



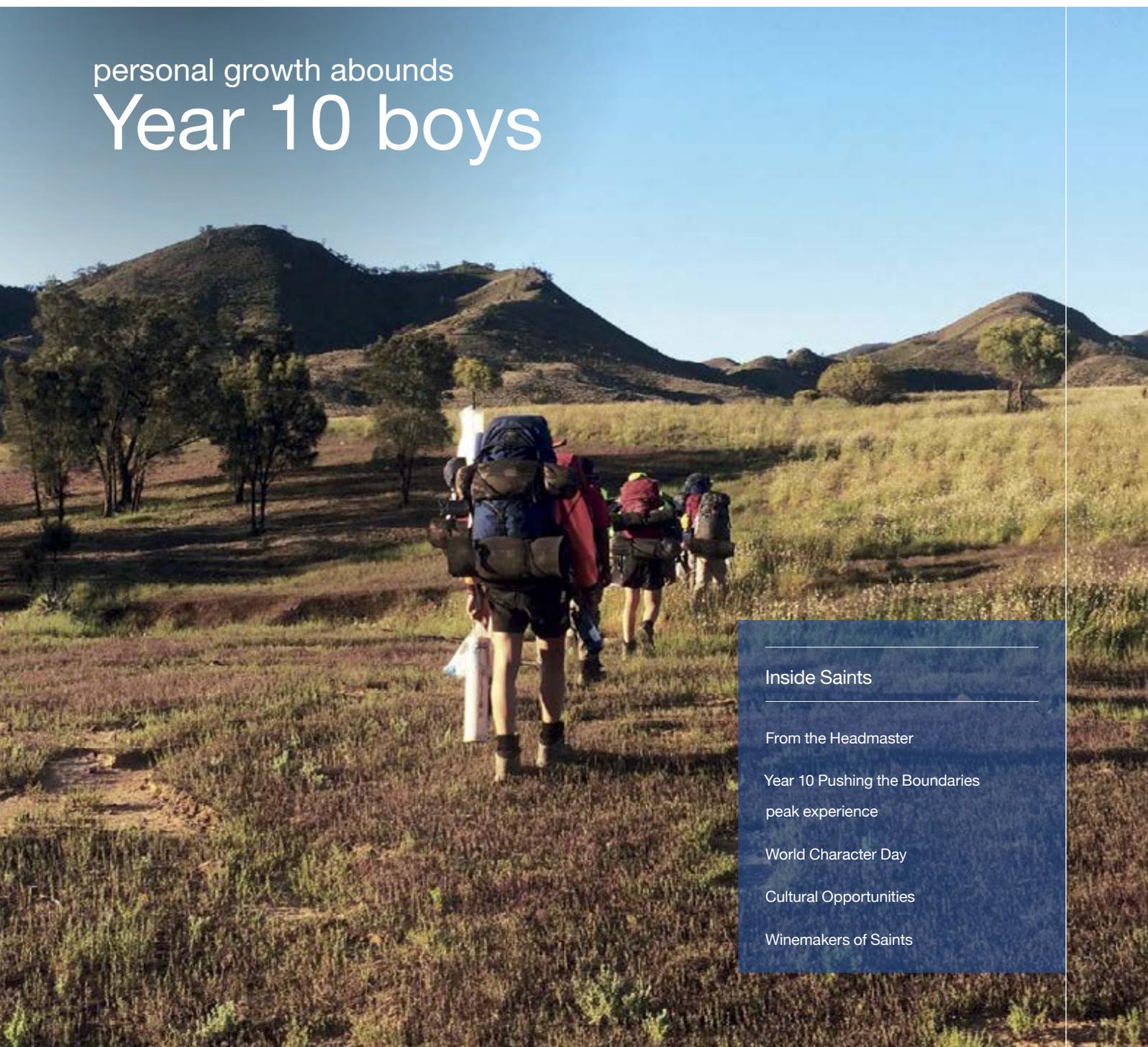
St Peter's College  
ADELAIDE, AUSTRALIA

# St Peter's College 2016

# Saints

Number 128 December 2016

personal growth abounds  
Year 10 boys



## Inside Saints

From the Headmaster

Year 10 Pushing the Boundaries  
peak experience

World Character Day

Cultural Opportunities

Winemakers of Saints



**Pictured left:**

The cast of Seneca's Thyestes Retold. Jarad Huebner, Ian Michael, Alasdair McLachlan, Hamish Litt, Jeffrey Moriarty, Roby D'Ottavi

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**Front Cover**

Year 10 students during the hiking leg of the peak 'Pushing the Boundaries' journey to the Flinders Ranges, South Australia

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# Headmaster

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In seeking to promote the educational virtues of our schools, many - Saints included - highlight exceptional achievements such as perfect or near perfect ATAR scores, sporting triumphs or the success of past students. They are important in so far as they generate a profile and draw attention to the institution but, in truth, at Saints those highlights overshadow a number of things that, in my opinion, matter more.

Let me backtrack a little. At the School recently, we hosted the annual Old Blues lunch for Old Scholars, all aged over 70. The toast was proposed by an attendee who, by any objective judgement, carved out a distinguished career with News Corporation. Yet, looking back at his days at school, he himself remarked that he'd been an 'ordinary' student - indeed, nothing to indicate that he would rise to great heights in a highly competitive industry. Outside of the class photographs, he was, if not invisible, certainly not to the fore. Yet, he can claim a brilliant career.

He was then what I call now, the boy in the middle. These are the individuals who most likely do not achieve top academic results, who are neither exceptional sportsmen nor brilliant musicians and they generally did not become prefects. But then and now, these boys bring much to the life of the School; they give it its heartbeat and by definition make up the bulk of the student cohort at Saints. They get on with their School life less visibly, less notably but they store up the gains from the multiple components that make up a Saints' education and many, perhaps most, go on to make a significant contribution to humankind.

There is typically a very sharp and understandable focus on academic excellence but so many Saints' boys who were not 'stars' at school have demonstrated that there are many individual qualities that contribute to post-school success.

Clearly, over the decades things have changed. For those at the lunch who were at Saints in the 1950s, the Australia in which they were to make their lives was vastly different from the Australia of today. Then, the competitor for a job or a career sat alongside you or was studying at a different school not that far away. Today, the boys at Saints face competitors on a global scale and so, in addition to those basic qualities for success post-school, we must now add new dimensions to the way we teach and in the way that our young people learn.



Simon Murray

**Pictured below:**  
Junior and Senior School boys,  
engaged in learning and active play



**Pictured below:**

David Thomas (DAC '58), Tom Muecke (FRR '58) and Richard Scott Young (DAC '54) attend the 2016 Old Blues lunch

Let me return to the boy in the middle. At Saints, he is not a mediocre student, nor a young man who might lack ambition. He has ideas, drive and resilience and at Saints we strive to unlock those qualities because, once you do, you offer that boy the same chance in life as the student with the perfect ATAR score or the sports' champion.

It is why our Year 10 boys were tested to the limit in our 'Pushing the Boundaries' Outdoor Education program. They were in the Flinders Ranges and there is nothing comfortable about what they were asked to do. Being tested were character, cooperation, tolerance, endurance and resilience – all qualities that, in a globally competitive world, will be fundamental requirements for success.

In a newsletter article earlier this year, I wrote about the rise of China (after a visit there) and asked whether this reality should affect the way Australians teach and learn. I came away from there convinced that we will need to develop and enhance, on a continuing basis, the Saints' educational offering. A cornerstone for future success, in my view, will depend on embedding more strongly within our boys a spirit of entrepreneurship, of agility, flexibility and determination, firmly set on a solid academic base.

The boys in the middle are no less capable of capitalising on the global opportunities now presenting themselves because, as so many have shown over so many years, they get things done and it is wonderful to observe.

When they come to Saints, we focus on body, mind and spirit. Academic discipline is never far away but also important are those aspects of a Saints' education that build the whole young man: sports, music, drama, community service, outdoor education and a spiritual focus. It is our most important work: to draw together ALL these elements to shape the lives of our boys.

When I responded to the toast at that luncheon I was speaking to Old Scholars who are the living proof of what a Saints' education can do. They were, or had been, successful, they are of good character and standing, they achieved stature and they made a difference. Among all the lunch guests, almost all were boys in the middle.

So, when we celebrate sporting or academic success at Saints of those gifted young men and boys, we are also mindful that the larger body of students are just as important and, frankly, just as likely to make a success of their lives.

Yes, we've had many past students who were Rhodes Scholars, who became Premiers, who won Nobel Prizes and yes, who were awarded a VC for bravery. We rightly celebrate them and take pride in their achievements.

But, in this article today, I pay tribute to all those boys who never became a household name but who, standing on the platform offered them by Saints created businesses; led lives of public service within government; became doctors and surgeons; built critical infrastructure as engineers; entered politics; designed great buildings; became teachers and created their own families. Mostly, they were the boys in the middle.

Simon Murray  
Headmaster



# Chair of Council

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After a period of renewal your Council of Governors is turning its mind to reviewing the current Strategic Plan and preparing for the next one. We recently had a planning day where we explored some key questions about Saints to ensure clarity and alignment amongst Governors and between Council and the School's Senior Leadership Team.

Amongst the issues we are exploring are:

- What is it that defines a Saints education?
- As a leading Anglican school, how are we being authentically Anglican?
- What is the role and goal of scholarships in the life of the School?
- How should the shape and application of our property assets evolve to meet our future educational and operational objectives?
- What is the right size and mix of local/international boarding at Saints?
- What sort of knowledge and skills will our incoming boys need when they graduate in 2030 and beyond?
- What sort of professional development will our staff need to remain at the forefront of boys' education into the future?

Ensuring the fundamental objectives and values of the School are shared and understood is imperative as we review the School's masterplan which will now include the 8,094m<sup>2</sup> parcel of land, formerly a Sanitarium production facility, which we have recently acquired.

As you can imagine, parcels of land of this size and in such close proximity to our School are extremely rare given our inner-city location. Saints has grown substantially in recent years and currently enjoys record enrolments. We have exceptional facilities for boys in the junior and middle schools. The opportunity exists in the coming years to bring our senior school and music facilities up to and beyond that high standard.

During the term holidays our Year 10 boys participated in the inaugural Peak Experience – the culmination of the newly developed 'Pushing the Boundaries' Outdoor Education program at Saints which begins in Year 4. The development of spirit, independence, self-reliance and resilience in the boys who participate may only be truly known in the years ahead. For 170 years our core objective has been *developing body, spirit and mind*. Your Council is fully committed to 'Pushing The Boundaries' and firmly believes that our Outdoor Education program will become a cornerstone of what a Saints education represents well into the future.

As our success goes from strength to strength, so too must our ability to offer support to those who need it. There are many promising boys for whom an education at Saints is currently out of reach. We want to give more of these boys the chance of an outstanding education. Your Council has committed to making a step-change both in terms of the amount of families we are able to support in the future and in terms of the priority given to those genuinely in need. By choosing to invest in young men from all walks of life we will enrich the Saints community for everyone, and empower even more boys to become the leaders and innovators of tomorrow. You can expect to hear much more about our specific goals and plans for bursary and scholarship provision in 2017, and I trust that we will be able to count on your support.

Finally, I would like to place on the record Council's sincere gratitude to the teachers and staff of Saints who guide and nurture our boys' education. We are blessed at Saints with an outstanding team of teachers who give wonderful support to the boys – not only in the classroom, but in mentor groups, house activities, co-curricular sports, interschool debating, chess, music and all the other clubs and associations that so richly contribute to the life of the School and the development of the boys. Thank you each and every one of you.

Joe Thorp  
Chairman, Council of Governors



Joe Thorp

# Chapel Report



The Reverend Dr Theo McCall

## Anglican Christianity

As an Anglican School for boys, St Peter's College is blessed to be part of the worldwide Anglican Communion. This gives us a rich identity as a school.

At some stage in the 2nd or 3rd century Christianity came to Britain and from those early years the Church of England began to develop a distinct identity, quite different from the Church developing in Rome. Although the separation from the Roman Church formally occurred under Henry VIII as a part of the Reformation sweeping across all of Europe, even in those early years Christianity began to develop differently in Britain, taking on a decidedly Celtic flavour.

Evidence for this is seen in the Venerable Bede's *The Ecclesiastical History of the English* in which he documents that it wasn't until the Synod of Whitby in 664, when St Hilda convinced the Celtic Church to adopt the Roman calendar, that Christianity in Britain began to adopt a more Roman flavour. Nonetheless, even then the English Church retained much of its Celtic flavour. Indeed, the *Magna Carta* contains the fascinating clause, 'The Church of England shall be free and all her rights and liberties inviolate.' Even King John and his barons in 1215 had this sense of the Church of England.

However, despite Henry VIII's appointment of the reformist Thomas Cranmer as Archbishop of Canterbury, it wasn't until Henry's death that the real reform of the English Church began and only under Elizabeth I that it looked like it would survive. In those formative years some distinctive marks of Anglicanism emerged. There are other denominations that share some of these attributes, to be sure, but these are some of the reasons that Anglicans do education so well.

## Scripture, Tradition, Reason

As Anglicans, the person and work of Jesus of Nazareth is at the heart of everything we do. Everything is shaped in the context of Jesus Christ. As an Anglican School, we recognise the balance that Scripture, tradition and reason brings to every boy's wellbeing. Like the great Anglican theologian Richard Hooker, we believe reason and tradition help us interpret and understand Scripture. The School is concerned to awaken an awareness of God's presence in each boy, encouraging them to explore their spirituality and to think about their faith.

Richard Hooker's emphasis on reason allowed future generations of Anglican theologians to:

- be open to new interpretations of Scripture, so that justice might challenge the established order of things: it is little surprise to me that the most important opponent of the slave trade was an Anglican: William Wilberforce. Another example is that, despite the significant financial cost, the Anglican Church led the way in pushing for justice in South Africa;
- be open to the insights of science in the 19th century. Anglican clergy numbered greatly among the 'natural scientists' of the 19th century;
- appreciate the beauty and wonder of the natural world and acknowledge that God might be found both in the natural world and also in the things of this world: in our liturgy sacraments are considered as crucially important, because God can be experienced in material things. God is not simply an intellectual concept only to be experience in thought.

Anglicanism is sometimes described as wanting to find the middle way: 'Catholic and Reformed' is a description sometimes applied to the Anglican Church's desire to retain the best of its catholic heritage while embracing the positive changes of the Reformation. The middle way also applies more broadly to Anglicans searching to be compassionate people of prayer: our doctrine is shaped by our liturgy and our pastoral care at least as much by our doctrine.

The Rev'd Dr Theodore McCall  
School Chaplain

# Wellbeing and Positive Education

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## Teach, build, and embed for wellbeing

Throughout this year we have been reviewing all positive educational programs across the School in preparation for program improvements in 2017.

### What do our boys think?

Peer to peer education for wellbeing is an important strategy as we aim to be a safe, inclusive, supportive, and respectful learning and working environment.

As we continue to integrate Positive Education within St Peter's College, a hallmark of our wellbeing strategy has been to regularly ask our students for feedback about the programs we offer. For example, when asked for their perspective our Years 7-12 boys (n = 773), their response was:

- 86 per cent 'agree' or 'strongly agree' that their understanding of the significance of their friends' strengths has changed.
- 84 per cent 'agree' or 'strongly agree' that their understanding of the significance of their strengths has changed.

The feedback from boys this year has been particularly potent, and we have been working hard to improve our educational offerings across the School.

### Strength-based parenting workshops

We have created a series of four two-hour strength-based parenting seminars facilitated by Michelle McQuaid and Marie McLeod with parents from every year level. These workshops proved to be very popular with a significant waitlist. A survey of the conference participants revealed:

- 96 per cent of parents either 'agree' or 'strongly agree' the workshops helped them celebrate strengths in their family.
- 92 per cent of parents either 'agree' or 'strongly agree' they have enhanced parenting skills because of the workshops.

Plans are well advanced to offer a similar series of workshops for our community in 2017.

### World Character Day 21-22 September 2016

Over 400 boys participated in World Character Day from 21-22 September. World Character Day is a worldwide initiative, held across the globe with over 40,000 live events throughout 70 countries, and via a 24-hour Global LiveCast Q&A. Underpinned by the science of character strengths, our boys (Years 5-10) participated by watching a series of short films and engaging in focused conversations around why character matters. The day was a significant success, and in future we plan to invite the whole school to participate and link into live webinars.

## Christ's College, Christ Church, New Zealand 14 October 2016

Simon Murray and I were invited to create and facilitate a one-day conference for Christ's College, Christ Church, New Zealand by the Executive Principal, Garth Wynne. The Conference outlined an evidence-based approach to wellbeing for all Christ's College staff. Christ's College is one of New Zealand's oldest schools, and also one of its most progressive Anglican schools for boys from Year 9 to Year 13.

### The Knowledge and Human Development Authority (KHDA), Dubai

In Term 4, representatives from The Knowledge and Human Development Authority (KHDA) in Dubai visited Saints. The KHDA is responsible for the growth and quality of private education in Dubai and supports schools to create a high-quality education sector focused on happiness and wellbeing.

### Wellbeing Partnership between Playford International College & St Peter's College

It is widely recognised that mental health in Australia is a community challenge regardless of socio-economic background. This challenge requires a community response and I am delighted to share that St Peter's College has signed an educational partnership with Playford International College (formerly Fremont-Elizabeth City High School) to advance Playford's wellbeing strategy. Playford's context is very different from Saints: The percentage of school card students in 2014 is 70 per cent (the vast majority of Playford families have household incomes of \$37,000) and the school has a significant Indigenous population with over 90 students. Playford will implement whole school Positive Education classes in 2017 spearheaded by Playford's Principal, Rob Knight, and his team. Saints has played a significant role in advising the College regarding the development of their wellbeing strategy, selection of evidence-based Positive Education programs and practices. Thanks to the generosity of the James and Diana Ramsay Foundation and the Day Family Foundation, Saints secured funding for three leaders from Playford International College to undertake the Melbourne Graduate School of Education's Professional Certificate in Positive Education here at Saints. In December this year a team of 20 St Peter's College faculty volunteers created a wellbeing conference for 150 Playford International College employees.

I look forward to reporting the impact of this partnership in future editions of Saints.

Matthew White  
Director of Wellbeing and Positive Education



Dr Mathew White

# Director of Learning and Teaching Excellence



Emily FitzSimons

**Pictured right:**  
Alistair Sarah and Lucas Langley (Year 7) presenting their new French monument to the Junior School boys

In launching the Middle Years Program in 2016, the Years 7 and 8 academic program has been developed in line with the best contemporary evidence and practice on effective learning and teaching. The program is innovative, dynamic and collaborative. A linchpin of our philosophy and practice is Project-Based Learning (referred to as PBL). PBL enables us to develop collaborative, student-driven curricula with real-world application and relevance.

## What is Project-Based Learning (PBL)?

PBL is a teaching methodology that delivers content and facilitates the development of learning skills through student-centered projects. Teachers, rather than exclusively delivering material for the students to learn, become facilitators in the classroom as students explore curriculum content to complete projects, often across multiple subjects at once. There will always be explicit teaching, but whilst projects are underway, teachers pose questions to the students, guide students as they seek to research and shape their projects, and regularly assess the students' skills and knowledge application to real-world situations.

There are a number of different models of PBL, shaped in different school settings, systems and countries. But many of them share common ingredients. In a review of the research on project-based learning, Thomas (2000) identified five distinguishing features of project-based learning, all of which are central to the St Peter's College model:

- Projects focus on content that is central to the curriculum. Projects are the primary vehicle for content learning and assessment.
- Projects are based on important questions, or what are often referred to as *driving questions*, crafted to stimulate engagement and deep thinking.
- Projects require students to develop and design solutions and demonstrate their learning by creating an end product such as a presentation, report, holding an event or building a model.



- Projects are student-centered to the greatest extent possible. Teachers serve as guides, but the students define, choose and carry out their projects.
- Projects have real-world application, rather than being purely academic exercises. The projects demonstrate authentic efforts in solving or investigating real-world dilemmas.

## Why PBL?

There has been considerable research in the educational literature on PBL and its effectiveness. At its best, PBL is a methodology which leads to robust, engaged learning and significant skill development. One recent literature review of peer-reviewed research on the effectiveness of project-based learning in schools reports that PBL yielded; greater gains in content knowledge than their traditionally taught peers; higher levels of engagement; more positive perceptions of the subject matter; success both overall and to a broader range of students than traditional lecture-based instruction; is an effective means of teaching both content information and related skills; fosters more robust development of problem-solving strategies, and greater depth of learning and transfer of skills to new situations (Holm, 2011).

Project-Based Learning is an approach to learning and teaching which enables us to meet many of the School's academic objectives as part of the School's vision and Strategic Plan. In summary, these include;

- Alignment with the School's vision and Strategic Plan.
- Alignment with the rigorous academic traditions of the School.
- Integration with the science of learning and our increased use of data to inform practice and cater to student need.

# Director of Learning and Teaching Excellence

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- Alignment with the future needs of our graduates as they enter tertiary study and the workforce.
- Catering for a diversity of student learning needs.
- Preparing Saints graduates to be future leaders.
- Benefits outside of the classroom including service learning, building entrepreneurship and the varied co-curricular endeavours of our students.

## What does PBL look like in practice?

So what does PBL look like for the students? What follows is a snapshot of some of the learning taking place, as our Middle Years students and teachers work together on innovative projects with real-world application.

### The Arts: Visual Art And Music

Our Year 7 students explored Aboriginal and Indigenous Arts across Visual Art, Music and Drama, considering the role of the Arts in shaping identity and culture, as well as the ways in which Indigenous artists of different kinds convey meaning in their work.

The Visual Arts has, for many years, enabled students to work together to create artworks in

class and within the Artist in Residence program. Unlike previous group undertakings, this year's PBL program challenged the boys to work collaboratively, by asking them to come to a collective understanding of traditional Aboriginal symbolism and painting techniques. To assist them we invited Marra Dreaming, an Aboriginal art studio, to come and work with the boys.

In a week-long program, Indigenous artists Raylene and Samantha Snow held workshops with each of our Year 7 classes. Through practical demonstration and discussion regarding the nature of Aboriginal symbolism, the boys were tasked with creating their own interpretation in a group painting. The Year 7s undertook this task with excitement and enthusiasm, enjoying the opportunity to listen to each other's ideas as they resolved their final image.

In Music, the boys worked on an 8-bar rhythmic composition and a class performance. The work had multiple stages including: the introductory workshop dedicated to Aboriginal music, music research activities, analysis of instruments, forms and ideas, elementary didgeridoo and clap sticks playing, music technology and the final performance. An important section which improved the understanding of Aboriginal music was critique and revision when students could give feedback to each other in a positive manner. As a result, students developed creativity, learned how to combine three forms of arts in a fundamental act of live performance and appreciated working with each other.

Scott Russell, Head of The Arts  
and Denis Agafonov, Music Teacher

### English & Science

We are often asked as teachers how the learning we do in classrooms translates into the real world. There are not many jobs that require writing a critical essay based on the literary techniques of a novel or that require you to create inventive fiction. So to answer this question, English and Science teamed up for PBL. While Science sought to identify a variety of cost-saving energy projects for the School, English looked at what types of writing would be relevant for conducting this work in the real world.

Year 7 students were asked to produce texts with business applications. After working with the Science Faculty on the data, boys produced three kinds of writing; a business report, an oral report aimed at selling their idea to the directors of a business, and a PowerPoint or audio visual presentation which would accompany the oral report. We are hopeful to present the best ones to the Council of Governors

**Pictured below:**  
Samantha and Raylene Snow with the boys from the Group Project  
Raylene Snow helping a student on the Group Project



**Pictured below:**  
Mr John Papazoglou assisting  
Jeremy Beale with his 3D printed  
transport system

when an opportunity arises. We chose these skills as they are exactly the kind of tasks people in the work place do every day: analysing data, solving problems, conveying information in business language and presenting to managers.

Glyn Roberts  
Head of English

### Languages: French

In this unit of work, the Year 7 French students were asked two driving questions;

- Why are monuments in Paris important to the French?
- What iconic monument would you build to show French identity?

Through PBL the students developed group skills to conduct research tasks on existing monuments, to write reflections to compare and contrast their national identity with that of the French, to create a new monument and to present their design to a younger audience.

The students became French town planners and architects contracted by the "Ministère de la Culture" who had decided that the Eiffel Tower would be dismantled as it no longer represents French identity in the 21st century. The students were tasked with designing a new iconic monument to stand in its place. The students acquired skills in communication, creativity whilst being sensitive to the concept of identity, and using ICT in a varied and imaginative manner (including Fusion 360, Minecraft, SketchUp and iBooks Author).

Sharing the learning with a wider audience is also important to effective PBL. Our Junior Primary students were a very eager audience, asking lots of questions and giving good feedback to the Year 7s. This was a most enriching experience for all the students involved.

Madame Spiby, Madame Hanna, & Madame McLachlan  
French Department

### Personal Development

The Year 7 Health and PE classes have engaged in a PBL titled 'Body Analysis and Community Health', combining Health and also Mathematics into a multi-faceted project. The students have used devices such as a Fitbit, to record data that was then utilised within Mathematics for use in their graphing activities. By utilising data they had personally obtained about their health behaviours such as sleep, exercise and calorie consumption amounts, the student connected with the materials, learned about a healthy lifestyle from each other, and

as a result student engagement was significantly increased within both subject areas.

Following this task, the students worked in groups to create a community health project where they were challenged with improving their community's health. Students came up with educational resources, lunchtime sporting contests, food testing and tasting activities, letterbox pamphlet drops amongst other ideas. It was a very valuable experience for them to see the positive impact they can have on a community.

David Threadgold  
Head of Personal Development

### Technology Faculty

The Year 7 Technology students are currently completing a PBL called Saving Bluey! Bluey, a NAO Humanoid robot is in trouble; in groups the boys develop the scenario and with the help of the English Faculty, inform the world via a newspaper article.

Groups comprising three designers are charged with the responsibility of designing a transportation system capable of saving Bluey by negotiating a street circuit. The prototype solution needs to be driven using a programmable Sphero robot and be designed using 3D modelling software called Fusion 360 and printed using 3D printers. Each group member will also be responsible for designing buildings to line the street circuit. These buildings will be based on existing Saints structures, be computer designed and laser cut using specialist equipment in the new Middle Years Technology Centre. A mathematical report surrounding the buildings will be developed with the help of the Mathematics Faculty. Although at the time of writing this report the solutions are not complete, the budding engineers are currently running road trials and testing and hope to be hitting the road during Term 4.

Nick Lamont  
Head of Technology



# Director of Learning and Teaching Excellence

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Overall, the School's embracing of Project-Based Learning in the Middle Years has seen students engage with their learning in a very different way. In the months ahead teachers will be keenly analysing data on student achievement and we look forward to reporting our findings in a later edition of Saints.

Emily FitzSimons  
Director of Learning and Teaching Excellence

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## Year 12 Drama Production - Seneca's Thyestes Retold

In 1965 the exceptional British director, Peter Brook, delivered a lecture at Manchester University entitled "The Deadly Theatre". The type of theatre that Brook considered moribund was the theatre of his day that was safe, predictable, tied to tradition and what the "deadly spectator" expected. Brook suggested that "Deadly Theatre approaches the classics from the view point that somewhere, someone has found out and defined how the play should be done".

It is imperative that teachers, students and audiences of drama keep the art form alive and well. We must strive to challenge expectations and produce work that is not "excruciatingly boring", but that presents the truth, no matter how complicated, distasteful and uncompromising it may be. When the Year 12 students presented *Seneca's Thyestes Retold* they attempted, without being shackled to convention, to bring to life a Roman classic. In a single, white curtained room a tale of revenge was told. Some scenes were presented from the translated Latin, and other scenes embraced scenarios and the language of today. The young actors succeeded in creating theatre that produced both laughter and gasps of horror; they both shocked and appalled. The play dealt with the passionate desire for revenge of one brother against another, and audiences witnessed a world almost devoid of love. The culmination of such dark depravity was an act of cannibalism. Candlelight, white-starched napkins and the music of Chopin created the setting for an unforgettable meal.

The talented cast of *Seneca's Thyestes Retold* included Robert D'Ottavi (Fury), Jarad Huebner (Tantalus), Hamish Litt (Atreus), Alasdair McLachlan (Thyestes), Ian Michael (Chrysippus) and Jeffrey Moriarty (Aerope).

The classics still possess a voice that should be heard but the theatre that carries such a voice must always be brave, vital and new. St. Peter's College allows such drama to take place. It is not afraid to permit its students to strive to generate challenging and outstanding work that is definitely not anachronistic or "deadly".

Paul Fabbro  
Teacher - Drama

## Pictured below:

The cast of Seneca's Thyestes Retold Atreus (Hamish Litt) and Aerope (Jeff Moriarty)

Jarad Huebner's powerful scene



# Deputy Headmaster/ Head of Senior School



Ben Hanisch

As an Old Scholar, St Peter's College has always held a special place in my heart and to walk again through the impressive gates of St Peter's College as Head of Senior School all these years after experiencing many happy times as a student was indeed a momentous occasion for me. Although there have been exciting changes there are still many valued and much loved traditions to enrich the lives of the boys here at School.

It has been a real pleasure to witness the range and quality of the many events that now take place in the Senior School. From the various Intercol sporting fixtures, the Annual Concert, the House 'Battle of the Bands' competition to the House Athletics Day, I have been struck by the passion and pride that the boys have for their House and School but also for the way they have conducted themselves at these showcase moments in the life of the School.

By far and away the biggest event to take place this semester though, has been the Year 10 Outdoor Education - 'Pushing the Boundaries' journey. I would like to take this opportunity publicly acknowledge the amazing vision, preparation, energy and care that Ms Emma Lowing, Director of Outdoor Education, has committed to the successful implementation of this program. I was lucky enough to spend a couple of days out in the field and see first-hand the benefits that the students who participated gained from being a part of this fantastic and meaningful initiative.



# Deputy Headmaster/ Head of Senior School

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As well as being able to witness and experience the natural beauty and grandeur of the Flinders Ranges, it compelled the Year 10 students to live without technology for an extended period of time. I would be one of the first to acknowledge the benefits that technology has brought to our lives but there is also some great benefit in being able to abstain from time to time. One benefit from forced abstinence is the imperative to think about ourselves. At times in this modern world it is hard to take the time to think about who we are, especially when we are so busy and are constantly bombarded by images and slogans in the media telling us who *we need to be*. Creating time for introspection and time to think about these 'big' questions is something that is now more important than ever. I was lucky enough to meet a group of boys who had just come off their 'solo' on the Year 10 'Pushing the Boundaries' journey. They were all so calm and deeply reflective as they spoke about their time alone. It was a beautiful conversation about how they felt and what they had been able to reflect upon while they were away. The conversations flowed naturally and were guided and supported in a most gentle and loving way by Father Theo. It made me extremely grateful to be a part of this amazing school where boys have the courage and confidence to express themselves in this way.

Another benefit that I see is that the boys are encouraged to interact and support each other on a genuinely human level rather than through the agency of a phone. It was quite moving to greet a number of groups upon their return to Saints and see the deep warmth and affection that had developed throughout the 11 or 21 days that they had been together. The calmness that I had seen in the boys coming off 'solo' was also evident as was the profound sense that a real challenge had been met and overcome. This experience is something that will stay with the boys long after they have left the School and I am sure it is something they will recount with pride to their own children. Congratulations to all who have contributed into making this a flagship event for St Peter's College.

Ben Hanisch  
Deputy Headmaster / Head of Senior School



# Head of Senior Years



David Scott

## Senior Years CARE program

The Senior Years, from a pastoral perspective, has the House system at its core. Giving the students that strong sense of community and belonging is very important for boys to feel the confidence to take risks and push themselves beyond their comfort zone. A key structure is the vertical alignment of Mentor groups, where mentors have a range of boys from Year levels 9 to 12 in their care. The younger students get an opportunity to look to role models and gives some opportunities for the older boys to develop some positive leadership experience by guiding younger boys.



But we are also conscious that some things are best done in horizontal groups, which is why we realign Mentor groups a few times a year to cater for the CARE program. This program was collaboratively to focus our pastoral discussions with boys towards four common 'themes' across the Senior Years. Our starting point was to ask 'How do we ideally want to describe a student when they finish Year 12 here at Saints?' With many traits and descriptions suggested, we identified four core traits we believe a Saints boy should display – **Courage, Adaptability, Respect and Empathy.**

We want our students to become courageous. This means standing up to peer pressure, being true to their moral compass, and knowing the difference between right and wrong and standing up for others.

We want our boys to be adaptable, aware of stress and anxiety triggers, able to overcome adversity and to deal with nervousness. They need to appreciate the importance of balancing their academic and co-curricular pursuits with a healthy social life, as well as recognising the importance of a good night's sleep. We want our boys to have empathy and to know when 'banter' goes too far and can affect their friends. Students should be compassionate and kind, and also know what it means to be a good mate. Our Year 10s spend 20 hours doing community service through the year.

A Saints boy should be respectful, using manners and common courtesy. They will be mindful of their language and look to build strong and healthy relationships. They will respect females; an area we have targeted this year for improvement. All Senior Years boys attended a talk given by female members of staff, who spoke about how some boys have been disrespectful at times. Our Year 11s spent a day with Walford and Saints girls looking at issues surrounding domestic violence. These are challenging but worthwhile conversations for our young men.

These are traits on which we pride ourselves. Do students always display them? Not always. Do they fall short of the mark? Occasionally. The boys can learn from their mistakes. They can learn from the many positive role models they see at home, with their peers and in their very own vertically aligned Mentor group. The Senior Years is a journey, and the School and families form a pivotal partnership in guiding our boys to become good citizens of the world. Thank you for trusting us to help guide your sons on that journey.

David Scott  
Head of Senior Years

# Head of Middle Years



One of the great privileges of working at Saints is witnessing the development of young boys into great young men and sharing this journey with them.

I have had the pleasure of attending many House Dinners in the second half of this year and one of the most common strategies used by Houses to recognise and farewell their Year 12 students is to present images of the leaving boys from their earliest years at school through to their most current. Seeing these physical changes in the boys, through a collage of images strung together in quick succession, can be quite remarkable.

These physical changes will occur regardless of which school the boys attend. It is a growth and development that is inevitable as boys move from early adolescence into adulthood. But at Saints it is the growth and development of a boy's character that is the truest reflection of the impact a great education can have. And within our new Middle Years program the explicit teaching of character strengths, along with ways to recognise and utilise these strengths, is central.

Much research has been conducted into the benefits of developing skills, knowledge and attitudes using an appreciative model. Essentially this is a method of development that focuses on what a boy does well, and builds on these strengths. It is the antithesis of many traditional models of schooling that have identified flaws and weaknesses and sought to 'fix' these problems. In the Middle Years, the explicit teaching of character strengths and the direct connection of such strengths to specific tenets of our program supports boys to consciously recognise the strengths they are drawing upon to solve problems and complete learning tasks.

Using the 24 VIA Character Strengths, and the explicit teaching of our Positive Education Programs in Years 7-8, boys are given the opportunity to make

connection between character strengths and the development of success skills taught specifically as part of our Middle Years program. For example, being able to work *collaboratively* is crucial and is one of the success skills we teach. Boys must learn to work as a part of a team, where they and their peers are relying on each other to complete learning tasks.

To develop their skills of collaboration, boys can draw on a number of character strengths. By working hard in the best interest of the group, doing one's share and contributing to the work of others, boys are using the strength of *teamwork*. By being thankful for the work of peers, and expressing this thanks appropriately, boys are utilising the strength of *gratitude*. And by treating peers fairly and justly during collaborative tasks, listening to others' thoughts and views, and considering ideas without bias, boys are demonstrating the strength of *fairness*.

The Middle Years were fortunate to have Henry Olonga speak to them on World Character Day. Henry is a former professional cricketer who played 30 Tests and 50 One Day Internationals for Zimbabwe. He was the first black cricketer to represent this country. During the 2003 World Cup, Henry and team mate Andy Flower wore black arm bands to "mourn the death of democracy" in Zimbabwe. This political statement signalled the end of his international cricket career at age 26.

Henry told his story to the boys and highlighted to them the significance of character. His message centred around appreciating everything that has been gifted to you, and having the humility to retain a 'teachable spirit'. This is best demonstrated by having a growth mindset; believing that you are capable of improving in any aspect of life through effort and persistence. Henry spoke about walking through the doors that were opened for him in his life, and implored the boys to do the same. Only in this way will the potential that lies within be realised.

Henry Olonga is a great example of a young man for whom his character mattered. His sacrifice and his bravery are real examples of the great things that can be achieved by remaining true to one's self and staying the course. We are continually inspired and delighted with the character demonstrated by our Middle Years boys. This year they have laid a foundation, as the first cohort of boys to learn in the re-developed Pentreath Building and precinct, which will impact the culture of the Middle Years program well into the future. And the character of these great young men will stand them in fine stead for their Senior Years, and for their paths post school.

James Tambllyn  
Head of Middle Years



James Tambllyn

# Head of Boarding



Paul Brown

**Pictured below:**  
Go Karting action  
Laser Tag in the Boarding House  
Kombat Archery on the main

## Activities Galore

Over the course of year, the boarders have had the opportunity to involve themselves in a variety of activities.

With the departure of Rohan Vadaro as Recreation Officer, tutor Tom McNeil has taken over the running of the program and the Boarders' Recreation program continues to offer a wide range of experiences for the boys to involve themselves in on a regular basis. Opportunities are endless for the boys when it comes to the weekend activities and as always the boys are encouraged to voice suggestions. One of the highlights for Term 3 was the Boarding House Laser Tag. Thirty boys ran in and about the Boarding House grounds as two teams went head-to-head in exciting combat. Another popular activity set up on the Main Oval was Bubble Soccer. The boys enclosed themselves into a big round "balloon bubble" and attempted to play soccer. The strategy became more focused on knocking the opposition over and watching them rebound all over the ground. Despite some amusing collisions, it was equally entertaining for those playing as those watching. An additional physical participation activity was Kombat Archery, which had the boys using a bow and foam arrows to attack the opposition targets.



Term 3 is the time for the ever-popular Winter Intercols. The boarders attend each afternoon in support of the match being played. A number of the boarders were selected in the first team to represent the School and this always adds to the boarders' support from the sidelines. With competition as fierce as ever against PAC, the effort that all boys displayed was outstanding. Frustratingly, a few of the regular First team players across the sports were injured prior to the week, however we still had a number of boarders compete in the First teams:

**Hockey:** Will Martin

**Rugby:** Bernard de Villiers, Wyatt Sanders, Hannibal Coates

**Football:** Luke Bowman, Zac Watson, Tye Bedford, Tom Lewis and Dylan Stephens

**Table Tennis:** Simon Zhang

The end of Term 3 was an exciting time for our Year 10

group. They embarked on the School's first 21-day Outdoor Education Journey. The majority completed the entire 21-day journey, with others completing the 11-day. I am sure it was a rewarding and challenging time, for the boys they were tested beyond their comfort zones. These boys have been impressive in their preparation, the completion of the Leadership Day, and the full-day camp preparation. I have no doubts that parents, friends and staff are all proud of the individual experiences and personal growth gained.

Term 4 sees the Year 12 cohort conclude their time at St Peter's College. For most it is a time of both relief and delight, but it is always tinged with a bit of sadness as the boys realise living with their mates and all the fun associated with boarding has come to an end. I know the friendships that have grown from their time together will continue for many years. I wish them all the best as they head into the next chapter of their life.

The end of 2016 will see the completion of the Boarding House refurbishment. The School's maintenance team led by Brenton Till and Project Manager Rob Green have done an extraordinary job in managing the full refurbishment over the four holiday breaks of 2016. The start of 2017 will see a fantastic new look for School & Allen. I have no doubts that the boys will love and respect their new surroundings.

Paul Brown  
Head of Boarding



2016

# RIO CARNIVAL

BLUE & WHITE

On 30 September, Memorial Hall was transformed into the extravagant streets of Rio de Janeiro for the Rio Carnival Blue and White formal.

The boys and their dates were met with excitement and action from the second they stepped into Memorial Hall. The foyer was decorated with bright lights and featured two Brazilian samba dancers greeting guests as they arrived. Music grew louder and clearer as the guests meandered their way through the iconic formal tunnel, which presented defining Rio images fluorescing under UV lights. Awaiting the guests in the auditorium were Brazilian trumpet players and drummers playing tunes such as 'Livin' La Vida Loca' under the canopy of colourful lighting, creating an electrifying atmosphere.

A marquee tunnel led to the main marquee on the Lloyd Oval, which involved a crepe van, a cartoonist, a live band playing samba and bossa nova music as well as a jungle and beach themed chill-out area. Guests could treat themselves to bumper cars on the Lloyd Oval or survey a fire thrower who had everyone in awe. Thankfully the terrible weather in the lead up to the formal held off on the night, allowing the prepared fireworks to be set off at 10:00pm, capping off an enjoyable night for all.

The night ran smoothly and appeared a great success for all the Year 11s and 12s in attendance. We would like to thank everyone that was involved in any stage of the planning and setup of the formal for making the night another successful event in the School's calendar.

Alec Morley  
School Vice Captain





# Valedictory Day

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It is an emotionally confusing time for students, parents and staff when a Year 12 cohort depart School for the last time. On the one hand, there is a significant amount of joy, excitement and relief that the finish line is in sight. Conversely, there is also a degree of sadness at the realisation that relationships formed over many years will never be quite the same again. Leaving a place for ever is never easy.

These emotions were beautifully on display at the Valedictory Service for the Year 12 boys. The rousing singing at the service spoke of their pride and love for the School. The heartfelt humour in the presentations by School Captains, Hamish Litt and Alec Morley, displayed the strength of their connection to Saints. The calling of the boys to the stage indicated how valued their contributions to the School have been.

The final departure though was something else again. The boys departed Memorial Hall through a human tunnel populated by all the boys and teachers at the School. There was warm applause as they walked from Memorial Hall through Old School House via the Little Quad to the Robert Johnson Gates. There was a range of emotions on display again; some boys showed joy, others relief and still others were obviously overcome with the enormity of what they felt. All who attended though, could not have failed to understand that this day was of great importance to everyone there.

Ben Hanisch  
Deputy Headmaster / Head of Senior School



# beyondblue Week

Mental health was put on the table again this year at Saints during our *beyondblue* Week. There were many events during the week commencing with the Blue Round of sport when the boys wore blue armbands to raise awareness in the School and wider community.

The remainder of the week included the following activities:

- **Muffins with your Mentor:** boys were encouraged to talk about mental health in their mentor groups while eating a muffin. This was a great way to start combatting mental health problems!
- **Guest speaker:** John Maguire from *beyondblue*, shared his personal experience with depression and the importance of talking about your feelings, stressing that it is not a weakness of character to seek help and imploring for the current mental health epidemic in Australia to stop.
- **BBQ:** Prefects and School Psychologists distributed pamphlets and wristbands from *beyondblue* explaining how to start a conversation regarding mental health, where to go if you're feeling down and some general statistics about mental health in Australia.
- **Battle of the Bands:** Nearly every House entered a band of talented musicians to jam in Memorial Hall with MacDermott obtaining first place, and the Staff Band trailing closely behind.

Mental health is not discussed often in our society, especially by males. *beyondblue* Week is important because we do need to talk about how we're feeling; mental health problems are as legitimate and diagnosable as broken bones and should be treated as such. So let's keep the conversations alive throughout 2016 and go to infinity and *beyondblue* into the future.

Hamish Litt  
School Captain



## The Importance of Music at Saints

There have been many studies undertaken and papers written about the benefits of learning to sing or to play an instrument. Educators become excited by research that suggests that studying music has a significant impact on the way musicians' brains develop and that studying music can improve performance in other academic areas. There is no doubt that these studies have provided music educators with data to validate music programs within educational institutions, but is this all there is to it?

When talking to students about music, it is doubtful that they would become excited about studies in neuroscience. Rather, music has a much more personal effect on them. It has the power to elicit every nuance of emotion, often without the need for text and it provides a unique form of self-expression. This is particularly important for adolescent boys who often struggle to express their feelings verbally.

Music also has a strong impact on the culture within a school. Not only does it provide a means of self-expression but it puts students in touch with their emotions, it builds teamwork and cooperation, it keeps boys busy and meaningfully engaged and it provides perfect opportunities for parents to engage with their sons' achievements through performances and concerts. Music is an integral part of the culture at Saints.

To quote Plato, "Music is a moral law, it gives soul to the Universe, wings to the mind, flight to the imagination, a charm to sadness, and life to everything."

Doug Morgan  
Director of Music



# Director of Sport and Athletic Development



Grant Wyman

## Athletics Day

Friday 23 August saw our school come together for Athletics Carnival Day, utilising the Caterer, Wilson and Farr Ovals. The grounds were a sea of colour as boys represented their Houses in Individual Championship, House and participation style events.

In the lead-up races on the Main Oval it is important to mention the efforts of Adam Goddard, in the U13 age-group, who broke two records in the 800m and 1500m.

The results of the day are listed as follows:

Overall Championship House Trophy - Winner: Woodcock

Junior House Championship Trophy - Winner: Woodcock

Senior House Championship Trophy - Winner: Woodcock

Individual Age group winners:

Open - College Cup: Tie won by HA Vandenberg and LP Randello

U17 Winner: SD Barnfield, Runner up: NJD McGill

U16 Winner: JCJ Aston, Runner up: WM Sellars

## Athletic Records

Name	Event	New Record	Old Record	Holder	Year
Amaechi DC	U14 90M hurdles	13.70	13.80	H Lee, RMW Thomas 2009	
A Goddard	U13 1500m	448.30	454.90	WR Proudman	2013
A Goddard	U13 800m	219.60	223.30	WR Proudman	2013
Howard	U13 Swedish	237.60	300.00		
Short	U17 Swedish	214.60	215.40	School & Allen	2014

U15 Winner: D Stephens, Runner up: CW Begg

U14 Winner: TP Disney, Runner up: SM Potter

U13 Winner: A Goddard, Runner up: CE Quigley-Smith  
CI Taylor Medal: 1500m: LP Randello

AK "Scotch" Gordon Trophy (for most outstanding performance) Winner: A Goddard

## Basketball

The Basketball program, once again, was terrific this year. There seems to be good depth across the School which means that we will have good players coming through who are well skilled. Injuries and absentees due to involvement in overseas basketball commitments, made it difficult to defend the State Schools Championship. Whilst this provided opportunities for some boys, it did mean that we went into the Intercol against Prince Alfred College with some talent missing.

The 52nd Intercol was played on Friday 26 August at the Burchnall Sports Centre with the atmosphere being electric.

Prince Alfred College hit some three point shots early on which got them out to a lead of 9-0 before Saints Captain, Ethan Yeo, led by example and Geordie Muller hit some big baskets to get the boys back into the contest. Christian Artacho drove hard to the basket in the first half and Uzo Dibiamaka worked hard both defensively and offensively.



# Director of Sport and Athletic Development

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It seemed as though Saints had used a lot of energy in getting back into the contest and although we did lead during the second half, the intensity was not something that could be sustained. PAC would run out winners 51 points to 43 where the margin only became out of reach to our boys in the last minute or so.

## Chess

The Chess program had plenty of boys that use their minds strategically to out-position their opponents on the chess board. We are fortunate to have Punala Kiripitige, Captain of Chess, who has been the best player for his age group in South Australia for a number of years.

Games for all boys are played after school, or evenings, on Fridays.

The 44th Chess Intercol was held on Thursday 1 September at the Piper Pavilion, Prince Alfred College.

Whilst we were defeated by a superior team on the night all games were tight and we managed to win 2 boards. The Final Score, after about 2 and 1/4 hours of play, was PAC 8 defeated Saints 2.

Punala Kiripitige, won Board 1 and Adrian Sarstedt won Board 8, which was really celebrated by our boys.

All boys gave a hundred percent in what was mentally a very tough competition.

## Cross Country

The Cross Country program is a really successful program as the boys that participate understand that there is hard work to be done. Running for several kilometres for practice, and then the race day Wednesday afternoons, is challenging however the benefits are clear to see. Fitness, resilience and

team work to help each other through are important aspects of the program.

At the SSSSA State Cross Country Championships at Oakbank Zac Connell and Adam Goddard finished second and third respectively in the 13 Year age group.

Dallas McNeill finished first in AWD 13 Years plus age-group.

The Saints Cross Country Championships (House and Individual) were held on Wednesday 17 August with a 2.4km course for Junior boys and a 4.8km course for the Senior boys. The results were as follows:

## Cross Country Champion of the School

Junior: Jordan Schultz - Young

Senior: Lachlan Randello - Short

Junior House Champion - DaCosta

Senior House Champion - Short

Well done to over 120 boys who ran the event, transforming the school into a sea of House colours.

## Football

The Football program has gradually been improving over the past five years and although we are part way there some groups have been outstanding. The Year 9As have won some fantastic games against Sacred Heart and Prince Alfred College and these boys will form the basis of the First XVIII in future years.

The First XVIII had a mixed season performing well in the first half of the season but then dropping away a little towards the second half.

The 145th Football Intercol was held on the Front Oval at Prince Alfred College on Saturday 27 August. Although our boys scored the first goal through



Captain Lachie Haysman, who led from the front, we were never a match for the strong PAC outfit. Ed Allan and Tom Matsouliadis worked hard and got their fair share of the ball, with all boys giving their all. At the end of the day we were defeated by a better, stronger, bigger outfit with the scores being 18 goals 15(PAC) to Saints 5 goals 6.

On a positive note our Seconds Football team defeated PAC which gave our supporters a great feel before the First XVIII Game. This was indeed a fantastic effort by our boys.

### Hockey

Hockey is a sport where we would like to attract more numbers. We have a Junior team, a Seconds team and a First team. All teams have been competitive throughout the season. We have been without a hockey pitch this season as the Williams Sports Field is being completely refurbished. This will be ready for Hockey next season.

The 36th Hockey Intercol was played at PAC on Thursday 25 August. There were no real chances in the first ten or so minutes but PAC managed to sneak one into the net about half way through the first half. Saints then had a ten minute period until half time when we dominated but could not find the net. Our boys tried hard and gave their all but were defeated 3-0.

### Pedal Prix

The Pedal Prix teams have stepped it up a notch this year where we now have three cars that run in three Pedal Prix events, two one-day events at Victoria Park and the other a 24-hour race at Murray Bridge. Several Sunday practices were held and, with the extra training session per week, this has enabled our boys to be better prepared for the challenges of the races.



In the 24 hour race at Murray Bridge the Senior Team was outstanding to finish in fourth place which is truly remarkable when we look at the challenges that each crew faces. The Junior Team faced those challenges, including failing brakes on the first day and a bike frame that ended up breaking completely which led to the boys having to pull out of the event at 3am in the morning. Mixed fortunes for our teams but what else would you expect when the challenges require endurance, determination, grit and of course some luck.

### Rugby

Although our First XV have struggled in the past two seasons the U14s and U16s have been displaying their skills which saw them both reach the finals of the SASRU Competition. This means that we will have good talent coming through in the next few years that push into the First XV.

Wednesday 24 August saw the 29th Intercol played on the Main Oval at Saints. The Ground and surrounds looked amazing. Although our boys tried hard and gave a hundred percent they were no match for the talented PAC outfit with the final score being PAC 72 defeating Saints 5. It was great to see so many of our boys, parents and Staff there as spectators to support the players during the match. It was even more pleasing to see the spectators and Staff gather round the players after the game so that they could be recognized for their efforts.

### Soccer

We have a similar amount of boys playing soccer as we do Australian Rules Football which shows the popularity of the sport. Consequently, we have good depth across the school but it was the Year 7 boys that caught my eye and showed amazing teamwork and skills. It will not take them long to transition their skills and move up towards the First XI.

Monday 22 August saw the Saints boys travel to Prince Alfred College to play our great rivals on the PAC Front Oval.

The first half was relatively even with both teams having some chances, but PAC had more opportunities in the second half. After full time of 80 minutes (2 forty minute halves) the score was 0 – 0. This meant play for another 5 minutes either way which still had the score still locked at 0 – 0 resulting in a nil all draw which means that Saints retain the Simpson Trophy, having won the last Soccer Intercol.

Our First XI have also qualified for the Final of the SSSSA Soccer Knockout Competition.

# Director of Sport and Athletic Development

## Squash

As all squash is played off-site there is no doubt that boys who want to play really love the game.

Well led by Captain Jon Karkafiris and Vice Captain Andy Chow, our Division 1 Team made the Grand Final and our Year 9 and under team made the semi-final in what was an excellent effort.

It would be remiss of me not to report on the success of Ramith Waragoda who won the South Australian High Schools Squash Championship, as a Year 10 boy. As a consequence of his fine performances Ramith is the South Australian Junior Squash Champion for 2016.

## Table Tennis

Table Tennis has continued to grow and, with eight teams, it provides boys of all abilities the opportunity to refine their skills. It is great to be able to watch the development of the boys and see them progress from struggling to hit the ball to then working hard until they can progress into rallies, which then progresses to strategic positioning and placement within those rallies.

The Table Tennis Intercol was played in the Burchnall Sports Centre on Tuesday 23 August, with our Saints boys being victorious. It was great to see so many of our boys and parents spectating, as well as many of our staff who were supporting. Many games were close but the final score was Saints 16 defeated PAC 8.

## Community Day

Our annual Community Day was held on Saturday 7 May fully utilising the grounds of St Peter's College.

Houses competed in a number of sports - Junior (Years 7-9) and Senior (10-12) level.

Final results are listed below:

### Hockey

Open Division - Da Costa

### Table Tennis

Open Division - Da Costa

### Football

Junior - Woodcock 1

Seniors - School & Allen 2

### Soccer

Junior - Woodcock

Senior - Hawkes

### Basketball

Junior - Woodcock

Senior - Short

### Touch Rugby

Junior - Farrell

Senior - Howard



# Head of Junior School



David Hine

## The Secret of Success

After eight rounds of the National Soccer League last season, Adelaide United was sitting at the bottom of the ladder. The coach, Guillermo Amor, had taken over from the flamboyant Josep Gombau, who had moved overseas. Amor began as an adviser at the Club in 2014 before winning the role of Technical Director in 2015. With the departure of Gombau, he was appointed Head Coach for the 2016 season.

Sitting last on the ladder after eight rounds caused many people in Adelaide and in the soccer community generally to question the appointment of Guillermo Amor as Head Coach. Some were even suggesting he be replaced as coach at this early stage of the season, so United could experience some success after such a disastrous start to the season.

What unfolded from Round 9 onwards and in the finals is now the stuff of folklore. Through a clear vision of what the team needed, and his gentle approach he transformed the Adelaide United team into a premiership unit which drew the respect of soccer followers from around the world.

I am particularly impressed by one of the key messages of his coaching style, which aligns closely with how I think a boys' school should be led. I quote from an article by Val Migliaccio in the *Sunday Mail* titled, 'The Secret of Amor's Success'.

'His message to the team was always not to rush, to believe and, above all, play the game with a calm mind.'

"In life and in soccer, we go sometimes in the game feeling very nervous, we rush things, we get anxious and sometimes life is difficult, and our jobs are very difficult. That's why being calm is very important, we need equilibrium."

"When you win or when you lose you have to stay calm; this is an important message for the team. In important games, that is when calm is needed, the pressure they can overcome that by staying calm. They think calmly and enjoy the football and this is very important. We have to stay calm, always come back to earth and work with passion and good energy."

This emphasis on being calm is one of the cornerstones of Amor's coaching philosophies. In this busy and frenetic world, it seems hard for the notion of 'calmness' to find a place in people's hectic lives. There is no doubt that the proliferation of Mindfulness workshops in organisations and the community in general, highlights the yearning people have to find that sense of calm which seems so elusive.

I continually strive for our boys to achieve a sense of calm at school, as I truly believe that feeling calm is of immense benefit to a boy and his wellbeing. There is a palpable feeling of calm as I walk around our Junior School on a regular basis, which contributes to that goal of us helping to build 'gentle men'. Most pleasingly, many visitors to Saints comment on the calm and peaceful learning environment in our Junior School and that this is something they are genuinely seeking for their own son. A calmness without all forms of technology or busy activity, but the ability for a boy to be able to sit quietly and be immersed in his own hopes and dreams for the future.

David Hine  
Head of Junior School

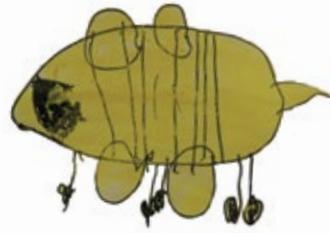


# Early Learning Centre

Sustainability and sustainable practices are no longer new ideas. Few would debate or question the need for us to be thinking sustainably and embedding practices that enable society's current needs to be met whilst preserving the environment and resources for future generations. However, as is identified in the School's Strategic Plan:

"Environmental sustainability is one of the world's greatest challenges. A publicly spirited school like ours must promote sustainability through educational programs and school operations."

Supported by The Early Years Learning Framework and Australian Curriculum, teachers assist children and students in developing appreciation, knowledge, understanding, responsibility, skills for and values about the environment and the world's resources. Creating effective and meaningful learning opportunities for the youngest members of the St Peter's College community continues to be a priority; authentic experiences to develop ecological understanding and appreciation for what we are sustaining is critical if children and students are to be sustainably conscious citizens.



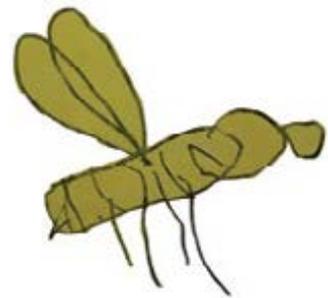
The school and local environs provide a rich array of opportunities and 'fertile soil' for children's inquiring minds, curiosity and critical thinking about living in, and looking after the world we share. Whether it be through reducing waste, recycling, composting, maintaining the worm farm, seed and seedling raising or harvesting, children are developing an understanding of the interconnectedness of living things and the impact of their actions. Monitoring water levels and water quality in the frog pond "so that the frogs are happy" and maintaining the vegetable gardens, heightens their awareness of the impact of both climate and people on existence.

On a recent excursion to the Botanic Gardens, one group was able to share and expand upon their knowledge of herbs, seeds, plants and the role of bees in the environment. As they walked around the gardens, the boys were in awe of the huge leaves on plants in the 'rainforest' that towered above them, the sound of water cascading in fountains and through the creeks, and inquired about the text on signs. After being read a sign about 'endangered plants', one of the three year old children asked, "What's dangerous to plants?" These observations reflect some of the ways children are developing an appreciation for the world around them, a foundation for their future actions as socially responsible citizens.

Sheryle Yorston  
Head of Early Years



Sheryle Yorston



# Academics

I am often asked my opinion of NAPLAN, the National Assessment Program for Literacy and Numeracy. Each year students in Years 3, 5, 7 and 9 are tested in the domains of Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.

I unashamedly value what NAPLAN seeks to achieve and its importance in allowing us to effectively track our boys' progress in Literacy and Numeracy, relative to other students in Australia in the same year level. I know this puts me at odds with many principals and even colleagues who believe national testing accomplishes little and provides a superficial snapshot of a student's progress at one point in time.

However, what other measure can schools in our country use to track the progress of their students, compared to children in the different states and territories? The other meaningful and valuable information NAPLAN has provided us with is the ability to see how our school's Mean Scores are tracking across the years and how our school compares to all Australian and SA schools in a particular domain for that year level.

We have made a deliberate effort in our Junior School to closely analyse how our boys are progressing in the NAPLAN results each and every year. One of the significant outcomes from that detailed analysis is that we have been able to implement new and rigorous literacy and numeracy



programs from Reception to Year 6, particularly in the Junior Primary years. This has resulted in pleasing and noticeable gains in boys' achievements in literacy and numeracy.

We are delighted with our results in 2016, which has seen an improvement in 9 of the 10 areas tested for our boys from 2015.

Whilst I have major concerns about this NAPLAN data then being transferred and publicly placed in the public domain via the ACARA My School website, I do nonetheless value the insightful and comprehensive information NAPLAN does provide to schools to help monitor the academic progress of their students.

David Hine  
Head of Junior School

## Year 3

	2015	2016	2016 (State Mean)	2016 (Aust Mean)
Reading	489.4	497.8	414.3	425.7
Writing	451.1	460.1	412.0	420.5
Spelling	460.1	486.7	410.6	420.1
Grammar and Punctuation	490.6	517.6	420.1	436.3
Numeracy	460.7	479.0	385.5	402.2

## Year 5

	2015	2016	2016 (State Mean)	2016 (Aust Mean)
Reading	546.3	563.4	490.6	501.7
Writing	495.6	509.7	466.9	475.4
Spelling	533.1	529.2	483.0	492.9
Grammar and Punctuation	547.9	562.8	491.0	505
Numeracy	545.5	559.5	476.9	492.9

*“Watch your thoughts:  
they become words*

*Watch your words:  
they become actions*

*Watch your actions:  
they become habits*

*Watch your habits:  
they become your character*

*Watch your character:  
it becomes your destiny”*

Frank Outlaw

In September 2016, our Years 5 and 6 students joined thousands of people around the world for the third annual Character Day – a global initiative where schools and organisations join together to explore the science of character development. It’s an opportunity to have students join a world-wide conversation around the importance of developing character strengths (e.g. resilience, grit, empathy, courage and kindness) in evidence-based research. Throughout their time, our students had the opportunity to explore these vital questions: Who am I? Who do I want to be in the world? and How can I develop these character strengths? (resilience, grit, empathy, courage, humour, curiosity, etc.) Every one of us has signature strengths. The question for us as educators to ask our boys is, ‘How are you using yours?’ At our core, we each have our own set of strengths that play an important role in our daily lives. Research shows that our greatest successes are the result of using our unique strengths – when we’re at our best. Character strengths are universal and scientific; they are distinguishable from talents. By teaching our boys to recognise their strengths we help set them on a course of discovery about who they are and ways to increase their life satisfaction.

The day commenced with all 200 of our Years 5 and 6 boys together setting the scene for the morning and watching a short film titled, *The Science of Character* by the Let It Ripple Film Studio. This provided the students with an open framework for discussion to begin. This eight-minute film provided our boys with a deeper understanding of the importance of a growth mindset – a belief that through dedication and hard work their strengths and abilities can be developed.

The Year 5 boys rotated through a number of activities to help them explore their understanding of character. One of the activities required the boys to have a good understanding of the definition of each of the character strengths – ‘Strengths BINGO’. The boys were required to use their understanding of each strength to search through their card until they completed a BINGO line.

Another activity had our boys engage in conversation with each other about their own character strengths. The boys were then able to use the information gathered to write a poem about their partner.

Through their love of reading, the boys were able to analyse the character strengths of their favourite book characters. Using this information, they were then able to design and create a bookmark that reflected their feelings about these characters.

Our Year 6 boys focused more deeply on one task, requiring boys to reflect and have an understanding of who they are. Through symbolism, each boy was given the task to create their own flag that represented their top five signature strengths. To do this, a clear understanding of the meaning behind each of the images, and how they related to their being, was required. Boys carefully planned the detail around their images, their positioning and their choice of colour to represent who they are based on their character strengths.

The event concluded with another gathering and a celebration of our uniqueness and individuality. The understanding and significance of the event displayed by the boys was inspiring. Having 200 boys able to demonstrate an understanding of who they are and how they can strive to be their best possible self gives great hope for them and their future selves.

David Kolpak  
Head of Junior Years  
Administration and Wellbeing



David Kolpak



# Cultural Opportunities

**Pictured below:**  
Boys participate in French Bastille Day and Chinese Lion Dancing

One of the rich additions to the Junior School curriculum is the study of Languages other than English (LOTE). The Reception to Year 2 boys enjoy learning French with Madame McLachlan, whilst the boys in Years 3 to 6 are equally engaged in the Chinese Program with Mrs Patricia Bartholomaeus.

As part of the learning in these languages the boys are provided with the opportunity to participate in cultural events.

The Reception to Year 2 students greatly enjoy their annual Bastille Day celebrations, which are held on the last Wednesday of Term 2. The boys look wonderful dressed in the French colours. We assemble in the Avenue and march towards the Da Costa Dining Hall. The sea of blue, white and red looks spectacular and the students are also in very good voice as they sing one of their favourite traditional songs, "Frere Jacques". We are greeted by our Junior School Head, Mr David Hine, and enter the dining hall that has been transformed and decorated with the colours of the *Tricolore*.

Our French Morning Tea festivities begin with the singing of "Frere Jacques" in French, Italian, German and English. The Year 2 extension strings group, who are led by Mr Sam Howes, accompany us.

Then, some of the Year 2 boys present a Fascinating French Facts segment and finally certificates are awarded to various students for their enthusiasm and hard work during French lessons. The boys are then very happy to devour fresh, warm croissants and sip on hot chocolate.

Chinese Lion Dancing has become a popular co-curricular activity for boys in Year 5 and 6. The Lion Dance is performed to chase away ghosts and evil spirits. Ghosts and evil spirits are afraid of loud noises. Clashing cymbals, a gong and drums accompany the lively scene. The lion's every movement has a specific purpose. The music follows the moves of the lion, the drum follows the lion, the cymbals and the gong follow the drum player. Throughout the performance, the Lion mimics various moods and demonstrates physical gestures allowing the Lion to look life-like. The Lion Dance combines dance, music, art, history and kung fu moves.

St Peter's College is part of the Interschool Lion Dance Troupes Alliance and each year the boys participate in a full day workshop to develop and hone their skills. The Lion Dance troupe performs at various venues for Chinese New Year including the Central Market precinct, the Moon Lantern Festival in Elder Park and at local council Chinese cultural festivals.

David Hine  
Head of Junior School



# Junior Art Exhibition



Our 2016 Junior School Art Exhibition celebrated the boys' work produced in glass through the Artist in Residence Program which complements our superb Art program in the Junior School.

The Junior School welcomed Ms Jessica Lachlan to Saints, a South Australian Glass Artist, highly regarded throughout the world.

Jessica specialises in kiln formed glass. By experiencing the planning of our design, handling glass and placing the glass, we were able to understand the process of creating a glass artwork. We learnt the importance of temperatures, compatible glass and different forms of fusing glass. We explored how to use space in design works and minimal use of colour in our glasswork. Translucent and opaque glass were arranged into geometric compositions then fused together in the kiln.

All students from Year 1 through to Year 6 were able to experience working with glass. Students in Years 5 and 6 were inspired and influenced by the geometric patterns of Frank Lloyd Wright, an American architect famous not only for his buildings, but the windows that harmonised throughout them.

Artworks by Swiss-German painter Paul Klee influenced our Years 3 and 4 students. They explored colour and geometry in architecture, creating a wonderful assortment of houses and buildings of many shapes and sizes.

Our Year 1 and 2 students inspired by the book, *Pet-se-ti-no*, the story of a little shape that went on an adventure, assembled shapes and colour to form their own imaginary creature that could take them on an adventure.

Patrick Rodgers  
Junior School Art Captain

**Pictured above:**  
Glass art on display

# Canberra Tour



**Pictured above:**  
Year 6 students in Canberra as part of their Civics and Citizenship education

## Year 6 Tour to Canberra

In August, 100 Year 6 students embarked on their annual tour of our nation's capital, Canberra. Despite arriving at Adelaide airport at 5:45am, the boys exhibited blurry-eyed excitement and anticipation at what lay ahead.

The boys began the first day's tour with a visit to the National Capital Exhibition. The tone was set and the boys' curiosity and enthusiasm for learning was immediately sparked. Armed with a panoramic view and understanding of Canberra's architectural significance, the boys toured through the heart of the city on their way to the Australian War Memorial.

Whilst there, the boys observed a rousing rendition of *The Last Post* and displayed the considerate and respectful attitude we have come to expect from the current Year 6 cohort. Following this, two lucky school leaders had the good fortune to talk with our Prime Minister, the Hon Malcolm Turnbull MP.

The rest of the week was busy with the boys visiting the Australian Institute of Sport, the National Gallery of Australia, the Australian Electoral Commission and the Museum of Australian Democracy. Further trips to Parliament House, both old and new, and Government House, gave the boys a taste of life as a politician. They even observed the stern repercussions of heckling from the back bench! Some educational role play saw all boys take to the stage - they shone as budding policy and decision makers.

The boys also had the opportunity to spend time on the sprawling Augusta style Canberra putt putt course and they scaled the vertigo-inducing heights of the indoor rock climbing centre on a wintery Wednesday night.

With the sound of *Chariots of Fire* ringing in their ears, the boys visited Tidbinbilla, home of the Canberra Deep Space Communication Complex. Next stop, the National Portrait Gallery, where Mr Shigrov dangled a carrot in the guise of a hidden (although non-existent) portrait of Mr Hine.

And so finally, the boys reached what is widely regarded as the holy grail of Canberra's offerings, Questacon. The boys entered the many Questacon chambers of excitement, with Mr Crawley successfully defeating the robot air hockey champion and the boys witnessing the creation of man-made lightning, all leaving amazed at what they had experienced.

*The Australian Government recognises the importance of all young Australians being able to visit the national capital as part of their Civics and Citizenship education. The Australian Government contributes funding towards this tour under the Parliament and Civics Education Rebate program.*

Richard Davey  
Teacher - Junior School

The 2016 Book Week theme was 'Australia: Story Country' and preparations began early in Term 3 with the announcement of the Book Week model competition. This year we asked boys and their families to make Australian icons and Australian book characters which saw an incredible 51 boys participate by creating models, dioramas or posters.

Book Week celebrations commenced on Monday with the Book Launch Assembly. We were delighted to announce the winners of the model competition and the shortlisted book competition. Congratulations to Noah Robertson for his prize winning entry of Ned Kelly, Charlie Nguyen for his Anzac Biscuits entry and Mr Hine's favourite, David Noskovic, for his road sign.

Wednesday was Read Around with Dad morning. It was a delight to see the boys and their dads find a spot to settle around the Junior School to share a story together. It is a very powerful message for our boys to see their dads reading.

Palm House rotations were once again held on Thursday morning with all of the classes visiting two other classrooms to complete activities linked to the shortlisted books. Boys took part in various activities.

The finale of the week was our Book Week Parade; participation levels were incredibly high as classes and teachers paraded their carefully selected, created and made costumes.

Book Week reinforces to the boys the importance of literature and the critical role reading plays as the foundation of all learning. We were thrilled to learn that our boys from the Junior School borrowed and read over 22,000 books in the first half of 2016.

Sue Dansie  
Teacher - Junior School

**Pictured below:**  
A myriad of colour and characters during the book week celebrations



# Mind Lab

**Pictured below:**  
Our students represent St Peter's College internationally at the Mind Lab Olympics

In Term 2, four Junior School boys were fortunate to represent Australia as part of the International Mind Lab Olympics held in Halkadiki, Greece. The boys participated in two competitions: one as individuals and one as a team.

During the Individual Challenge Day, our boys were required to play six rounds of their chosen game (Abalone, Octi, Quoridor or Checkers), and using the Swiss Tournament method boys were then ranked based on their wins and losses. I am pleased to report that, out of our team of four, three boys placed in the top three internationally. Congratulations to Louis Prager for his bronze medal for Quoridor, Ethan Lim for his bronze medal for Checkers and to James Ewart for his silver medal for Octi.

The following day saw the boys compete as Team Australia 2. Again, a similar program to the previous day, but this time teams were judged on a total of their performance (rather than individual scoring). Again, Saints had a pleasing result, coming fifth overall out of the fourteen teams competing.

Overall, our boys did an amazing job and had an incredible experience. However, what stood out the most for me was the growth of our boys in terms of their resilience, bravery, fairness and teamwork as they battled through some intense sessions. Our boys were great at helping to keep each other positive and to focus on all the aspects of their tournament experience that extended beyond the mind games.

As part of a 'getting to know you' strategy, our students were involved with five rounds of problem solving challenges (unrelated to the Mind Games competition), against the other international teams. Of particular note, were the comments passed on to us by the challenge conductors regarding how impressed they were with our boys' level of communication, team work, ability to strategise and how well our boys cooperated with each other. At each of these event stations, our boys were awarded the highest possible scores and gained bonus points at two stations for being the only group able to solve the particular puzzles.

Overall, the week was an amazing experience and the boys represented themselves, the School and our country, with distinction.

David Kolpak  
Head of Junior Years  
Administration and Wellbeing



Saints has benefited from a long and distinguished history of benefaction. The School owes much to several of our earliest and most generous benefactors: Benjamin Mendes Da Costa, James Farrell and Captain William Allen among many others. Scholarships have also attracted philanthropic support through the generations, with our archives showing gifts being directed in this way as early as the 1850s.

Additional support is crucial to providing the outstanding, world-class, rounded, education that is the Saints' experience, and to ensuring that we remain a diverse community able to support others who would benefit from a Saints education. This year I have been pleased to see an increase in the number of our community members making a philanthropic gift, and the dollars contributed, through our annual appeal. Thank you for your continued, generous support.

I am fortunate to work in a position that allows me to experience first-hand the remarkable generosity of others in support of the School.

Recently I was privileged to be at the signing of an agreement with the Lipman family on behalf of their late father, Dr Rex J Lipman AO ED OLH ONM who attended St Peter's College 1933-37. He was initially in Short House, and later MacDermott House. The Rex J Lipman Fellows Program was established in 2011 and it was Rex's wish that this important program would continue beyond his lifetime. Before his passing in July 2015, he made provision in his Will to enable that to happen, ensuring that leaders and scholars of international distinction continue to come to St Peter's College to contribute to our School's academic, intellectual and cultural life.

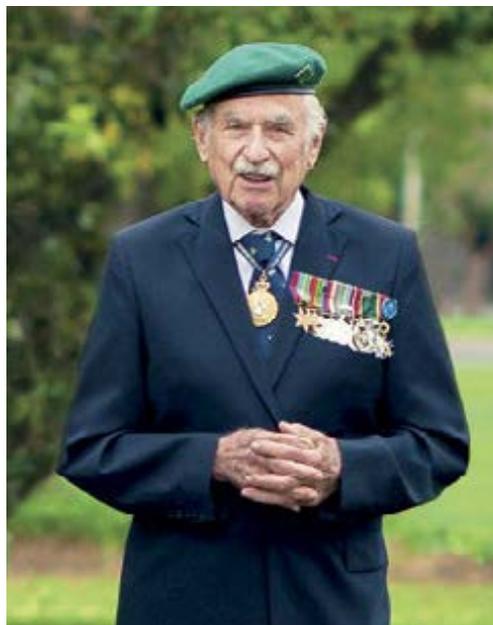
Rex's gift will continue to inspire boys for generations to come. It is exciting to think what long term impact this might have on our students – the seed planted for the direction they wish to follow, the drive to be the best they can be, the ability to adapt in an ever-changing world of employment, the opportunity to create their own career path, and the resilience to deal with future challenges in life.

As you will read elsewhere in this issue, bequests are an important part of Saints past and its future. Gifts of all shapes and sizes, and from all ages of our community, are equally significant.

Two of our youngest Old Scholars came to Oval House at the start of this term and left a deep impression on me. Ron Beevor (HWD '15) and Thomas Walker (HWK '15) are currently studying at the University of Adelaide. Most of us would imagine that they have plenty of other priorities for the money they earn from their part-time jobs, but they were each keen to play their part in helping to increase scholarships and bursaries at the School. They both wanted to 'pay it forward' to enable others to experience a Saints education and the advantages it is now offering them. Having had the chance to be involved in lots of charitable activities whilst at School, they shared with us how fundraising and helping others had become deeply ingrained for them as Saints boys - not just in their way of thinking, but also in doing. Both wanted to continue being an active part of the School's philanthropic community, by making a gift, and becoming members of St Peter's College Foundation. What an extraordinary example they set for others.

Ron and Thomas' visit back to School served a useful reminder that as much as we - staff, parents, Old Scholars, donors - seek to inspire the boys, it is so often the case that they are a source of deep inspiration to others.

Kate Robertson  
Chief Advancement Officer



Kate Robertson

**Pictured Below:**  
Dr Rex J Lipman AO ED OLH ONM  
(SHT '37)

## Notice of Foundation Annual General Meeting

The 32nd Annual General Meeting of the Foundation will be held in the Boardroom, Oval House, St Peter's College on Wednesday 24 May 2017 at 6.00pm.



Andrea McKinnon-Matthews  
School Archivist

**Pictured right:**  
1902 Rowing Second Crew;  
CR Cudmore back row on the right  
1903 Prefects; CR Cudmore back  
row on the left

**Pictured below:**  
CR Cudmore's Olympic Gold  
Medal 1908



**Sir Collier Robert Cudmore:  
Olympian, Lawyer, Politician**

Sir Collier Robert Cudmore, lawyer and politician, was born in 1885 in New South Wales, second son to Daniel Henry Cudmore (Old Scholar 1859), a leading grazier and pastoralist, and his second wife Martha Earle McCracken.

Along with his brothers, he studied at St Peter's College from 1897 to 1903 participating in many sports including gymnastics, athletics, football, and rowing, as well as winning Form Prizes for English and Mathematics. He later served the School as a Governor from 1932 to 1957. Cudmore was further educated at the University of Adelaide, having studied law, and then in England at Magdalen College, Oxford, graduating with a BA in 1909.

Whilst being prolific in a variety of sports, Cudmore is most well-known for his prowess in rowing. He was part of the Magdalen four in the Oxford boat winning the Wyfold and the Steward's Cup for rowing in record time in 1908. As a result, he had the opportunity to represent Great Britain with his Magdalen crew in the coxless fours at the Olympic regatta in London in 1908. His Magdalen College and Olympic medals were bequeathed to the School upon his death in 1971.

In 1910, Cudmore was called to the Bar in London and began practice as a solicitor in Adelaide in 1912. Along with Sir Stanley Murray, he established the firm Murray & Cudmore, where he practiced as solicitor until 1955. At the outbreak of WWI, he was commissioned in the Royal Field Artillery Special Reserve in France, where he commanded a battery. He was wounded twice being left with a severe back injury hindering his ability to walk without difficulty. Sadly, his brother Milo was killed in action in 1916 with himself being invalided home to Australia in 1919.

It is said that Cudmore was a great advocate of liberalism. He served as a member of the Legislative Council from 1933 to 1959, went on to serve as the leader of the Liberal and Country League in this council for 15 years, and was knighted in 1958 for his political services. During this time, Cudmore also served his country once more in WWII as a battalion commander in the Volunteer Defence Corps and was chairman of the Australian War Service League.

In addition to his extensive curriculum vitae, Cudmore also secured pensions for Supreme Court judges, better traffic laws, compulsory tuberculosis examinations, protection of circus animals, and more humane methods for slaughtering livestock. He has been described as "a model Parliamentarian who had the respect of all his colleagues...a forthright man who did not hesitate to oppose the policies of his own party if he thought it necessary... a great South Australian and great Australian".

Andrea McKinnon-Matthews  
School Archivist

**References:**

Australian Dictionary of Biography  
St Peter's College Magazine, May 1908;  
December 1971



Those who make provision in their Will to support St Peter's College are recognised in their lifetime with membership of the Crossed Keys Society. The Society specifically honours and recognises those who have remembered the School in this way. It also seeks to acknowledge the pivotal role that Crossed Keys Society members play in securing the future of the School.

Crossed Keys Society Patrons, Graham Brookman (FLL '39), Don Sarah AM. (DAC '54) and Tony Keynes (SCH '70) share memories of their time at Saints and why they have chosen to leave a gift in their Will to the School.

### As Old Scholars, what are your fondest memories of your time at Saints?

**Graham:** The first rate teaching and the friendships I made that have lasted me all my life. Amongst them was Rex Lipman. I remember Rex's family had a very nice tennis court at home and we became a formidable doubles pair which saw us through Junior School and a bit into Senior School before he became very interested in the army. The friends I made was a very important part of my time at Saints.

**Don:** I arrived here in Year 8 and my first unforgettable memory was coming in with my father and driving in through those Hackney Road gates and there was the School and I remember saying "ooh" and I still do it now! There are so many memories - lots of friends I made while I was busy being educated and the teaching staff, like Dick Potter, who were fabulous. Sport also took up a fair part of my life - I didn't fancy myself as a cricketer or a tennis player so I went down to the boat club and here I am now - still rowing!

**Tony:** I came here as a boarder in Year 7 and went right through School House in both Junior and Senior School. Boarding was fantastic, it was tough at times but it really teaches you to be resilient. Like Don I loved the grounds - when I first came here as a boy from the country it was just staggering and it still has the same effect on me. I love the sport, the education was terrific and of course the friends. As a boarder you are living with people for most of the year - the boarding family is your family - terrific memories.



I also got a lot out of leadership opportunities. The School delivers opportunities for any boy in spades. If you take these opportunities, you are so much better prepared to go out into the big wide world.

### What benefits do you feel a Saints education gave you?

**Don:** Heaps! You leave here with a broad and liberal education and hopefully you walk out with a reasonable idea of what you want to do. In my case I always knew I wanted to be in the building industry and I really wanted to be a carpenter which is what I did. I worked for one of the building shows around town for six years as a carpenter while I did my building degree part-time and then we started the family business and the rest, as they say, is history!

The other thing of course is you develop a great ability to simply communicate so you can get out there and talk to anyone.

**Tony:** It gives you a confidence in yourself and what you are able to do. It is interesting, it is a very challenging environment here without you necessarily realising you are being challenged. You find yourself doing things you just never thought you would be able to and it is still happening today - so many boys have a go at things and then they think - how did I do that?

**Pictured above:** Susie Herzberg (nee: Lipman), Gerald Lipman (MAC '63) and Skip Lipman (not pictured) with Mr Simon Murray, finalise the details of Rex's gift to the School



**Pictured above:**  
Crossed Keys Society Patrons,  
Graham Brookman (FLL '39),  
Don Sarah AM. (DAC '54) and  
Tony Keynes (SCH '70)

We had a wonderful School house motto 'there are others'. It was just so stunningly apt for a boy in the boarding house but for life generally.

**Graham:** I think the scientific side here was better here than most schools. They had a very good chemistry laboratory and later they developed a light engineering shop when Mr Pentreath arrived and that more or less decided my future. I decided I was going to use my hands which led to the automatic choice of engineering at university. Also you get tutored to the right stage here so moving into university is no problem.

**Why have you chosen to leave a gift in your will?**

**Don:** The fees that parents pay for their boys covers their education but nothing else so if we want to carry on having what we have and maintain, improve or rebuild, then we simply need funds to do it. And the other reason of course is the education of boys who wouldn't otherwise be able to come here without a scholarship.

**Tony:** To leave something that will be utilised to help boys many years into the future. Scholarships make a difference and in 100 years boys could still be benefiting from our benefaction to the School. That's what I like about it; it can last forever.

**Graham:** One of the most amazing benefactors was the late Wyndham Richardson who was an Old Scholar. He left a significant gift to set up a student assistance scheme and I spent many years implementing that and it has been one of my major interests in life.

Wyndham gave me a different slant on benefaction, I can't contribute on his scale but I feel I should do something.

**Don:** My father had many sayings and one of them was "always leave something for the other bloke" and that is really what we are talking about here. If you have been able to do whatever you have been able to do, and you can help the other bloke on the way through, then do it.

Graham, Don and Tony were interviewed by Liz Campbell, Development Officer

*For a confidential conversation about leaving a gift to St Peter's College in your Will or to let us know that you have already made provision to do so, please contact Liz Campbell, Development Officer, St Peter's College, tel: +61 8 8404 0518.*

# Junior School Friends of Saints

## Senior School Friends of Saints

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### Junior School Friends of Saints

2016 has been another busy but enjoyable year for the Junior School Friends of Saints (JSFoS). In Term 2 we hosted the Junior School Quiz Night with some 270 parents in attendance. We were fortunate to have parent Suresh Rajapaksa as our Quizmaster this year, contributing to the community feel of the event. The JSFoS is grateful for the support of the Junior School community, which has been reflected in the number of attendees at events and in the generous donation of auction/raffle items.

Funds raised at the Quiz Night were used to purchase House marquees for each of the Junior School House teams.

Together with the Senior School Friends of Saints (SSFoS), the JSFoS hosted some 370 guests at the much anticipated biennial Winemakers of Saints event in Term 3.

The JSFoS Breakfast was again hosted in Term 4. This event sees families come together before the commencement of the school day to enjoy breakfast together on the school grounds.

In addition to the major functions, the JSFoS were kept busy providing sausage sizzles for the boys at Sports Day and House Games, welcoming new families to the School as part of our new Parent Buddy Program, and holding a number of pop-up stalls outside Palm House selling baked goods and ice-creams after school.

Thank you to all who assisted during the year. We look forward to another successful year of “friend-raising” and fundraising in 2017.

Connie Hill  
Chair, Junior School Friends of Saints

### Senior School Friends of Saints

The aim of the Senior School Friends of Saints is to bring together the parents of the boys, incorporating them into the life of the School assisting them to build positive relationships with other parents and enhance their journey to support their sons through their school life.

We also friend-raise along the way, providing infrastructure and services predominately for the boys’ needs and their benefits; in June permanent seating and tables were installed around the Pentreath Building which was funded by the committee.

A New Parents Cocktail Evening in February warmly welcomed all new parents to the Senior School followed by gatherings for the remaining parents in the School including Bottle ‘n Plate nights.

In August the Junior and Senior School committees united forces to produce our biennial Winemakers of Saints event. The evening was an outstanding success with 25 predominately Saints associated winemakers showcasing their wares for over 370 guests.

At the Athletics Carnival we provided 2000 sausages for our budding hungry athletes as every boy battled it out for their House.

During November we introduced our inaugural Father/ Mentors & Son’s Breakfast designed to integrate all the values we respect and hold in such high regard at Saints. This was timed to support White Ribbon Day. Everyone enjoyed a fabulous morning together sharing stories, laughter and friendship.

We have an incredible team of dedicated parents who continually extend themselves for the ultimate benefit of the boys.

Samantha Allan  
Chair, Senior School Friends of Saints

# Winemakers of Saints



# Mission Guild Friends of the Chapel

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## Mission Guild

Term 2 began with celebrating the fine traditions of the Mission Guild with a sumptuous High Tea.

The relaxed and social afternoon provided over 150 guests with the opportunity to mingle with friends, purchase from a variety of fashion and food pop-up stalls and win fabulous raffle prizes.

In September, 108 ladies attended our renowned Annual Bridge Day in Memorial Hall. A delicious lunch was provided, and guests had the opportunity to purchase from the famous Mission Guild trading table. Both the raffle and trading table sales were a great success.

Mission Guild continued its support of the Band and Strings Concert (Term 2) and the Annual Concert (Term 3), providing a home baked supper for guests during interval.

At the end of Term 3, the successful second-hand uniform and cake pop-up stalls were held in the Junior School car park and in front of Memorial Hall. We are grateful to parents for their strong support of the Used Uniform Shop, as it is a major part of our fund-raising work.

This year, Mission Guild held its inaugural Melbourne Cup Luncheon at The Kentish Hotel. It was a fabulous way to celebrate all the colour and action of the Melbourne Cup with friends, our guests enjoying a 'Best Hat' competition and Cup sweeps.

All money raised through Mission Guild initiatives is proudly donated in support of AnglicareSA charities and other local charities including St John's Youth and Foodbank.

Mission Guild gratefully acknowledges the support and generous contributions by individuals and local businesses towards the success of our events. Thank you also to Saints Staff for many hours of assistance behind the scenes.

Claudia Buttignol  
President Mission Guild



## Friends of the Chapel

In June we were fortunate to be able to hold our meeting in the Pentreath Building. The Head of Middle Years, James Tamblyn, was our guest speaker, and following his very interesting talk we toured the wonderful facilities in the building. We are very grateful to James for enabling us to use the facilities.

In August we were delighted to have Irene Castrechini-Sutton sing for us at our service in the Chapel, and we sincerely hope she will be available again in the future. Our thanks go to Norm Inglis for arranging the delightful surprise.

Following the service we were again able to hold our meeting in the Pentreath Building. Our guest speaker was Lee Voysey, whose parents owned West's Coffee Palace in Hindley Street. Lee shared wonderful childhood memories of growing up living at West's, and brought with her a great deal of memorabilia. Once again we thank James Tamblyn for enabling us to meet in the Pentreath Building.

Our final Chapel Service for the year is on Thursday 10 November at 2:15pm. Following this, the Headmaster and Mrs Murray have invited us to afternoon tea at College House. It is always a delight to hold our last get-together in such a lovely venue.

We always welcome new members to the Friends. For those parents whose sons have left the School, it is an excellent way to still be involved in the life of the School. Please contact Theo McCall, School Chaplain, for more information at [TMccall@stpeters.sa.edu.au](mailto:TMccall@stpeters.sa.edu.au)

Daphne Cornelius  
President

Sue Wells  
Secretary

# St Peter's Collegians' Association



Nick Rathjen

## Annual General Meeting

Save the Date:

Monday April 3 2017

### Chairman's Report

My first eight months as Chair of the Collegians' Association has been a time of much planning as the Committee considers strategic objectives to further engage its alumni community over the next three years. It is a privilege to be a part of such a passionate fellowship with a rich history, and I look forward to the next chapter with great anticipation as we begin to enact our old scholar community's feedback.

Upholding a historic tradition, Old Scholars' Intercol Week in July was a week of friendly rivalry with PAOCA, culminating in our Annual Old Scholars' Dinner.

Our next major event in the calendar was the annual Old Blues Luncheon, held on October 6th in Memorial Hall. We were very fortunate the onslaught of wet Adelaide weather subsided to provide a beautiful sunny day which was enjoyed by nearly 200 Old Blues and their wives.

October and November are traditionally our busy reunion months, and this year we welcomed groups of alums back to tour their old School after 10, 20, 30, 40, and 50 years, before renewing old friendships over dinner and drinks.

In late October the Association hosted a New Members' BBQ for the outgoing Year 12 students which was held on the Main Oval during lunchtime. Each boy enjoyed a free sausage sizzle lunch and cake as they were introduced to the age of Old Scholars.

Our regional chapters were not forgotten. Melbourne, Canberra and the Fleurieu regions all held functions during the latter part of the year, keeping both the Saints flame and old acquaintances alight.

I would like to express my gratitude to our Partners: Klemich Real Estate, Hewitson Wines, Berry and Sons, and Evans & Ayers for their significant support over the last 12 months. Without them what we do would not be made possible.

I also give thanks to Rebecca Foster, Executive Officer, for her tireless dedication to the St Peter's Collegians' Association. Lastly (but not least) I wish to thank my fellow committeemen who serve the Association and volunteer countless hours of their time throughout the year, because they are committed to 'Building Great Men.' I honour and acknowledge their valuable contribution and look forward to 2017.

Nick Rathjen (WDK '07)

### Office Bearers

**President:** Tony Keynes

**Chairman:** Nick Rathjen

**Treasurer:** Paul Willoughby

**Executive Officer:** Rebecca Foster

**Committee:** Tony Keynes, Nick Rathjen, Paul Willoughby, Callum McNair, David Stock, Andrew Jonats, Nick Grieve, Jon Silcock, Kristian Livolsi, David Lowe

**Council of Governors Nominee:** Mark Balnaves

**Foundation Representative:** Jon Silcock

**Mission Representative:** Andrew Jonats

### SPOC Sporting Club Representatives:

Tony Keynes	Athletics
Qi Ren Ong	Badminton
William Strangways	Basketball
Cameron Miller	Blackmore Rowing Club
Hugh Wells	Cricket
Michael Blight	Football
David Ogilvie	Hockey
Harrison Kadis	Soccer
Steve Brookman	Tennis
Will Simpson	Water Polo

# SPOC Basketball

## SPOC Football



### SPOC Football

Whilst winning premierships and playing in grand finals is obviously desirable for everyone involved, the true strength of a footy club is characterised by the levels of commitment and camaraderie shown across the group. This is not just players but coaches, support staff, volunteers, family, friends, sponsors and supporters.

Overall, it was a successful year for the SPOC Football Club with the A grade making the Grand Final (and therefore moving up to Division 1 in 2017) and the mighty C Grade winning the C2 Premiership.

The B grade fought hard throughout the year and with some experienced players in the group and some younger players coming through, are looking forward to further development in 2017.

Player numbers were the highest we have had for some time and the year was capped off nicely with a record turn out for presentation night at the Wine Centre where amongst other award winners Sam Roberts (WDK '13), Ryan Findlay (SHT '11) and Nic Bailey (MAC '03) won the A, B and C grade best and fairest awards respectively.

A huge thank you to everybody who helped out this year and a special thanks to our Senior Coach Trevor Hill who has retired after six years at the helm. Two premierships and a Grand Final is a fantastic achievement and sets the Club up well for success going forward.

We look forward to seeing as many school leavers as possible out for the 2017 season. I am sure you will enjoy being involved.

Scott Rich (W&A '91)



### SPOC Basketball

This season SPOC Basketball played 38 players with training starting in March. Early in the season our A and B teams struggled with a lack of height, however our C and D teams were very competitive.

Old Scholars' Week games were played on the last Monday in July on a cold, rainy night, although the hot spirit of the games were enough to warm everyone up. Our C team got the night off to a great start with a 28/25 win, but the B team was regrettably outclassed. The A team fell just short by 4 points in another classic and hectic encounter.

During the second half of the season all teams consolidated their position on the Ladder. The D team in particular gained Alex Rogerson, (recovering from a 9-week injury) which boosted their prospects greatly.

Longstanding member, Hamish Pellew announced he had accepted employment in Austin, Texas after 10 years with the Club, and Oliver Sainsbury filled the void as captain /coach in great style for the remainder of the season.

All teams qualified for finals, with the A and B teams being eliminated in the first round and the C and D teams both making the Grand Final. The C Team gave us an amazing final score of 61/38 and the premiership, while unfortunately the D team did not bring the same intensity that got them into the Grand Final and were soundly defeated.

2017 will be our 25th as a SPOC Club and we look forward to recruiting the newest batch of 2016 Year 12 leavers for next season.

Will Strangways (HWK '57)



### Pictured above:

Football Coach Nick Day holds up the Cup as the C Grade celebrate their Grand Final win

Basketball Winning C Team: Old Scholars' Week – 28/25, and winners of the C Grade Premiership. Rear, left to right: Braden Hamilton (S&A '10), Jimmy Stanes (S&A '00), Carson Cox (HWD '08), Alex Rogerson (MAC '13), Luke Dow (HWK '12) Front, left to right: Jack Weir (YNG '13), Nick Bannister (WDK '13), Richard Jeffries (DAC '00)

2016 MVP Award Winners Stuart Breheny (A Team) Alex Rogerson (D Team) Jack Weir (C Team) Michael Iles (B Team) with William Strangways (HWK '57)

# SPOC Soccer

## SPOC Hockey



**Pictured right:**  
M5M Runner-Up Team The M5M finished the season as Runner-Up, ending their 12 year grand final drought

### Reunions

#### **Class of 2007**

##### **10 Year Reunion:**

Friday 3 November 2017

#### **Class of 1997**

##### **20 Year Reunion:**

Friday 10 November 2017

#### **Class of 1987**

##### **30 Year Reunion:**

Friday 10 March 2017

#### **Class of 1977**

##### **40 Year Reunion:**

Friday 17 November 2017

#### **Class of 1967**

##### **50 Year Reunion:**

Friday 24 November 2017

**For more information on our sporting clubs please visit [www.sPCA.com.au](http://www.sPCA.com.au)**

### SPOC Soccer

1981, the year soccer became an option for the collegians of the School to continue to play for the School. Thanks to John Roe, this became possible. In the past 35 years, the Club has gone on to win five Division One titles, the latest being in 2015, and the Club continues to go from strength to strength. John has been present for the entire 35 years, and nothing could replace the time and effort he has put in to this great club.

Not only was 2016 the 35th year of our club, but it was also the 10 year anniversary of the 2006 undefeated title-winning season. This was celebrated by a dinner that all players in that team attended. Unfortunately, our A Grade were not able to replicate that undefeated season, but our B Grade did, going the whole season undefeated, winning 14 games, and drawing four, winning the league by a considerable margin.

In 2018, we look forward to the 20 year anniversary of the Club's first title, back in 1998. A huge event will be in order for such a momentous milestone for the Club, so watch this space.

The 35 year logo was affixed on all jerseys in 2016, and shows off our 5-stars, one for each Championship.

If you are looking to play for the club in 2017, email myself at [chrisfitridge@gmail.com](mailto:chrisfitridge@gmail.com) and help shape this great club for the future.

Christopher Fitridge (HWD '10)



### SPOC Hockey

It was another strong season for the SPOC Hockey Club, with one premiership and one runner-up flag amongst our five teams.

In the men's competition, the Club has built an affiliation with the Prince Alfred Old Collegians Hockey Club in an effort to increase each club's strength and membership in their respective competitions. In the women's competition, the Club has grown to sustain four teams across multiple divisions with many players' being daughters, partners and sisters of Old Collegians.

Our M5 Men dominated the season, executing a strong finals campaign to play in their first grand final in 12 years. While they finished the season as minor premiers, the boys were unable to secure the flag falling short at 3-1. Nevertheless, there was some premiership glory as long term SPOC members Tim Hall (HWD '06), George Highfield (FLL '11), Derek Lee (FRR '98), James Morgan and Shane Selvanderan (SHT '08) secured the flag whilst playing for our cross town rivals in the M3 division.

In a scintillating end to the 2016 Season, our M1 Women played in their fourth consecutive grand final. With scores level at full-time, it was a nail-biting finish as a scoreless extra time meant the winner would be decided by a shoot-out. A strong and confident performance by our goalkeeper and selected shooters secured the flag. Final score 1(3) – 1(1).

The 2017 season sure looks bright, after strong performances this year.

Ally Newcombe  
SPOC Hockey Club President

# Old Scholars Out and About



1



2



3



4



5



7



6



9



8



10



11

**Pictured left:**

1. Annual Dinner
2. Class of 1976 arrive for a tour of the School
3. Victorian Chapter Luncheon with guest speaker Angela Pippas
4. Class of 2006 at their 10 Year Reunion
5. Saints and Princes alumni at the Combined Canberra Dinner
6. SPCA Strategic Planning Workshop
7. Class of 1996 - 20 Year Reunion
8. Lining up to enter Mem Hall for the Old Blues Luncheon
9. Joint SPCA and PAOCA Committee Dinner during Intercol Week at Chloe's Restaurant
10. The first of the Class of '86 arrive, ready for a day of golf and their Reunion dinner
11. SPCA Committee hosting the Year 12 New Members BBQ for new alums



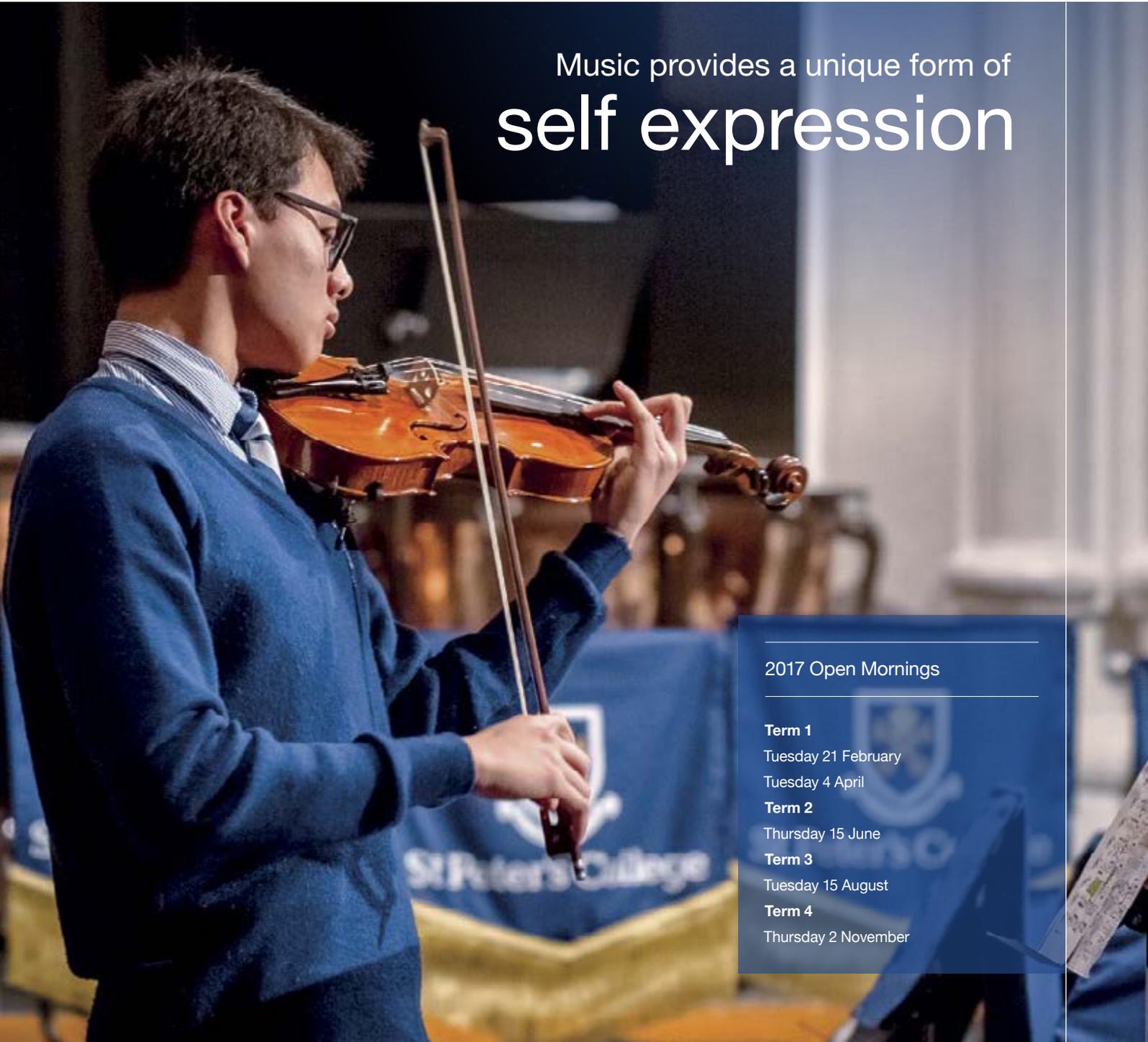
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# Music provides a unique form of self expression

## 2017 Open Mornings

### Term 1

Tuesday 21 February

Tuesday 4 April

### Term 2

Thursday 15 June

### Term 3

Tuesday 15 August

### Term 4

Thursday 2 November