

A Very Special Place

Having completed my first term, I would like to offer my sincere thanks to the many members of the Girls' School and wider Saint Kentigern community. You have been generous in your welcome, unfailingly friendly and willing to help as I settle into my new role.

These first few weeks have been incredibly stimulating, busy and fulfilling as I have come to know new students, parents and colleagues, while also embracing the culture and values of Saint Kentigern. My over-riding impression has been that of a strong sense of community, both within and across the campuses, combined with a clear passion and pride in all that we do. From the girls and their parents, to the collegiality of staff, and the support from fellow principals and the Trust Board, I am encouraged by all I have seen and the many opportunities that lie ahead.

Saint Kentigern's roots lie deep and from that first moment when I was piped into Chapel for my commissioning, I knew I had become part of a very special place.

Since my own passion for teaching was first ignited all those years ago, I have witnessed many changes and new expectations in the education sector, but there are some things that remain unchanged. Parents will always want assurance that the values which guide their efforts at home are also to be found in the school of their choice, and

in choosing an independent education for their daughter, our parents have made a clear choice. I recognise that it is vitally important for our teachers and parents to work as a team to nurture the spirit, intellect and energy of our girls as we raise them to become strong, brave, resilient young women ready to take on life's opportunities and challenges. Well-aligned, the partnership of parent and teacher has profound possibilities for a student's well-being, self-confidence and their ability to achieve at their highest possible level.

I value the feedback that parents bring and my door is always open for discussion.

The role of a teacher may have changed over the years but the essence of a good teacher will always remain the same. No matter what the era or current pedagogy, it is not

so much the knowledge that a teacher brings to the classroom that is important but the ability to connect with the students and light the fire of learning that will make the difference. The key theme that has emerged from my dialogues with parents over the last term is that 'it's about the learning' – the importance of engaging our girls in the learning process.

I have been particularly impressed with our girls who are articulate and clearly interested in the world around them. Currently, across all year levels and subjects, we are concentrating on 'The Research Process' which reflects an inquiry-based approach to create meaningful learning. We have recently created a visual to support the girls with this process in order to develop their higher-order thinking skills and already we are seeing dividends. (More information about our 'Research Process' can be read on page 14 of this issue of Piper.)

Along with classroom teaching and learning, a new school year brings with it a flurry of activities that encourages our girls to participate. From music groups, to sports teams, camps and House events, the opportunities to join in and support one another abounds. This year's swimming sports will not be quickly forgotten! The logistics of organising a whole school swimming event takes careful planning – the one thing we hadn't envisaged was a fire taking hold in the roof of the school hall at the same time! With the girls and staff moved quickly to safety, I again became aware of the very strong sense of community as parents and the Trust Board rallied to help and I thank them for their quick assistance. We look forward to the refurbished hall opening again during Term 2.

I have enjoyed and been hugely heartened by the uplifting Chapel services for the girls, led by Reverend Reuben Hardie each week. They provide a valuable spiritual dimension to the lives of our young people and serve to embody the special values that are so evident here at Saint Kentigern. Those values are clearly at the very heart of our community and the commitment we bring to each child entrusted to us.

Finally, it has been humbling to work alongside staff and Trust Board members whose dedication and commitment to our students, and whose knowledge of and feeling for Saint Kentigern, is so immense. I feel privileged to be given this opportunity to build on the Saint Kentigern legacy as we continue to develop a first-class, independent education for girls.

As I familiarise myself with the immediate Girls' School family, I acknowledge that there is a much wider Saint Kentigern community and I look forward to the many shared activities during the year. Please do take the opportunity to introduce yourselves.

Ms Juliet Small, Principal

New Principal Commissioned

The commissioning of Principal, Ms Juliet Small, was a special event in the history of the Girls' School.



The commissioning of a new school leader is a formal tradition at Saint Kentigern, and the process that was followed during the founding of the College remains to this day. The official party was piped into the chapel by former Girls' School student, Faith Doherty. In making the commission, Chairman of the Trust Board, Dr Bruce

MacFarlan, read the same words that were used when Reverend Adam MacFarlan, the first Head of Saint Kentigern College was commissioned in 1953.

'Ms Small, on behalf of the Saint Kentigern Trust Board, I now commit to your charge and care this School, the scholars who may from time to time be enrolled and all the staff who serve here, assuring you of the Board's confidence in you, and support of you, to implement the objects of the Trust. May God richly bless you in this task.'

In response, Ms Small said, 'I am delighted to take up the role of Principal of the Girls' School and in this role it is my intention to develop programmes of learning and opportunities that will ensure that our girls are prepared for life. I am looking forward to working with Mr Peter Cassie, Principal of the Boys' School, Mr Steve Cole, Head of Saint Kentigern College and Mrs Sue Nash, Director of the Preschool. I thank Saint Kentigern Trust Board for the faith they have put in me to lead the school and I would like to extend to staff my thanks for the warm welcome they have extended to me. You are a wonderful team of talented teachers who work so hard to provide the best learning opportunities for our students. To the students of Saint Kentigern Girls' School, I am proud to be your Principal. I am here to support you in all you do; be it in the classroom, on the sporting field or in artistic endeavours. Take the opportunities that you are offered in our school and beyond, treat others as you would wish to be treated to be the very best that you can be.'

Head Girl, J'adore Harris-Tavita began her speech with a quote from Martin Luther King Jnr, 'Faith is taking the first step, even when you don't see the whole staircase. Today's commissioning is Ms Small's first step as our Principal - a step which symbolizes her faith in our school, students, staff members and herself. Ms Small, we warmly welcome you to our School. We are all excited by the journey we are on together and look forward to getting to know you. We have faith in you.'



In the appointment of Ms Small, the Trust Board is confident she will continue to further strengthen and grow the culture and status of the Girls' School as an Independent, Presbyterian primary school offering a premium education for girls in Years 1-8.

Ms Small brings with her a wealth of teaching and school leadership experience. She has taught at across all age groups from new entrants to intermediate level at schools in London, Hamilton, Invercargill and Auckland. She has been a Principal for 13 years, starting at Oranga School before leading Sunnyhills School for the last nine years. In these roles, she has demonstrated her ability to articulate her vision, be a collaborative leader and resourcing strategically to ensure quality teaching and learning. She has a track record of strong student achievement results and recruiting and retaining confident, capable staff.



Girls' School Leadership Team

One of the first chapel services of the year had a special significance with the commissioning of the student leadership team for 2016. For these Year 8 girls, and in particular Head Girl, J'adore Harris-Tavita and Deputy Head Girl, Nieve Campbell, the occasion marked the start of their time as mentors to their fellow students and ambassadors of the School.

Somervell Church was full of proud parents for the occasion as the students were commissioned into their roles. The School also welcomed the Deputy Head of College, Mrs Suzanne Winthrop, newly elected Head Girl of the College, Sydney Fraser, and Director of the Preschool, Mrs Sue Nash. Addressing the girls, Sydney said, 'No matter how big or small your leadership role may be, grab it with both hands and put 100 per cent effort into it,' she said. 'A good leader is someone who people trust and tries her best in everything she does. She is someone who does things not for the badge, but for the pleasure of helping others. She is loyal, trustworthy and honest.'



HEAD GIRL - J'adore Harris-Tavita



J'adore joined Saint Kentigern Girls' School at the beginning of 2015 and quickly became part of the school community through her involvement in a wide range of activities. She has made the most of the opportunities that have been offered to her and she has achieved at the highest level in both academics and sports. At the 2015 prizegiving, she received the First in Year 7 academic prize and was first in English, mathematics and Christian education. She was also the most promising voice student for music.

J'adore is well respected by the whole school community and understands the values of Saint Kentigern and is excited about this important role she is undertaking.

DEPUTY HEAD GIRL - Nieve Campbell



Nieve became a Saint Kentigern girl as a Year 4 student and thoroughly demonstrated her understanding of the Saint Kentigern Way, having a brother at the Boys' School and an older brother who attended the College. Nieve is always ready to share ideas and opinions and has a real understanding of what it means to be a good citizen and give service to others. In 2015 Nieve was awarded the Old Collegians Scholarship, having impressed the panel with her warm and confident manner. Nieve has also been the recipient of the Remuera Lions' Citizenship Award and was acknowledged for her service to the Junior School in 2015.

Leadership Team 2016

Head Girl

Deputy Head Girl

Head of Cargill

Head of Chalmers

Head of Hamilton

Head of Wishart

Deputy Head of Cargill

Deputy Head of Chalmers

Deputy Head of Hamilton

Deputy Head of Wishart

Head of Student Council

Deputy Head of Student Council

Chapel Leader

Deputy Chapel Leader

Sports Leader

Deputy Sports Leader

Arts Leader - Music

Arts Leader - Performance

Head Librarian

Deputy Head Librarian

ICT Leaders

Junior School Leader

Preschool Leaders

J'adore Harris-Tavita

Nieve Campbell

Charlotte Tse

Anastasia Mulcahy

Lisa Sandbrook

Lily-Belle Sawyer

Sophie Rickman

Tiffany Rodrigo

Anna McKenzie

Florence Dallow

Charlotte Koerber

Tiffany Rodrigo

Rachel Black

Anna McKenzie

Kaya Blackler

Elyse Tse

Jorja Hendricks

Addison Peebles

Karen Liao

Taylor Maxwell

Ruby Akolo, Chelsea Baxter

Anna Carr

Madison Hickin, Frankie Reid



Head of Cargill: Charlotte Tse

Deputy Head of Cargill: Sophie Rickman



Head of Chalmers: Anastasia Mulcahy

Deputy Head of Chalmers: Tiffany Rodrigo



Head of Hamilton: Lisa Sandbrook

Deputy Head of Hamilton: Anna McKenzie



Head of Wishart: Lily-Belle Sawyer

Deputy Head of Wishart: Florence Dallow



Students on Shakespeare's Stage!

When studying Shakespearean drama, the historical context is almost as important as the words on the page. What was it like to go to the theatre in the 1600s? How were the plays presented on stage? What was the makeup of the audience? What interaction was there between the crowd and actors? For the Year 7 and 8 students from the Girls' School, their knowledge of the setting of a Shakespeare play now comes from more than research and imagination. These students were given a first-hand taste of how Elizabethan theatre was performed on the South Bank in London in the 17th century with an acting workshop at the Pop-Up Globe!

Constructed on Greys Ave in the central city, the Pop-Up Globe is the first full-scale working replica of the second Globe Theatre that was built in 1614 and closed in 1642. Shakespeare's Globe, which opened in London in 1997 is a replica of the original Globe Theatre, built in 1599 and destroyed by fire in 1613. Made from scaffolding and plywood, the Pop-Up Globe is a three-storey, 16-sided polygon with a double gable roof. There is capacity for 900 people, 300 of which are 'groundlings' who stand in the 'yard' in front of the stage. The rest of the audience are seated 360 degrees around the action. The seating plan gave the students an appreciation of the class hierarchy of theatre-goers from Shakespeare's era. The best seats in the house, exclusively for the nobility, are called the Lords' Rooms and situated directly behind the stage, while the Gentlemen's Rooms were to the side.

The stage and seats are covered overhead while half of the pit is open to the elements, meaning the groundlings and those in the front rows of seats, as well as the actors on stage, are susceptible to the weather, as the girls discovered during their workshop!

The girls had been studying Shakespeare's 'Twelfth Night' in their English and drama classes. The English lessons focussed on the play's theme of disguise and how this can have comedic and tragic consequences! In drama, the girls were learning about characterisation and how this is conveyed through action, movement and delivery on stage. The workshop started with the tutors giving a detailed explanation of the Globe's layout, and how this would have impacted on the performances. The girls then got to put this knowledge into action as they took to the stage! Because the audience is watching from every direction, and from above and below the actors, the girls learnt how the performers have to balance the stage so that they mirror each other's movements to help convey the words they are saying. When the protagonist moves in one direction, the players have to move accordingly to spread the action and ensure it is seen and interpreted by as much of the crowd as possible.

Similarly, Shakespeare's plays were heavily based upon the Chain of Being, starting at the top with God and finishing with the peasants and serfs. Actors expressed where characters sat in this hierarchy by their interaction with each other. To understand this, the girls were given a playing card which they held on their forehead without looking at it. The value

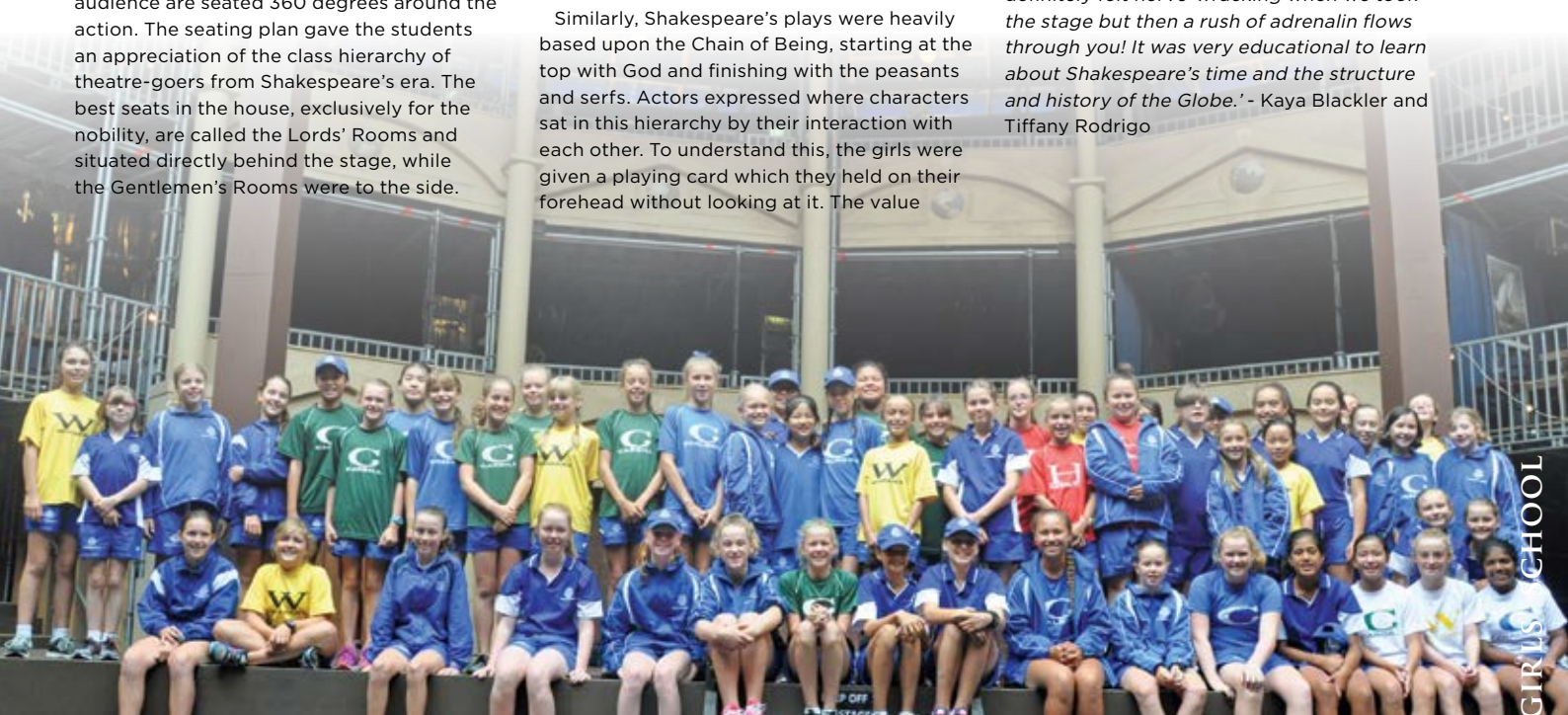
of the card related to their standing in the Chain of Being and they had to guess their place by the greetings and reactions of their classmates.

To underpin what they had learnt and relate it to the text they have been studying, the girls got into pairs to act scenes from 'Twelfth Night' using the blocking and character connection techniques they had been taught. From this world-first experience the girls came away with a greater understanding of the characters and plot of 'Twelfth Night' and a huge amount of confidence to put into their drama performances!

'Performing on the stage gave me a huge thrill and made me feel like a real actor getting ready to perform. This experience was extremely memorable and I'm very thankful for the opportunity.' - Charlotte Koerber

'I learnt so much about what life was like back then and how the actors move on stage given they have a full circle to act for.' - Addie Peebles

'Mindblowing, magical and unique were some of the thoughts running through our heads as entered the Pop-up Globe. It definitely felt nerve-racking when we took the stage but then a rush of adrenaline flows through you! It was very educational to learn about Shakespeare's time and the structure and history of the Globe.' - Kaya Blackler and Tiffany Rodrigo



Developing a Research Process

With thanks to Year 5 teacher, Miss Rachel McClue

With the rapid increase of knowledge in the 'information age,' education has shifted from learning facts to knowing how to find facts. With the overwhelming amount of information now available on a subject, in particular from digital sources, the Girls' School set about looking at ways that the girls could refine their research skills. This, along with a desire to see our students develop learning skills that set them up for success, led to the exploration of a 'Research Process.'

After reviewing several models, our own version was drafted and trialled by our girls with feedback sought. This was subsequently developed into a visual aid which will be of great benefit as a 'prompt' as our students hone their research skills. The girls are certainly enthusiastic thus far!

The research process is not a linear one; the graphic has been designed in such a way as to show that each phase is connected. In the same way the phases interconnect through the learner in the graphic, a student may switch to another phase to increase their understanding.

The value in this research process is the shared language used across the school. Teachers carefully guide students through the process, with increasing responsibility being handed back to students as they progress through the year levels. Its application goes across a variety of subjects, differing in scope and duration. For example, the research process can be used in Food Technology as a mini inquiry to investigate the nutritional value of blueberries. It could also support a longer term study in Social Science about the cultural diversity of New Zealand society. The process even has relevance to everyday life, such as choosing a new car to purchase. As a staff, we feel that the culmination of the skills taught and developed through this model will be applicable in our students' lives now and in the future, setting our students up to be successful learners.



Evaluate

Whilst evaluation happens throughout a unit, it is important to evaluate the finished product and the learning process. This is when students reflect on their learning to determine if they adequately answered the question. The product of their learning may also be evaluated. During the reflection process, additional questions may arise, resulting in further research.

Create

Create involves demonstrating understanding of and applying learning from a topic of study. It may involve producing a printed form of information such as a poster or information report. Students may also create a digital presentation, for example an iMovie, to share their understanding with others. Sometimes, a unit of inquiry may even result in social action. The create phase is also an opportunity to be creative!

Organise

Organising research notes to summarise the key ideas occurs at this phase in the research process. A range of graphic organisers are provided to support this. When note taking, students may utilise key words, direct quotes, diagrams and pictures to represent their understanding of the topic. If they do not have enough information to adequately answer the research question, the girls are prompted to return to an earlier phase.





Define

Define is about understanding the topic, and establishing questions and key words to support the inquiry. After a guiding or overarching question has been shared as a class, girls highlight key words and develop further questions. Students may also use dictionaries and thesauruses to ensure comprehension of key vocabulary, particularly new terms. It is a bit like planning out the route on a road map before commencing a journey.



Locate

At this stage in the process, students are locating sources of information to answer their questions. Information sources range from books, posters and other printed materials, to carefully selected electronic sources such as Youtube videos and websites. Sometimes humans are our best resource, and an expert is contacted!



Girls On Camp!

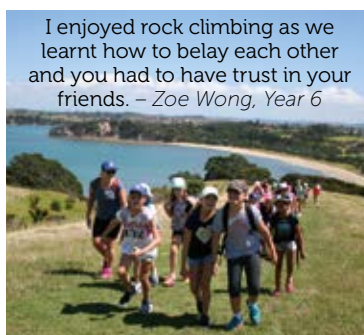
What better way to get acquainted with your schoolmates and teachers than spending time away camping and taking part in fun and challenging activities! To start the year in the spirit of teamwork, camaraderie, confidence and determination, the Year 6 to 8 girls headed out of town and out of their comfort zone. The Year 6 classes camped at Shakespear Reserve in Whangaparaoa, while the Year 7 and 8 girls combined for a week at McLaren Falls in Tauranga. Water sports featured heavily on the programmes, with the girls getting to try their hand at surfing, paddleboarding, sailing and rafting. Combined with the daily responsibilities of looking after their campsite and helping to prepare and cook the meals, the girls developed their responsibility, initiative, motivation and cooperation.



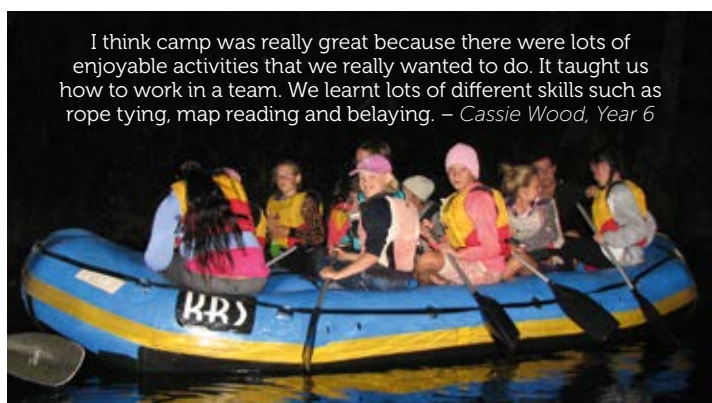
Camp was challenging because it pushed us to think outside the box. – Anna Carr and Anna McKenzie, Year 8



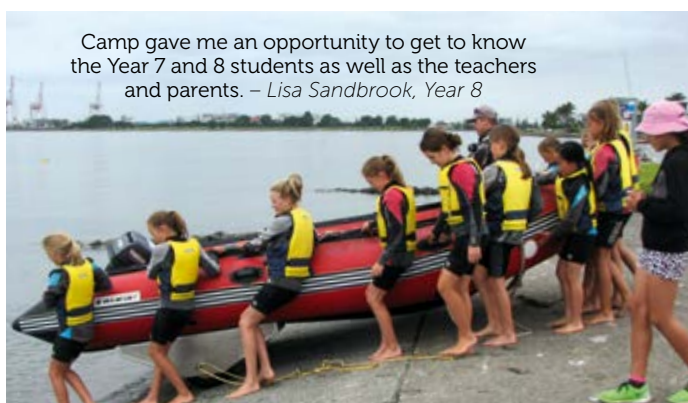
Camp was unique, challenging and full of excitement! Surfing was our favourite experience because we had never tried it before and we succeeded in standing up. We made many friendships with everyone at camp. – Kaya Blackler and Taylor Maxwell, Year 8



I enjoyed rock climbing as we learnt how to belay each other and you had to have trust in your friends. – Zoe Wong, Year 6



I think camp was really great because there were lots of enjoyable activities that we really wanted to do. It taught us how to work in a team. We learnt lots of different skills such as rope tying, map reading and belaying. – Cassie Wood, Year 6



Camp gave me an opportunity to get to know the Year 7 and 8 students as well as the teachers and parents. – Lisa Sandbrook, Year 8



Camp was amazing! People conquered their fears and had fun. We learnt more about our friends and classmates. – Nieve Campbell and Jorja Hendricks, Year 8



I enjoyed camp because we got to mix with each other more and discovered things we didn't know we could do. – Maddie Carpenter, Year 6





Clean Sweep at Soapbox Derby

The Girls' School completely dominated the national finals of the Rotary Soapbox Derby! Soapbox racing pits young drivers against one another on a downhill track in cars powered solely by gravity. This means the pit crew, which is responsible for setting up the car and fine-tuning its performance, has just as much impact on the result as the driver, making it a true team competition!

Our racers took out all of the podium places at the nationals, with Year 7 student, Ocean Scott crowned the New Zealand champion! Madison Hickin, who is in Year 8, and Kaythi Finn (Year 7), finished in second and third respectively. A clean sweep of first, second and third has never before been achieved by the same school in the event's 14 years. Ocean will now travel to Ohio in the United States to compete in the All-American Soap Box Derby World Championships in July!

In the East Auckland regional event the week before, the Girls' School was just as successful, with Ocean, Bridget Dennis, Kaythi and Madison in first to fourth, ahead of Boys' School racers in fifth

and sixth. With the top six place-getters qualifying for the national final, all of the East Auckland representatives were from Saint Kentigern. The Girls' School also won trophies for best cheer squad and most organised team.

Principal, Ms Juliet Small is justifiably proud of the girls' achievements. 'This is an amazing result! The students put so much time and effort into preparing the machines, practising their driving and supporting each other. To have Saint Kentigern appear alongside the best in the world in the United States will be fantastic! The hard work has definitely paid off.'

The Girls' School is extremely grateful to the following sponsors for their support: GreensceneNZ Ltd; Bellevue Hotel, Lower Hutt; Stevenson Engineering; Isignit; and Sulco Ltd. A big thank you also to parents and staff who helped out on both days, especially chief engineer, Warren Frazer, Paul Scott for taking care of the transportation and set-up and Mike Thorpe for his invaluable input.

Soapbox Nationals Racing Team

Drivers

Ocean Scott Bridget Dennis Kaythi Finn Madison Hickin

Pit Crew

| | | |
|--------------|-------------------|----------------|
| Eva Colyer | Lily-Belle Sawyer | Victoria Tiong |
| Kate Frazer | Anna McKenzie | Meletaufa Lolo |
| Kate Dryden | Anna Carr | Chelsea Baxter |
| Rachel Black | Sophia Hay | Taylor Maxwell |
| Zoe White | Cameron Paje | |



Swimming Championships

The 2016 Girls' School Swimming Sports will be remembered for a long time, and not just for the exceptional swimming and sportsmanship the girls displayed. The event was scheduled to take place over two days, but the timetable had to be revised after a fire started in the school hall on the first morning. The races were postponed for a day and the girls revived the House rivalry and battle for individual titles unfazed in front of a large crowd of parents and supporters.

The Year 4-8 girls competed in a range of 100, 50 and 25m lengths and pushed each other right to the final stroke. The Junior School competitors raced up to 25m in freestyle, backstroke and breaststroke and gained House points in the seahorse fun race which capped off the second day. Senior students joined them in the pool to cheer them on and help them finish.

When all of the points were tallied, Wishart House was declared overall Swimming Sports champions for the third year in a row.

Congratulations to Wishart and all of the individual Year group winners!



| HOUSE SWIMMING | |
|----------------|----------|
| 1ST | WISHART |
| 2ND | CARGILL |
| 3RD | CHALMERS |
| 4TH | HAMILTON |

| | 1st | 2nd | 3rd |
|---------------|---|---------------------------|---|
| Year 8 | Florence Dallow (W) | Addison Peebles (CA) | Elyse Tse (CA) |
| Year 7 | Eva Colyer (CA) | Isobel Li (W) | Kate Frazer (CA) |
| Year 6 | Bridget Dennis (W) | Billie Frecker Netten (W) | Grace Gilbert (W) |
| Year 5 | Frances Revell-Devlin (W) | Hannah Piper (CH) | Darcy McDonald (CA) |
| Year 4 | Sienna Hirst (CH) | Sienna Haar (W) | = Olive Rose Gofton (H) = Sahara Knottenbelt (W) = Caroline Healy (W) = Priscilla Zhong (CH) |
| Year 3 | Ashley Cheeseman (H) | Natasha Appleton-Dyer (H) | = Sophie Grant (CH) = Charlotte Ray (H) |
| Year 2 | = Chloe Chester (W) = Charlotte Albrecht (H) | | = Alexi Bower (W) = Brooke Rowntree (CA) |
| Year 1 | Violet Lindsay-Smail (CH) | Daniella Gillard (CA) | = Olivia Lidstone (CA) = Molly Griffiths (CH) |



Overall Champions

Senior Champion **Florence Dallow**
Junior Champion **Bridget Dennis**

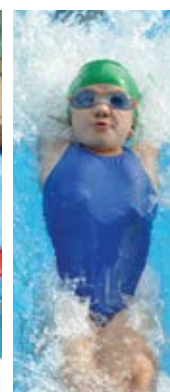


Zone Swimming Championships

Our swimmers had a breakout year representing Saint Kentigern in zone swimming competitions. First up was the Year 5 and 6 team competing in the Remuera Zone competition at the Boys' School.

Hannah Piper won gold in the Year 5 25m backstroke and Frances Revell-Devlin took home two medals – silver in the Year 5 25m freestyle and bronze in the Year 5 25m breaststroke. The Year 5 4x25m freestyle relay team also placed third.

These results saw the team place third overall amongst the girl competitors, the first time the Girls' School has stood on the podium. Awesome result girls!



There were more great performances at the Year 7 and 8 South Eastern Zone finals. The Year 7 relay team, featuring Girls' School students Eva Colyer and Kate Frazer, won gold! This qualified the team to represent the South Eastern Zone at the Inter-Zone finals, where they won bronze! Congratulations to all the swimmers for their superb efforts at the representative events!



House Swimming Relays

Hot on the heels of the Swimming Finals each year are the House Swimming Relays. Students from Girls' and Boys' Schools combine for the much anticipated, fun afternoon of racing. This event has a definite party atmosphere, with supporters lining the bank of the Boys' School pool and House chants echoing around the amphitheatre. Not even the morning's drizzle could dampen the festivities! Almost as important as the action in the water was the dance competition, featuring students, teachers and parents!

When the points were added up, Cargill were on top of the leaderboard. Congratulations to all the swimmers, dancers and supporters!

HOUSE RELAYS

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



'I See Fire!'

Amidst all of the smoking hot action in the pool during Swimming Sports, another fiery incident was taking place! A few races into the programme, a fire broke out in the roof of the school hall! Flames and smoke could be seen on top of the building, unfortunately bringing an end to the competition. Our emergency procedures were swiftly implemented, with the girls at the pool evacuated to the tennis courts and the Junior School students and Preschoolers moved to Wairua Reserve across Remuera Rd. A number of fire trucks were quickly on the scene and brought the blaze under control. The firefighters reassured us that our emergency measures, which are practised regularly throughout the year, worked effectively. The cause of the fire is thought to be an electrical fault, with the hall out of action until Term 2. We would like to thank the many parents on site at the time who helped out in many ways, and the students for their exemplary behaviour throughout.



Wriggling, Jumping Visitors!

The Junior School was a hive of activity during a visit from some 'creepy-crawly' creatures that brought the girls' learning to life! As part of their study of insects and life cycles, regular guest and parent, Ms Rachel Heeney imparted her expertise in all things living to the Year 0-3 students. Ms Heeney is a secondary school biology teacher who loves to share her passion for science. In class, the girls had been looking into all the different living things that make up the natural world and the ways in which they are grouped. Insects had been researched to learn about the life cycle and how the appearance of some species change over the different phases of its life. The girls had also learned that insects are able to be identified and categorised by their anatomy - three body parts and six legs. During Ms Heeney's visit, she showed the girls pictures of some weird insects with even weirder names!

Then came the fun part, if you can bear strange bugs! Accompanying Ms Heeney were some live specimens, including meal worms, maggots and locusts which the girls took turns to hold and observe under the microscope! There was a lot of excitement and courage as the creatures wriggled and hopped around the classrooms. The girls had also learnt that a habitat is where a creature lives and gets all the things it needs to survive. After having worms crawling in their palms and locusts jumping on their desks, the students were

ready to return them to their natural environment!

The insect experience extended the girls' knowledge of the nature of science and the living world. They learnt that scientists ask questions about the world around us, such as how to group the creatures that co-exist the planet. Through exploration and play, their personal explanations of the things they saw were developed and refined. They built upon their grasp of the language and processes of science, such as observation, identification and habitat. In studying life cycles, the students are now able to recognise that all living things have certain requirements so that they can stay alive, that living things are suited to their particular environment, and appreciate that there are lots of different living things in the world and that they can be grouped in various ways.

During their time in the Junior School, the girls will also increase their scientific comprehension through units that look at planet Earth and beyond, the physical world and phenomena such as movement, heat, electricity, light and sound, and the material world and the chemical changes that occur when materials are mixed, heated and cooled. Exposing our youngest students to the hands-on work and basic processes involved in science ensures they are ready and keen to tackle the more complex topics and experiments they will encounter later in their education.



Digging for Dinosaurs!

Discovery is the ultimate goal and at the heart of every scientific undertaking. Can an atom be split? What causes gravity? How did life on Earth develop? What is the relationship between speed, time and distance? One of the most innate, historic and accessible processes of discovery is palaeontology - the search for and study of fossils of creatures that roamed the Earth thousands of years ago. The Year 5 and 6 classes discovered for themselves what palaeontologists do and what palaeontology has uncovered to reveal the Earth's history. A 'site of scientific interest' was located in the school sandpit and the students charged with taking part in the 'dinosaur dig' to look for evidence. The girls familiarised themselves with the tools required to extract fossils, the methodical process of digging for and cleaning samples, then grouped and fitted them together.

Back in the classroom, the junior palaeontologists discovered the other side of the discipline - applying what they have found to know more about the Earth's past. They investigated one species of dinosaur, the era it lived in, and its features, habitat, behaviour and food. The combination of field work and research definitely piqued the girls' desire to make more discoveries in the future!

Year 7 & 8 Athletics

The Year 7 & 8 girls ran, threw and jumped alongside the students from the College to decide the athletics champions for 2016. The two days of competition saw the girls contesting all but the sprint events, before returning for the 100m and relay races. While the number of competitors was increased as they lined up against their College counterparts, so was the level of support they received from the House members and fellow students. The conditions were ideal on both days, ensuring dry running tracks and firm jumping platforms. Congratulations to all the girls for their efforts representing the Girls' School and to our Year level podium winners!

Athletics Champions 2016

Year 8

1st Florence Dallow WI
2nd = Kaya Blackler HA
2nd = Elyse Tse CA

Year 7

1st Khayne'-Lii Munro-Nonoa CH
2nd Ocean Scott HA
3rd Grace Paul CA



Zone Tennis

Congratulations to twin sisters, Elyse and Charlotte Tse who finished first and third respectively in the Year 8 South Eastern Zone tennis championships! Well done, girls!

Girls' School Parents and Friends

The 2016 school year has seen the Girls' School officially welcome our new Principal, Ms Juliet Small. The Parents and Friends were delighted to host a special Meet the Principal function in February which saw a large turnout of parents, caregivers, teachers and Saint Kentigern Board Members in attendance. Everyone present at this event, and those who have met Ms Small since, will no doubt have been very impressed with how well Juliet has settled into the Saint Kentigern environment in such a very short time.

Our 2016 Saint Kentigern Girls' School Parents and Friends Committee has now

been finalised following the Annual General Meeting and we once again have a mix of new and returning members. Stacy Colyer (Secretary) is being joined on the committee by Henry Ray who assumes the Treasurer role from William Black who has provided us with six fantastic years of service. We are also delighted to have Kim McGregor as our new Deputy Chairperson along with our Parent Liaison, Michele Parent. Fellow committee members now include Allyson Gofton, Dee Wakelin, Gretchen Weightman, Kaila Pettigrove, Matthew Gillard, Melanie Lamb, Melissa Burnett, Rebecca Scoones and Vicki Williams.

It has been wonderful to see all the returning families to school along with the many new families who have also joined us. In particular it has been so very special to see our junior girls enjoying their new playground which is looking magnificent. This new addition to our school is such a wonderful asset and was the result of some fantastic fundraising efforts in 2015.

Term 1 has seen some glorious weather but unfortunately one of the worst days fell on the morning of our Annual School Picnic. The torrential rain that fell on this day meant that we had to cancel the event to everyone's disappointment. As we approach Term 2, we have a number of fabulous events to look forward to which includes a 'Hall Restoration' celebration, the Mother Daughter High Tea and School Disco which are all highly anticipated events.

On behalf of the Parents and Friends Committee we would like to thank all the volunteers who have already helped out during Term 1 and we look forward to working with many of you over the coming year.

Rebecca Gadsdon-Green, Chairperson

