite hear what Josh said? Was it a look of concentration? Or a look of tiredness or worry? Or was it an angry look? Operating on assumptions can make an ass-out-of-you-and-me (ass/u/me). Have you ever asked someone to do something with complete clarity, only later to discover that sure enough, they mucked up? And did you find the experience frustrating? The question is, who had the problem? Perhaps both, but in the first instance you. Why? Because while the instruction was clear in your own mind, you 'assumed' it would be equally clear to the receiver.

The trick is trying to be more specific, more detailed. It's clarifying and checking, and making sure they've got it. The thing is, I can never tell you what you have said, I can only ever tell you what I heard. And you can never know what I heard, unless I clarify it.

Communication: it's the art of listening, concentrating, being attentive. **Communication:** it's learning to share something of our feelings in ways that don't hurt or blow each other away.

Communication: it's being careful when it comes to body language and the making of assumptions.

Fides Servanda Est

**Reverend David Smith
College Chaplain**

From the Chairman of the Trust Board

Advantages of Independent Schooling

I spoke recently to the Parents & Friends group at the College about Independent Schools and the feedback convinced me to prepare some comments for Piper on the same theme.

There are four types of schools currently operating in New Zealand: State Schools, State Integrated Schools (331 schools of which 238 are Catholic), Independent Schools (about 46), and Charter Schools. Most New Zealand State and State Integrated schools do excellent work with and for their students, however, by their very nature, they must meet the statutory requirements of the government of the day. Independent Schools are less constrained by these.

The oldest Independent Schools in New Zealand were established by religious foundations or through their own Acts of Parliament. More recently, some, for example the Academic Colleges Group, now operate as commercial enterprises. All Independent Schools are required to register with the Ministry of Education but they are not bound by all of the statutory requirements of State and State Integrated Schools. There is, however, an expectation that Independent Schools will meet the requirements of the New Zealand Curriculum.

Most Independent Schools, including Saint Kentigern, were established as Charitable Trusts with governance structures determined by their trust deeds. They are wholly responsible for their capital works and the maintenance of all their facilities. Independent schools are responsible for the bulk of their funding through charitable trusts, philanthropy, or the charging of fees. They do receive approximately 8% of their revenue from a government grant but this is declining year on year. This compares with State Schools which receive 100% of their operating costs and all their capital works funding from the government.

State Integrated Schools receive government funding for their operating costs (except as related to their Special Character), but they must raise their own funds for capital purposes. We do have Education Review Office reviews but these relate only to our registration as an Independent School on quality of education, and student learning and achievement. These reviews are less than those for State and State Integrated Schools. We are subject to the financial requirements of the Charities Act.

So what are the practical benefits we can see from the nature of Independent Schools?

- 1) There is more flexibility around curriculum, pedagogy and style of learning, and co-curricular activities and facilities.
- 2) We have more flexibility around staffing levels, class size, contact hours, etc, and staff remuneration.
- 3) We can emphasise our special character without restriction.
- 4) We can have more flexible hours of learning.
- 5) We can focus more in certain areas and provide specialists in certain areas, for example, sports coaching, EOTC and so on.

At Saint Kentigern, we take advantage of all these opportunities. They provide our staff and our families with a wonderful chance to do things differently and the Trust Board is keen to take advantage of all reasonable opportunities within our resources to provide an education which is world class for our youngsters.

While the current debate around NCEA and the structure of education in New Zealand is of interest to us, we will follow suit if we believe the changes provide educational benefits for our students. For example in our Master Planning, we are committed to providing the best possible classrooms and learning environments for our students and staff rather than follow current Ministry of Education thinking that schools should undertake much of their teaching and learning in large open-plan spaces with multiple classes and multiple teachers simultaneously occupying the same spaces.

Very few State Schools currently offer the IB Diploma programme, which helps put our students into an international context.

Being part of the IB family of schools allows us to take advantage of world class teacher development. These opportunities also benefit teachers taking NCEA classes. As a Trust Board, we continually keep in mind and review our teaching and learning practices, and those of the best overseas schools.

At a governance level we have a flexibility which allows us to explore and to brainstorm with our senior management about the future and what a Saint Kentigern education will look like. We also have the obligation, as defined in the Saint Kentigern Trust Deed, to consider those aspects of our heritage worth preserving as we dream and plan for the future.



Fides Servanda Est

Dr John Kernohan
Chairman of the Trust Board

From the Head of Saint Kentigern

Lifelong Learners More than a Cliché – A Reality

Projections published by GenerationZ.com.au reveal: 'Based on today's average teen, today's vocationally mobile, entrepreneurial and truly global Generation Z will have 17 employers across 5 separate careers, working in jobs that don't even currently exist.'

The world that our students are going into, demands that they continue to be good learners, way beyond their school age years. In the short term, our students need to get the best grades they can. At the end of their school journey, access to the best tertiary courses are by selective entry and this is not likely to change. Beyond formal education, there is every chance that their life will be one of regular retraining. If you know how to learn then you are going to have a great advantage in not just staying employed but in being successful in your career.

Here are a few key aspects that are important for good learning. They are things that we can all help young people with.

Studying is hard work

An essential truth about effective learning is that it takes a lot of effort. Whenever anyone is trying to master a new skill or learn new material, it takes a lot of effort. In order to fulfil academic potential, learning needs to be both a priority and a habit:

- Making study a priority both at school and at home is a must but it's not easy given everything else we want our children to do

- At school we have to constantly remind our students, and they themselves, that the main purpose of class time is to learn

- While socialising is an important part of a young person's development, there is a time and a place. Students need to understand that it's important to focus on what is being taught.

- We need to have an expectation that young people will listen carefully to explanations. We need to encourage them to ask questions. We need to ensure that they know it is okay to get help and encouragement wherever they can find it. By the same token, they should be encouraged to give help and support whenever they can (quite apart from the essential value of 'being of service to others', one of the best ways of truly understanding something is by explaining it to someone else).

Learning new things is difficult and it often means students have to put off doing something they really like, such as chatting with friends or just fooling about, playing sport or gaming, being on Instagram or Facebook, watching Netflix or YouTube. The desire to do 'fun stuff' will defeat

most people if they do not find a way to develop the will-power to concentrate on their learning.

Outside the classroom, having a regular timetable of study times is essential. Study must become something students naturally do – a habit. The 'study habit' is something that should be gradually developed as students move through the school years. It is often too late to change your ways when, in Year 11, those qualifications and examinations suddenly become a reality.

Read

The more that you read, the more things you will know. The more that you learn, the more places you'll go.

Dr. Seuss

Reading is as important to the mind as exercise is to physical health and we should encourage our students to read in the same way we encourage them to be involved in sport or play a musical instrument. Reading also helps to develop a student's vocabulary. In all areas of study and in all vocations, there is important vocabulary or terms that must be known. Students must be trained to deliberately and explicitly learn the language of their subject. This can be by:

- Copy the word and definition into a file or notebook
- Spelling them out. Learning through repetition. Using the word in a sentence
- They need to be able to test themselves then learn the words all over again.
- Parents can help by encouraging their child to explain to them the new and important words they are learning.

In school and in the workplace, the understanding of important words and terms needs to be exact and automatic.

Develop curiosity

'... to say we had no special advantages ... the greatest things that we had in our favour was growing up in a family where there was always much encouragement to intellectual curiosity.'

Orville Wright

Curiosity has been shown to be one of the most reliable markers of the successful learner. Parents who answer their children with clarity every time they ask 'Why?' help the development of curiosity from a young age. Parents who engage their children in conversations about any or all of the issues of the day, do so likewise.

Memorisation

'Not only does background knowledge make you a better reader, but it is also necessary to be a good thinker.'

Daniel Willingham. Why Don't Students Like School.

This idea that we should commit important ideas and concepts to our long-term memory has fallen out of favour with the educational modernists. But the research is clear - good learners need to memorise important facts, ideas, and processes (yes that includes knowing your timetables off by heart). While there is a lot of rightful



If we want to encourage intellectual curiosity, we must place a high value on putting challenging, difficult and novel tasks in front of our youngsters. We should not underestimate their ability to deal with and understand matters that appear complex and, on the surface, too big.

attention given to problem solving, you actually have to have something to problem solve with. Thinking outside the square is great but you have to have the square to start with. It is important to get students at all ages to commit important facts and concepts to memory. This can be done by having them restate the idea using their own words, therefore, forcing the mind to process and understand. Students should be encouraged to connect new material to the things they already know. The more you know, the more you are capable of learning.

Find a mentor

Having the ability to ask for help is a great start in the journey of lifelong learning. Most successful people in any field will speak about the mentors who guided them. We need to encourage our students, at any age, to say, 'can you help me?' We need to remove the stigma from this question and set it in the most positive light. (N.B Our response needs to be, 'I can help you do it.' Not, 'Let me do it for you.') Finding a supportive mentor is important at any age. It is usually a parent for a youngster, but it might be an older sibling. Later on, it could be a favourite teacher or a family friend. For a teenager who is trying to break away from the dependence on their parents, it will often be a respected 'outsider'. Every student can benefit greatly from having someone they feel comfortable with and with whom they can talk to about what they are learning. Understanding the value of having a mentor is something that will never diminish throughout a career, or life in general for that matter.

Learn together

There is a fine African proverb that says: 'If you want to go quickly go alone, if you want to go far go together.' This works for education too.

One of the great things about Saint Kentigern is that students are surrounded by wonderful peers.

We can all encourage students to work together. Students who share their study with each other feel more motivated and it brings encouragement to everyone in the group. We see this in action all through school whether students are 4, 8 or 18. There is nothing that works better for learning than a group of students talking to each other about the topic they are studying. Parents too can help by facilitating children to talk about their learning with each other and later by hosting study groups at home.

'Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family.'

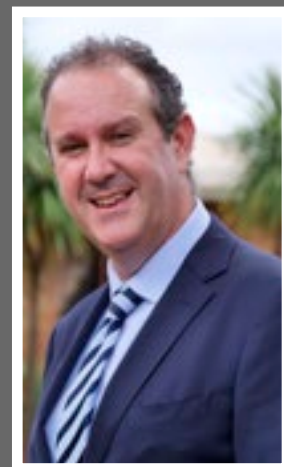
Kofi Annan

Fides Servanda Est

David Hodge
Head of Saint Kentigern

Introducing Richard Lindroos, Director of Development

We welcome Richard Lindroos to Saint Kentigern as the new Director of Development, with responsibility for driving the Fundraising Plan across the Saint Kentigern organisation; this includes commercial sponsorship, fundraising and building a culture of philanthropy.



When Saint Kentigern first opened its doors on the College campus in 1953, it was the culmination of over seven years of effort by a small but very determined group of visionary Presbyterian businessmen. From humble beginnings on a muddy site in rural Pakuranga, with a solitary 'prefab' and a flagpole marking the first development, Saint Kentigern has grown to become one of Australasia's leading educational organisations, now catering for almost 3000 students from age 3 to 18 and 720 employees – a far cry from the first 92 boys and four teachers on that first day!

From the outset, Saint Kentigern was founded on a strong tradition of philanthropy, which has long supplemented tuition fees and helped provide a world-class education and outstanding facilities for generations of students. Thriving Independent Schools rely on their community for additional support in many ways from financial to volunteer assistance.

Over the years, Saint Kentigern has welcomed additional financial support from many, many donors both large and small. One of the first of these was Sir George Elliot whose magnificent gift enabled the College to open Elliot Hall in 1958. The gifting of Roselle House by Martyn Wilson allowed this to become the nucleus of a new boys' primary school in 1959. The tradition of philanthropy has since continued. As the rolls gradually increased, so did the demand for new buildings and resources, and since that first day in 1953, many donors have contributed significantly to enable further development of Saint Kentigern facilities. As an organisation, we have many people to thank and much to be grateful for.

Richard brings significant senior leadership experience and networks to this new development role, gained from commercial business across charity, corporate, media, education and government industry sectors. He has worked as a General Manager for over 20 years in successful private businesses, as well as global sport management organisations including FIFA, IMG and most recently as the NZ Manager for Supercars. He has consulted to many organisations including the Heart Foundation, AUT, Nike, University Sport NZ, Auckland Council, Sport NZ and Challenge Petroleum Independent Dealer Group.

He is a former NZ sporting representative, Olympic Coach and High Performance Sport Chair, and holds a number of private company directorships. Richard is also a Saint Kentigern parent, with one son in the Middle College and another at the Boys' School.

Richard has thoroughly enjoyed his first term meeting a wide cross section of our community. He said, 'Saint Kentigern has a proud history of philanthropy from its early establishment to the development of the significant buildings we have across our schools. It is important that we build on those foundations, engage our wider community and support our future developments. It is an exciting and positive time for the organisation and I am happy to be part of the team driving the Development Plan. I thank those of you who have made me feel so welcome and look forward to the opportunity to meet many more of you in the coming months.'