

St Peter's College 2017 Saints



St Peter's College
ADELAIDE, AUSTRALIA

1847 **170** 2017
YEARS

Number 129 June 2017

Celebrating
170 years

Inside Saints

Farewell from the Headmaster

Introducing entrepreneurship
and innovation skills

170 years of Saints

The Big Write in the Junior School

Meet our staff



Pictured left:
Brooks boys let their colours shine at the Junior School House swimming carnival

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Photography

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Front Cover

'Saint's Prep School drive c1912' donated by the family of RE and TT Reed, shows Prep School boys facing towards North Terrace, standing under the plane trees that still stand on the Avenue.

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From the Headmaster

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It is with mixed feelings that I write my final introduction for 'Saints'. On the one hand, I know I will really miss the School and its wonderful, caring community but on the other, I am looking forward to exploring new professional adventures and spending more time with my family.

For seven years, it has been a great privilege to serve the community and help boys to be their best selves and to encourage them to live bold and ambitious lives in service of their communities.

At Saints I have been blessed with a very strong team of staff who have great loyalty towards the School and the boys. They work tirelessly and with great dedication to ensure our boys achieve the best that they can. Thank you. I would also like to thank the Senior Leadership Team for their support and the wisdom, energy and passion they bring to their roles. I will miss you all greatly and I thank you for your devoted service. I would like to gratefully acknowledge the guidance and support I've received

from the Council of Governors throughout my tenure and I know the School is in good hands with such an esteemed and dedicated board of directors. I would also like to thank all parents who work in partnership with the School to educate, care and nurture their sons. Finally, I would like to acknowledge and thank all the boys at Saints – their enthusiasm and passion for learning and life are an inspiration for us all. Their commitment and involvement makes this School a special place.

Saints is an extraordinary school and has been so since its foundation in 1847. Inspired by 'Pro Deo et Patria', the School as well as teachers and students have served the community and worked towards the greater good. Some of these stories, as well as a history of the School, are captured in a 170th anniversary exhibition in the Museum at Athelney House. The exhibition celebrates our 170 years as a leading school for boys and I encourage you all to visit. Please contact the School Archivist at archivist@stpeters.sa.edu.au to arrange a time.

Simon Murray
Headmaster



Simon Murray

Pictured below:

Headmaster, Simon Murray, with School Captain Lachlan Randello and Vice Captain Daniel Nisyrios

Pictured right:

Patsy Murray, Mission Guild Patron, with guests at the 2016 Bridge Day



From the Chair of Council



Joe Thorp

Saints was incorporated in 1849 by a Private Act of the Parliament of South Australia and gained its current name The Church of England Collegiate School of Saint Peter in 1889. Now in its 170th year Saints has enjoyed remarkable stability in its leadership with only 14 Headmasters to date.

Ultimately history will judge the relative merits of them all, however I feel confident in saying that our 14th Headmaster, Simon Murray, will rank amongst the very best. As he retires from the life of a full-time headmaster, Simon can look back on his time with great satisfaction having grown the School to record enrolments with strong waiting lists and having made significant improvements to the School's financial position, sports, music, and teaching and learning.

However, I believe that it is in the areas of wellbeing and positive education, and outdoor education that Simon has had the most profound impact on the School, leaving a legacy that will characterise the difference that a Saints education offers.

Beyond these tangible improvements, a good number of parents have commented to me how much they appreciate that Simon has imbued the School and the boys with a calmness, a gentleness and a quiet, humble pride in being a Saints boy.

The School has also been extremely lucky to have enjoyed the contribution of Patsy Murray. Patsy is a great enthusiast, a willing and hardworking volunteer, linker, shaper and friend to many, who has given great service to the Saints community during Simon's time with us.

On behalf of the Council of Governors I place formally on the record our deep gratitude to Simon and Patsy as we wish them every health and happiness in the next phase of their lives.

In other news, there have been a couple of changes to your Council of Governors to which I draw your attention. His Grace The Most Reverend Geoffrey Smith was installed Archbishop of Adelaide on 28 April 2017 and becomes our President and Visitor. Geoff was ordained a deacon in 1982 and priest in 1983 and served in the Anglican Diocese of Grafton (1982–1987 and 1990–2000), the Diocese of Aipo Rongo in PNG (1987–1990), the Anglican Board of Mission (2000–2005) and the Diocese of Brisbane (2005–2017).

I would also like to welcome Dr Richard (Rick) Sawers (ATH '66) to Council. Rick has been elected as the Foundation representative on the Council of Governors.

Finally, the Venerable David Bassett joins Council as an Ex Officio nominee of the Archbishop to fill the vacancy created by the retirement of The Very Reverend Frank Nelson. David is the Archdeacon of Torrens, acting Registrar of the Diocese and is a member of the Standing Committee of the General Synod of the Anglican Church, Australia.

On behalf of the School, I thank Frank for his service and contribution over the past four years and warmly welcome Geoff, Rick and David to Council.

The boys and the entire School community now look forward to the leadership of the 15th Headmaster of Saints with confidence and anticipation.

Joe Thorp
Chair of Council



Introducing Entrepreneurship and Innovation Skills

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Entrepreneurship is the 'it' word at present in Australia. Helping boys to understand the skills and capabilities that will be most portable and in demand in the future will help students equip themselves for life beyond school.

The New Work Mindset report by the Foundation For Young Australians suggests our boys will face three major challenges:

- Automation: 70 per cent of young people are currently training or studying for jobs that will be radically affected by technology in the future.
- Globalisation: jobs are becoming increasingly global, with 11 per cent of service jobs likely to be provided from overseas.
- Flexibility: the average 15-year-old is predicted to have 17 jobs over five different careers throughout their lifetime.

It is our role as a School to help boys understand the skills and capabilities they will need and prepare them for the world of work.

What is entrepreneurship and innovation?

Employers across all industries are increasingly demanding and paying a premium for transferrable enterprise skills and capabilities, such as problem-solving, critical thinking, teamwork, digital literacy and communications. For example demand for digital skills went up 212 per cent over three years, critical thinking skills increased by 158 per cent, creativity by 65 per cent and presentation skills by 25 per cent (www.fya.org.au/our-research/).

How is Saints preparing our boys for this future?

The uncertain future of work presents an opportunity for young people to develop a portfolio of skills to use. These include self-awareness, self-regulation, optimism, agility, strengths of character and resilience. The School is currently integrating the development of enterprising skills with existing approaches including our positive education program. We have partnered with YLab from the Foundation for Young Australians to train all teaching staff about the challenges facing young people as they leave school today.

We are leading the way by starting to reconceptualise our approach to the future of work, and our curricula and courses will change to support the development of such a portfolio. The curriculum will be designed to support the core skills and capabilities young people will need. This work is only just beginning and more information will be provided as the program is unveiled.

Day Family Foundation Prize for Social Entrepreneurship

Through the generosity of the Day Family Foundation, founded by Geoff Day (FLL '68) earlier this year, Edward Andreyev (Year 12 WDK), David Quan (Year 11 HWK) and Tom Grozev (Year 11 DAC) won a scholarship to complete an internship at YLab at the Foundation for Young Australians in Melbourne. Each boy received the award following their social entrepreneurship pitch which focused on combining innovation and resourcefulness to address critical social and environmental challenges. The boys completed a week of work experience concentrating on developing entrepreneurial skills and had the opportunity to visit the \$10 million Wade Institute at the University of Melbourne's entrepreneurship accelerator. They also completed an invaluable career mapping exercise at PriceWaterhouseCoopers. As part of the experience, the boys visited Social Ventures Australia where they met Alex Oppes (SHT '02), Director of Impact Investing to learn how impact investing works. The boys returned to School with many ideas and are now developing their entrepreneurial projects. The boys' experiences will be evaluated later in the year with the intention of offering the Day Family Foundation Prize for Social Entrepreneurship again in 2018.

Mathew White
Director of Wellbeing and Positive Education

Pictured below:

(left to right) Kate Robertson and Mathew White with David Stock (FRR '93), Edward Andreyev (Year 12), David Quan (Year 11), Geoff Day (FLL '68) and Anne Day. Not present Tom Grozev (Year 11)



Celebrating 170 years



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Pictured:

1. 1847: Trinity School Room, located behind the Holy Trinity Church on North Terrace, is the original site for the School. Eleven boys attended the first day of school on 15 July 1847.
2. 1871: Intercollegiate football games began against PAC. The oldest photograph in the St Peter's College archive collection is the 1878 football team.
3. 1878: The first gym, made possible by Dean Farrell's bequest. The interior shows the gymnastics setup. The building was later converted to a dining hall and named after Benjamin Da Costa, a key benefactor to the School.
4. 1907: Building of the School baths on what is now known as the Lloyd Oval. Swimming becomes an important part of the School's physical education.
5. 1921: The foundation stone of Memorial Hall is laid on 25 September 1921 to honour old scholars who served in the First World War.
6. 1962: A campsite called Karakeep is established near Meadows in the Adelaide Hills, as part of the School's outdoor education program.
7. 1977: The Miller Library is erected between Da Costa Dining Hall and the Pentreath Building.
8. 2 December 1985: Fire in Memorial Hall, which destroyed the interior, windows and roof.

More photos from the archives will be published in the December edition.

In 2017 St Peter's College celebrates 170 years as a leading school for boys.

St Peter's College was founded in 1847, just 11 years after South Australia was established. The first classes were held at the Holy Trinity Church on North Terrace before moving in 1850 to the current location on Hackney Road. The first Anglican Archbishop of Adelaide, Augustus Short was instrumental in establishing St Peter's College in the tradition of the great public schools of England. In 1890 the School adopted its motto *Pro Deo et Patria*

(For God and Country) to inspire and motivate boys. Since its foundation, Saints has emphasised a sense of service honoured through selflessness and this value remains strong and constant in the fabric of School life. Today, and for the past 170 years, our most important work is shaping the character of the boys and young men at Saints – developing a sense of service, courage, commitment and integrity.

To celebrate our 170th anniversary, the School is showcasing the history of the School through an exhibition in Athelney House. To find out more or to visit the exhibition, please email archivist@stpeters.sa.edu.au

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From the Chapel

6

One of the tricky things in life is to hang on to a sense of peace and wellbeing, which comes more easily when the pace isn't frenetic. There is a well-established practice of meditation, which I find quite fruitful and which only takes a brief time. It's imagining yourself in a biblical scene.

My favourite approach is to imagine myself on the shore of the Sea of Galilee, listening to Jesus as he teaches the crowds from Simon Peter's fishing boat. I imagine a mild, late summer's day, a gentle breeze blowing off the water, the crowd transfixed as Jesus teaches, Simon Peter listening as he works on the nets. It can be quite liberating to picture yourself there. Matter of fact I can imagine myself on the shore right now!

The resurrection appearance involving Thomas (John 20: 19–31) is the hardest to imagine and, paradoxically, the one I really wish I were present at. The Italian painter, Caravaggio, gave it a heck of a shot with his extraordinarily vivid picture of Thomas reaching out to place his finger in Jesus' wound in his side, but what did the disciples really experience? They experienced *something* because they emerged as a force to be reckoned with in the ancient world! They had no real incentive to change the world, especially because Jesus' death initially proved what happens when you take on established power structures! Yet that is precisely what they did. So, they experienced *something*.

I can only imagine what that was. But imagining it, using one's creativity to picture it, is quite important.

John's point is not that we are to be envious of Thomas but rather that we are to live as though it were true. In other words, we are to imagine, to believe that it is true, and to live accordingly. And that means to live with hope: hope that life has a meaning, hope that all those beautiful people in past generations who shaped our lives, who struggled mightily for justice, who said to us, "Justice and faith, these are what count in life, these are the things that are true," these people now live with God eternally. I think of my grandparents, all faithful Christians, who committed their whole lives, in different ways, to practising justice in their world.

We've been passed the baton; we're the ones now tasked with the job of caring for the earth and creating communities of faith and justice. But because the heroes of the past inspire us, because through their ongoing prayers they encourage us, and because we imagine them doing this, we can live in the present with passion and confidence.

The Reverend Dr Theo McCall
School Chaplain



The Reverend Dr Theo McCall



Global Recognition for Wellbeing and Positive Education Programs



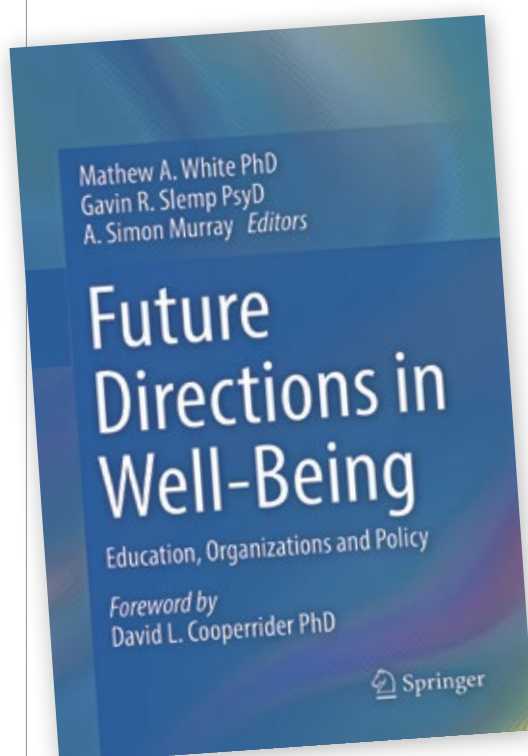
Dr Mathew White

Simon Murray, Headmaster and Dr Mathew White, Director of Wellbeing & Positive Education attended the 2017 World Government Summit in Dubai in February 2017 to discuss the School's wellbeing strategy and positive education programs.

Mathew co-authored the report with leaders from the University of Pennsylvania, the University of Melbourne and the London School of Economics. Saints' approach was featured as an exemplar of world best practice in a major publication 'The State of Positive Education Report' commissioned for the summit, under the patronage of His Highness Sheikh Mohammad Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE and Ruler of Dubai.

Future Directions in Wellbeing Education, Organisations and Policy

Following the success of our first book, St Peter's College will publish a second book exploring the future of wellbeing more widely. The book will be published in July and is co-edited by Mathew, Simon and Dr Gavin Slemp at the University of Melbourne.



This volume is a collection of essays advancing the science of wellbeing, authored by leaders in positive psychology, including positive education, character education and positive organisational scholarship. This book will be of particular interest to policymakers, educators, practitioners and researchers. It will be available for purchase from www.springer.com

St Peter's College and Playford International College Wellbeing Conference

In December 2016, more than 20 St Peter's College teaching staff designed and delivered a one-day conference on wellbeing and positive education for all 150 employees from Playford International College (formerly Fremont-Elizabeth City High School). The St Peter's College and Playford International College partnership is yielding creative responses to wellbeing at a community level and I look forward to reporting on these in upcoming editions of Saints.

Third National Positive Education Schools Association Conference

The conference opened in March 2017 with a video message from Prime Minister Malcolm Turnbull and more than 360 educators from across Australia attended the event at Ravenswood School for Girls in Sydney.

Following the annual AGM and PESA Board Meeting, Simon Murray was elected Chair of the Positive Education Schools Association for a third term.

St Peter's College staff presented at packed sessions:

- Sean Inman, Head of Da Costa House and Subject Coordinator of Positive Education, presented on his lessons learnt from teaching wellbeing.
- David Kolpak, Head of Junior Years – Wellbeing and Administration, discussed how to use evidence to inform positive education program decision making.
- Dr Mathew White presented the keynote address.

Mathew White
Director of Wellbeing and Positive Education

Farewelling the Headmaster

8

After seven years at Saints, Simon Murray, Headmaster, has decided to retire from teaching. He spoke candidly to Erica Benn of his career and of his time at the School.

Why did you choose teaching as a career?

In 1970 I was on the cusp of finishing school and pondering possible careers. I was boarding at Geelong Grammar School and Bill Haywood, then Deputy Head and a Saints old scholar called me into his study. He asked me about my plans for the future, I was unsure, and he suggested teaching. His idea stuck with me and I'd been blessed with some remarkable teachers so, feeling inspired, I decided to give it a go and began studying at Curtin University the following year.

My first job after graduating was at a country high school and I loved it from the start. It was the right job for me and I had a wonderful year planning my lessons, engaging with students and finding my feet.

I love teaching and the opportunity to work with students and support young people. Their sheer enjoyment of learning, and the energy and vitality of young people continues to inspire me. This is my 43rd year of teaching and I've spent 27 years as a Headmaster at three schools, including seven at Saints. I've had a fortunate career and indeed, a fortunate life.

Why did you decide to join Saints?

St Peter's College is well known across the country and when the role of Headmaster was advertised it caught my attention. By that point, I had been Headmaster at Canberra Grammar School for 12 years and I was ready for a new challenge. I knew that Saints was a very good school but I could see how we could take it to the next level by introducing new technology, upgrading facilities, improving the financial position of the School and introducing new programs like positive education.

I quickly discovered that the young men who leave our walls and fields have a deep conviction to serve and to do all they can to better society. We have nicely grounded boys with a quiet confidence and a drive to contribute.

Pictured below:

Simon Murray, Headmaster, together with his wife Patsy Murray have been ever-present figures in the Saints community



What are some of your successes?

All our successes at Saints are a result of committed and passionate staff working together. I am really proud of our outdoor education program, Pushing the Boundaries; it is well on its way to becoming a hallmark of a Saints education. Our program is unique in South Australia and full of rich learning, challenges and opportunities. The wilderness environment is a special classroom and one that encourages a deep connection with nature. The program intertwines intellectual, emotional and physical growth that shapes and reinforces the boys' character during a critical period in their development.

Our wellbeing and positive education program is internationally renowned and has had a positive impact on all our boys as well as staff and many parents. Since 2011 we have worked hard to embed the program in every area of the School and it forms an essential part of the curriculum. Saints is rightly seen as a global leader in wellbeing and much of our research and work is benefiting young people in a multitude of schools across Australia and overseas.

I am also proud of the establishment of our Middle Years program. By refurbishing the Pentreath Building, we have created an inspiring and beautiful learning space that the boys are delighted to be in. The Middle Years program is staffed by teachers who are deeply committed to educating Year 7 and 8 boys and together we have created a warm, nurturing environment where students care for each other and learn together.

What has been your greatest challenge?

It can be challenging to work in schools with great traditions and rich histories. At Saints, generations of boys have attended the School and they often have strong connections and memories. It can be challenging to move forward in a way that honours the past while providing a contemporary education. I'm the first to acknowledge that while I think we have achieved a lot, there is still work to be done. This is an ambitious school and one which presents an exciting opportunity for the 15th Headmaster.

What's next?

I feel like I am stepping off a precipice. My work has always given me great satisfaction and now I am about to step into the unknown. For the first time since leaving university, I don't have to worry about timetables and term dates!

Patsy and I are going to remain in Adelaide – we love this liveable and beautiful city. I would like to pursue new career options and spend more time with my family and three grandchildren. I'm looking for a challenge and I am ready for a new professional adventure!

Simon Murray was interviewed by Erica Benn, Communications and Marketing Manager



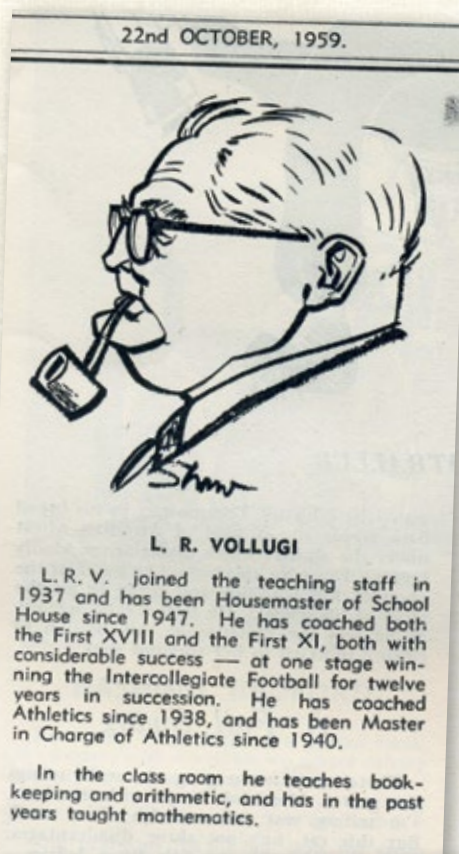
The Keys: an unofficial newsletter

10

In 1939, Headmaster Guy Pentreath established a series of portfolios for the prefects to allow them to share the workload of a prefect whilst continuing to do their schoolwork. 'The Keys', an unofficial publication, was one of the nine portfolios with the purpose of providing a weekly internal paper that filled the gap between the notice boards and the 'Magazine', the School's official publication.

The first year of publication proved most prolific with 23 editions published weekly from March to December. Subsequent years were less so with a five-year period of inactivity during the Second World War. The portfolio system was abandoned with the arrival of the new Headmaster Colin Gordon in 1946, however 'The Keys' continued to be published periodically until 1962. The content ranges from original compositions in prose and verse, articles of interest, letters and sporting events and results. Graham Brookman (FLL '39) wrote the Roving Reporter segment in the 1939 editions. These articles are light hearted and humorous accounts of daily life, a free writing style that is conveyed throughout the publication. The boys enjoyed this freedom throughout the publication's history and at times found it useful for propaganda articles to promote patriotic and charitable causes. The publications also included 'letters to the editor' providing an avenue for more serious voices to express their views and concerns.

The prefects looking after the Traditions Portfolio (one of the portfolios entrusted to prefects to ensure the recording of the history of the School) regularly featured articles about School buildings and historical figures (including Heads of Houses, founders and benefactors). There were plans for a new tuck shop and the Roving Reporter accompanied committee members to interview Miss Martin, manager of the tuck shop for 37 years, to collect her impressions of the School over this time. This interview was recounted in a piece titled "The Tuckshop & I" and featured in the 1961 edition. The boys gained great insight about the changes that occurred and also learned that their fathers could get a sandwich, a sausage roll, a pie and a pasty for sixpence!



Andrea McKinnon-Matthews





St Peter's College
ADELAIDE, AUSTRALIA

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Pictured below:
The front cover from a 1958 edition of 'The Keys'

Old scholars often talk about the smells of the surrounding factories. The School was located between two food factories, the Sanitarium Weet-Bix factory and the Rosella tomato sauce factory. The direction of the wind on a particular day determined which nauseating smell the boys had to endure and in the July 1941 edition of 'The Keys', the following poem was published:

Rosella Brand

Oh, wild west wind, thou breath of
pickles brewing;
Thou, from whose unseen presence
healthy boys
Are driven, like actors, from a stink
bomb fleeing.
Beans and spaghetti and sauce so
hectic red,

For digestion, stricken multitudes,
Oh, thou,
Who chariotest to their dark stomachy
bed,
The corned beefs, where they lie cold
and low,
Each like a corpse within its grave
until
The airy ghost of the "De Witts" shall
blow
Her noisy clarion from out thy gastric
depths,
Return! Return! to that foul vat from
whence thou came.

Anonymous

As part of the School's 170th anniversary, the Museum at Athelney House is featuring an exhibition showcasing the School's history. As part of the exhibition, there is a display dedicated to various student publications, including 'The Keys'. To arrange a time to visit the exhibition, please contact the School Archivist at archivist@stpeters.sa.edu.au

Andrea McKinnon-Matthews
Archivist



Working Towards Reconciliation

12

In 1996, Patrick Dodson (currently Senator for Western Australia) gave the National Press Club a story to draw a picture and it went as follows:

“My grandfather taught me how to think about relationships by showing me places. He showed me where the creeks and rivers swirl into the sea. The fresh water meets the salt, the different worlds of ocean and river mixing together...The river is the river and the sea is the sea. Salt water and fresh: two separate domains. Each has its own complex patterns, origins and stories. Even though they come together they will always exist in their own right. My hopes for reconciliation are like that.”

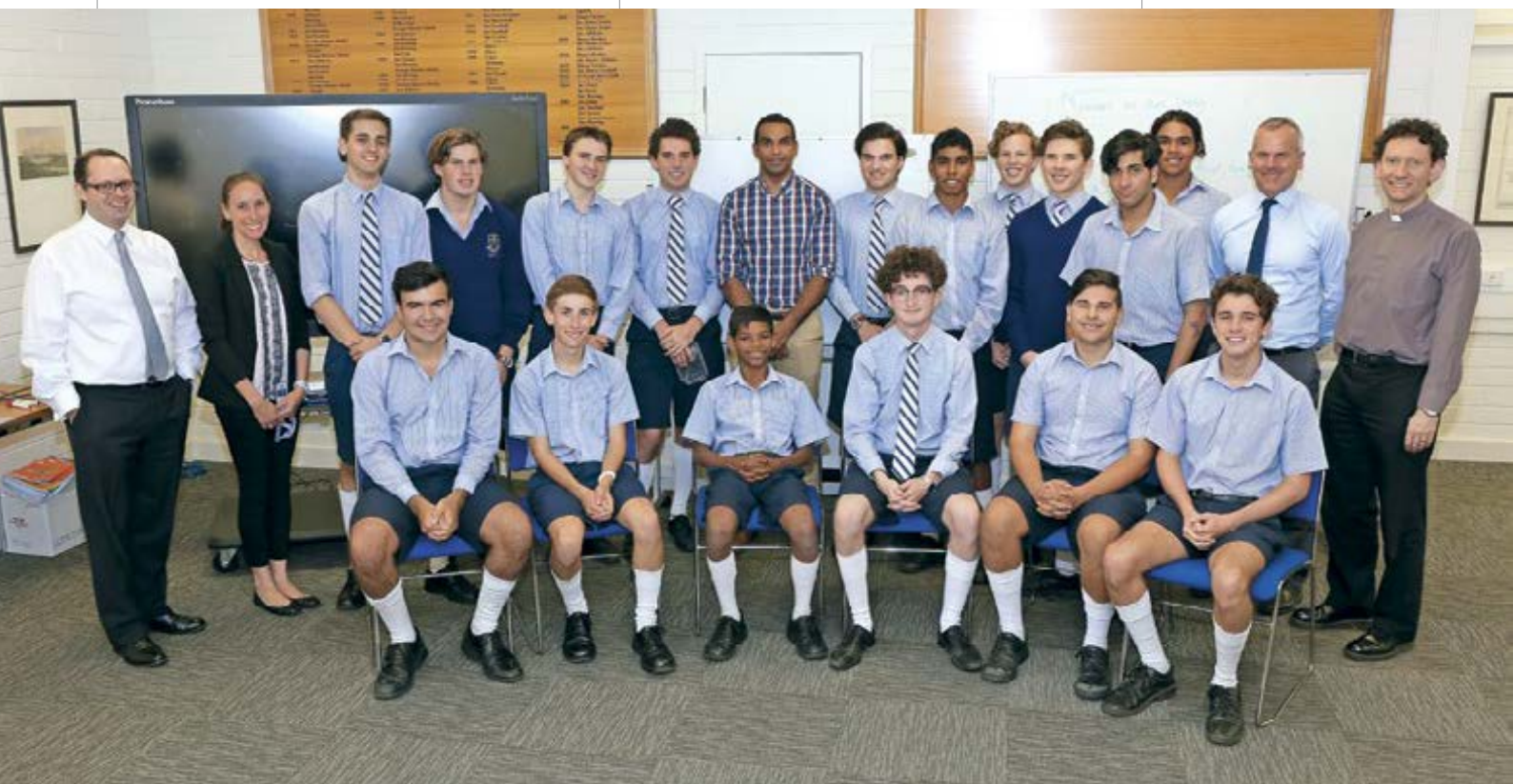
The picture drawn by Senator Dodson is rich in symbolism and meaning and informs the philosophy behind the approach taken at St Peter's College in our endeavours to educate, inform and action our community's progress towards reconciliation.

There have been a number of initiatives we have undertaken in recent years to aid this progress. Perhaps the most significant of these began eight years ago when we entered into a partnership with the Yalari organisation to support the education of Aboriginal and Torres Strait Islander students at the School. This year we have seven students at the School thanks to Yalari. These students have come from as far away as Darwin in the Northern Territory and Halls Creek in the far north west of Western Australia. Their presence at Saints has enriched our community because of the diverse life experiences and cultural understanding that they have shared with us all.

Throughout the year we also like to highlight significant dates and events. For example, earlier this year we ran a muster to commemorate the apology made to the Stolen Generations by Kevin Rudd on behalf of the Australian Government. That apology was delivered nine years ago and heralded the possibility of true reconciliation between Indigenous and non-Indigenous Australians. During



Ben Hanisch



Pictured below left:

Yalari boys meet with Benson Igua Saulo, 45th Rex J Lipman Fellow.

Pictured below:

Ned Gauvin and Hugo Hart recount Aboriginal stories during the Reconciliation Muster.

Saints First XVIII wearing their special Indigenous home guernsey during National Reconciliation Week

the assembly, Ned Gauvin, recounted the history of policies that deliberately set out to separate Aboriginal children of mixed blood. Hugo Hart then gave a moving and personal account of how the Stolen Generations had affected his own family. Although the apology was seen as an important moment in our history, there is still much work to be done to achieve true reconciliation. Fundamental to the success of the reconciliation movement is that it is a 'bottom up' approach. So while the government apology was important, it is vital that the ideas associated with reconciliation are supported by grass roots movements and groups that allow people to come together to talk.

The Reconciliation Committee at the School is one such group. The group was established in 2016 under the committed leadership of Lauren Brenton. Being a member of this committee allows our Indigenous and non-Indigenous students to come together, share their stories with each other, and work out how to communicate the ideas of reconciliation to the broader School community.

Part of the ethos of the Reconciliation Committee echoes the thoughts articulated by Senator Dodson that we believe that providing opportunities for people to come together from a position of mutual respect to share and listen to each other's stories and ideas is the best way to encourage reconciliation within our community. This year members of the committee have made the first steps to enacting a Reconciliation Action Plan for the School and planned Reconciliation Week activities. It has been really exciting watching this group of staff and students grow over the last six months. They have already had significant influence over the narrative surrounding reconciliation within the walls and fields of St Peter's College and stand poised to achieve much more.

Ben Hanisch
Deputy Headmaster/Head of Senior School



School Captain's Speech

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One of the oldest memories I have from Saints is my first time in the chapel. I was in Year 3 and had a new class and new teachers. As soon as we sat down I looked to my left and I saw one of the boys staring blankly at the ceiling. When I asked what he was doing, he told me he was counting all the stars. I laughed and stared up at the ceiling, and just like so many other boys, I started to count.

It's been about 10 years since that chapel service and this will be my 16th year at the School. I have been here for 640 weeks, 3,200 school days and 22,400 hours. This includes 120 games of football, 50 games of cricket, 40 debates, 30 athletics meets, 20 games of water polo, 10 games of soccer, one game of table tennis (and one win), 150 piano lessons, 50 flute lessons, 0 successful performances at a music concert. I've won intercols, I've lost more intercols and made friends that will last a lifetime. I feel like I've done everything I could have ... but I still haven't finished counting the stars on the ceiling of the chapel.

I stand before you today with an opportunity to make my mark with my first speech as Captain of St Peter's College. And as much as nobody likes to admit it, there's nothing perfect about anyone or anything. Not anyone in this room and especially me. You already haven't laughed at half my jokes and I was nervous as hell before I walked up here. I've also made a habit of swearing during musters but there's nothing wrong with imperfection. The only thing we can do is accept it and do something about it.

The hardest thing I found when making the decision to come back as School Captain was knowing that most of my friends have left to do all kinds of different things. Make as many friends as you can while you're at School and hopefully I can do the same this year with many of you boys. And make the most of your time here at Saints. Every one here today is different and there is something for us all.

I'm sure many of you know that I have found a love for athletics but it didn't happen instantly. I played four different summer sports before I tried athletics, and despite having a cricket batting average of 3.7 and nearly being drowned in the water polo pool, I don't regret giving them a go because they led me to athletics. Get involved in life at Saints: join a club, have a moot, play a new sport and all of a sudden you'll find something you love.

In conclusion, if I can pass on any advice it's that you should never stop improving, make the most of the people around you and use every opportunity that exists here at Saints.

You'll look at the time you have left at Saints now and feel like you'll never leave, but the time will fly by. 3,200 school days have passed and I have just 180 remaining. I think it's about time I finished counting the stars on the ceiling of the chapel.

Lachlan Randello
School Captain

Editor's note: this is an abridged version of the School Captain's speech



Lachlan Randello

Pictured below:
Daniel Nisyrios, School Vice Captain, and Lachlan Randello, School Captain, during their induction



Senior School Leaders 2017

Pictured below:

2017 Prefect induction service and boys wearing their new prefect ties.

School Captain: Lachlan Randello (SHT)

School Vice Captain: Daniel Nisyrios (HWD)

Prefects: Edward Andreyev (WDK), Laurence Brown (FRR), Alec Buttignol (FLL), Maxwell Fisher (FLL), Henry Gosse (S&A), William Hack (WDK), Angus Jenkins (MAC), Oliver Marshall (SHT), Nicholas McGill (HWD), Dylan Moore (YNG), Oscar Moore (WDK), Indran Mukherjee (SHT), Daniel Munro (HWK), William Proudman (WDK), Reuben Symon (FRR), Nicholas Verco (DAC)

House Leaders 2017

Da Costa House

House Captain: Nicholas Verco
House Prefect: Matthew Robinson
House Prefect: Sam Wilson
House Prefect: Matthew Worley

Farr House

House Captain: Laurence Brown
House Prefect: Xavier Borgas
House Prefect: Timothy Harrex
House Prefect: Ari Nelson

Farrell House

House Captain: Maxwell Fisher
House Prefect: Gus Haysman
House Prefect: Jake Lang
House Prefect: Deon Mai

Hawkes House

House Captain: Daniel Munro
House Prefect: Atacan Ertugrul
House Prefect: Angus Scanlon
House Prefect: Isaac Tennant

Howard House

House Captain: Nicholas McGill
House Prefect: Lachlan Hillis
House Prefect: Edward Lokan
House Prefect: Edward Mount

MacDermott House

House Captain: Angus Jenkins
House Prefect: William Edwardes
House Prefect: Benjamin Gough
House Prefect: Bailey Wightman

School & Allen House

House Captain: Henry Gosse
House Prefect: Sebastian de Ruyter
House Prefect: Thomas Lane
House Prefect: Tom Lewis
House Prefect: Alec Sigismondi
House Prefect: Charles Vincent

Short House

House Captain: Oliver Marshall
House Prefect: Joshua Lenz
House Prefect: Geordie Muller
House Prefect: Henry O'Grady

Woodcock House

House Captain: Edward Andreyev
House Prefect: Mackenzie Huefner
House Prefect: Timothy Michael
House Prefect: Christopher Neill

Young House

House Captain: Dylan Moore
House Prefect: William Basedow
House Prefect: Sebastian Cardone
House Prefect: Charles Moore



2016 SACE and IB Results

16

Recipients of the Young Exhibition for the Dux of the School were Teham Ahmad and Andi Lu



Teham Ahmad (SACE) 99.95

Entered in 2011; Young House;
2012 House Prefect

Subjects: Biology (Merit), Chemistry (Merit), English Communications (Merit), Mathematical Methods (Merit), Physics (Merit), Research Project (Merit).



Andi Lu (IB) 43 = 99.95

Entered in 2012; Hawkes House;
2015 House Colours

Subjects: English HL, Chinese B HL (Merit), History HL (Merit), Physics SL (Merit), Mathematics SL (Merit), Chemistry SL (Merit).



Akash Gowda (SACE) 99.90

Entered in 2006; Young House;
2016 House Prefect

Subjects: Biology (Merit), Chemistry (Merit), English Communications, Economics, Mathematical Studies (Merit), Research Project (Merit)



Antonio Perrotta (SACE) 99.90

Entered in 2012; Howard House;
2016 House Prefect

Subjects: Accounting (Merit), Biology (Merit), Chemistry, English Communications (Merit), Mathematical Methods (Merit)



Angus Craig (SACE) 99.85

Entered in 2003; Farrell House;
2016 House Colours

Subjects: Biology, Chemistry, English Communications, Mathematical Studies (Merit), Physics (Merit), Specialist Mathematics (Merit)



Jordan Kildare (SACE) 99.80

Entered in 2012; Woodcock House;
2016 School Prefect

Subjects: Chemistry, English Studies, Integrated Learning II, Mathematical Studies (Merit), Physics (Merit), Specialist Mathematics (Merit)



Zi En Lim (IB) 42 = 99.80

Entered in 2006; Farr House; 2016 French Society Co-Captain

Subjects: English HL, French SL (Merit), Geography SL, Biology HL (Merit), Mathematics SL (Merit), Chemistry HL, SACE Solo Performance (Merit)



Simon Riddell (SACE) 99.80

Entered in 2012; Hawkes House; 2016 House Prefect; 2016 Public Speaking Captain

Subjects: Biology, Chemistry, English Studies, Mathematical Studies (Merit), Physics (Merit), Research Project (Merit), Specialist Mathematics (Merit)



William Robertson (IB) 42 = 99.80

Entered in 2012; MacDermott House; 2016 House Prefect; 2016 House Colours; Rowing First VIII Vice-Captain

Subjects: English SL, Italian ab initio SL, Economics HL (Merit), Physics HL (Merit), Mathematics SL (Merit), Chemistry HL (Merit)



Nicolas Parry (SACE) 99.75

Entered in 2009; Farrell House;
2016 House Colours

Subjects: Chemistry, English Communications, Mathematical Studies (Merit), Physics (Merit), Specialist Mathematics (Merit)



Adrian Sarstedt (SACE) 99.75

Entered in 2002; Farrell House;
2016 House Colours

Subjects: Biology, Chemistry, English Communications, Mathematical Studies (Merit), Physics (Merit), Specialist Mathematics (Merit)



Matthew Ricci (SACE) 99.40

Entered in 2002; MacDermott House; 2016 School Prefect and House Captain; 2016 House Colours; 2016 Chess Vice-Captain

Subjects: Biology, Economics (Merit), English Communication, Mathematical Studies (Merit), Visual Arts – Art.


Paul Sgardelis (SACE) 99.35

Entered in 2009; Da Costa House

Subjects: Biology, Business & Enterprise, Chemistry, English Communications, Mathematical Methods, Nutrition (Merit).


Bailey Craig (SACE) 99.30

Entered in 2003; Farrell House;
2016 House Colours.

Subjects: Biology, Chemistry (Merit), English Studies, Mathematical Studies, Physics (Merit).


Riley Ahrens (SACE) 99.25

Entered in 2012; Young House; 2016 School Prefect and House Captain

Subjects: Accounting (Merit), Business & Enterprise, Chinese, English Communications, Mathematical Studies, Research Project B (Merit)


Lachlan Randello (SACE) 99.25

Entered in 2005; Short House; 2016 School Prefect and House Captain; 2016 House Colours; Service Learning White Certificate; 2017 School Captain

Subjects: Chemistry, English Communications, Mathematical Studies (Merit), Physics, Specialist Mathematics


Srinivas Kamath (IB) 41 = 99.10

Entered in 2011; Farr House; 2016 School Prefect and House Captain; 2016 House Colours; Service Learning Blue Certificate

Subjects: English HL, Italian ab initio SL (Merit), ITGS HL, Biology HL, Mathematics SL, Physics SL (Merit)


Cameron Robinson (SACE) 99.00

Entered in 2004; Short House; 2016 Tennis Drive Team Captain

Subjects: Biology, English Studies, Mathematical Methods (Merit), Physics, Workplace Practices (Merit)


William Bessell (SACE) 98.85

Entered in 2009; Da Costa House; 2016 School Prefect and House Captain; 2016 Hockey Team Captain, 2016 Tennis Drive Vice-Captain

Subjects: Biology (Merit), Chemistry, English Communications, Mathematical Studies, Modern History


Yousaf Ahmad (SACE) 98.75

Entered in 2011; Da Costa House

Subjects: Biology, Chemistry, English Communications, Mathematical Studies, Physics


Punala Kiripitige (IB) 40 = 98.75

Entered in 2012; Hawkes House; 2016 Chess Captain; Service Learning White and Blue Certificates

Subjects: English SL, Chinese B SL, ITGS HL (Merit), Biology HL, Mathematics SL (Merit), Chemistry HL.


Henry Weinert (SACE) 98.70

Entered in 2009; Short House

Subjects: Biology, Chemistry, Mathematical Studies, Physics, Specialist Mathematics

Anzac Day Service

18

The Senior School Anzac Day Service was held on 2 May in Memorial Hall. There was a large emphasis on Saints soldiers' contributions to war efforts in 1917, as the centenary for many significant battles on the Western Front.

Boys arrived at School in the morning to see crosses in front of the hall, which acknowledge fallen Saints soldiers from both World Wars. The 380 crosses were laid during the holidays by prefects and set a reflective atmosphere for the day.

The service itself included six powerful stories of sacrifice, an ongoing initiative in which representatives from Years 7–12 read a first-person biography of one of the fallen Saints. Mr Simon Murray, Headmaster read the Roll of Honour and wreaths were then laid at the back of the hall by the following representatives:

- Lachlan Randello and Daniel Nisyrios on behalf of the School
- Mrs Pat Aller and Mr Ray Stanley AM OBE RFD ED on behalf of staff
- Mr Dick Potter (Staff 1965– 1986) and Colonel Peter Moore (YNG '80) on behalf of the St Peter's Collegians Association

We are grateful for their attendance at such a significant event in the School's calendar.

Lachlan Randello and Daniel Nisyrios
School Captains

Story of sacrifice:

Captain Geoffrey Erskine Wells

Read by Isaac Tennant (Year 12)

My name is Geoffrey Erskine Wells and I was a strong leader, representing the School in intercollegiate tennis and football. I enlisted in the War in 1916, joined the Western Frontier Force and was posted to France shortly afterwards. I continued to be promoted until I reached the rank of Captain in August 1917. Around this time, one of our munition pits caught on fire in the midst of a battle so I rushed to extinguish the flame with buckets of water to successfully preserve our supplies. I saved all our guns and a thousand rounds of ammunition. However, I later died of wounds suffered in the conflict. My efforts and abilities were recognised in a letter to my father on behalf of the King.

Pictured below:

Simon Murray, Rev'd Fr Theo McCall along with students and special guests; Mr Ray Stanley AM OBE RFD ED, Mr Dick Potter, Colonel Peter Moore and representatives of the School, Mrs Pat Aller, Lachlan Randello, School Captain, and Daniel Nisyrios, School Vice Captain, attend the 2017 Anzac Day service.



The Changing Face of Assessment in Education



Emily FitzSimons

Not everything that counts can be counted, and not everything that can be counted counts.

Popularised by sociologist William Bruce Cameron in the 1960s, this idea highlights a challenge for education.

Firstly, not everything that is important in learning can be measured. Schools must write their own learning narrative, shaped by their philosophical approach to education, rather than being governed by or teaching to a set of tests. Indeed, much of what makes a robust education program cannot be measured in a test.

Secondly, not everything that we can measure is important. Since the introduction of the NAPLAN (the National Assessment Program in Literacy and Numeracy) in 2008, and more recently the My School website, schools and families have been using standardised test scores to judge the strength of a school. Internationally, tests such as the PISA (Program for International Student Assessment) rank countries' education systems on the basis of a student test. None of these tests demonstrate the value-add of a school's education program, the resilience and creativity of its students, the social fabric of the classroom, or the quality of the opportunities provided to students of a school.

The Australian Council for Educational Research has been contributing intelligently to the conversation around assessment. In a recent publication, they argue for significant changes:

"Setting national or local education targets based on rank position on international tests, rather than on specific standards achieved, flies in the face of modern assessment practice ... Rank position is inappropriate as a goal for improvement ... (as) it may not represent meaningful learning." (Masters, 2013, p. iii).

As a result of an evolving understanding of how humans learn, what a young person needs for adulthood and employment, and with an unprecedented demand on schools to be transparent and timely with their feedback, assessment practices are changing. There are several key areas on which the educational dialogue is focusing.

1. What to assess

While schools still assess students' content knowledge, as they always have, increasing importance is being placed on skills which are transferable, socially and vocationally relevant, and have at their heart a student's ability to be agile, life-long learners. Arguably, the availability of endless information at our electronic fingertips has permanently reduced the importance of exclusively learning content.

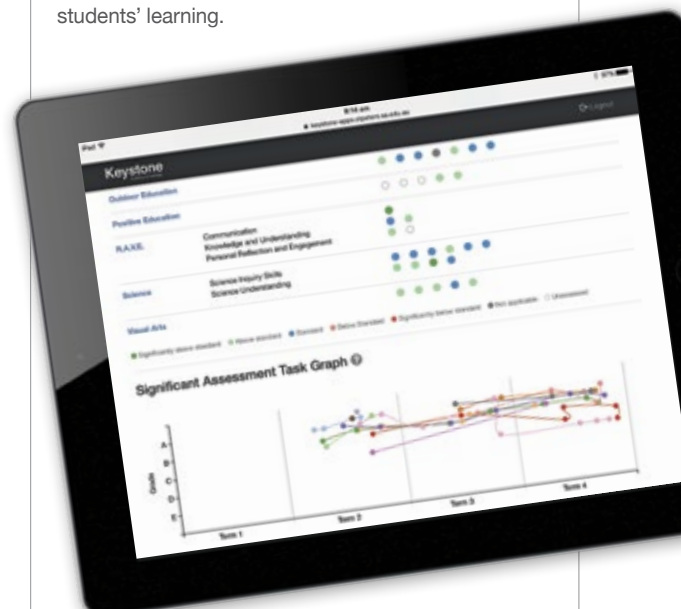
2. Why we assess

The purpose of assessment is not confined to testing students' abilities at the end of a period of learning. It is also not about ranking students, because a student's performance relative to the cohort is meaningless on a daily basis. Even at the tertiary entrance level, universities are seeking other forms of evaluating applicants beyond an ATAR.

Education in this country is standards-driven. This means that we determine the appropriate standard of achievement for the age of a child and seek to measure performance against that standard. As such, assessment is about providing teachers, students and parents with evidence of achievement and progress over time, as well as offering relevant feedback to guide the next learning steps. In this way, assessment of learning is coupled with assessment for learning.

3. How we assess

Thankfully, gone are the days of a final examination being the sole determiner of a student's achievement. Students are now assessed often and in a greatly expanded range of ways, from iBooks to podcasts. Assessment can be both quantitative and qualitative, with feedback given in a timely fashion to improve students' learning.



The Changing Face of Assessment in Education

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The Future of Assessment at St Peter's College

We have been facing these exciting developments in the field of assessment by changing the way we assess and report with modern, progressive solutions in line with our values. The most evident change in this area has been the Learning Curve, the new tool for continuous online reporting of significant assessments. Developed in-house and unique to Saints, the Learning Curve is currently operational in Years 7 to 9, but will soon reach across the School.

The Learning Curve has four overall aims:

1. To help understand how boys are performing in the specific skills and knowledge that they are learning.
2. To provide timely, granular feedback to boys, enabling them to better understand and take control of their own learning.
3. To modernise reporting practices by delivering detailed and retrievable assessment information online throughout the year.
4. To help the school community better understand the Australian Curriculum and its achievement standards.

For each subject, academic staff plan the significant assessments that students will undertake. The specific skills and knowledge being assessed (called 'learning outcomes') in each significant task are also defined. This information is available online for parents and boys to view from the beginning of the year.

As these assessments are completed, teachers apply an overall grade, a personal comment, and a judgment on how students perform against each learning outcome. All this information is displayed visually in the Learning Curve in real time.

It is easier than ever before for students and parents to gauge progress in learning throughout the year, without having to wait for a report at the end of a semester. It is also easier to determine to what extent a student is performing against the achievement standards set by the Australian Curriculum, and to discover in detail what their strengths and weaknesses are in each subject.

From the School's perspective, the Learning Curve is also giving us invaluable data on the number, frequency, nature and breadth of our assessments. This will continue to help us achieve a modern, relevant and balanced academic offering.

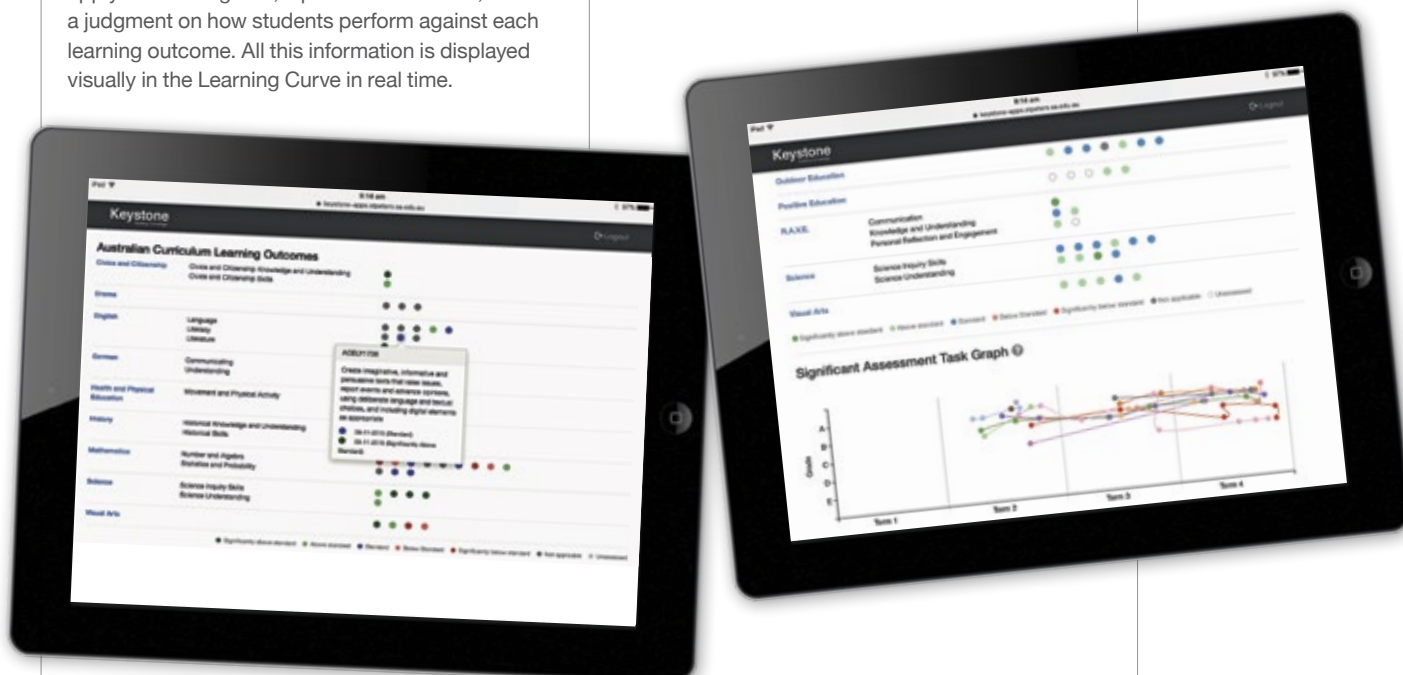
The development and successful implementation of the Learning Curve will be accompanied by some necessary changes to our reporting practices. As more information about learning is provided in real-time throughout the year, the content of our end-of-semester and end-of-year reports will need to adapt to the changing picture of assessment.

St Peter's College is excited about and confident in its direction for assessment and reporting. Building a robust picture of learning and growth will be integral to the ongoing success of our academic program.

References

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Emily FitzSimons, Director of Learning & Teaching Excellence and Walter Barbieri, Director of E-Learning



The House System



David Scott

Pictured below:

Just as much House pride as Harry Potter has for Gryffindor

Sorting Hat: Hmm, difficult. VERY difficult. Plenty of courage, I see. Not a bad mind, either. There's talent, oh yes. And a thirst to prove yourself. But where to put you?

Harry: Not Slytherin. Not Slytherin.

Sorting Hat: Not Slytherin, eh? Are you sure? You could be great, you know. It's all here in your head. And Slytherin will help you on the way to greatness, there's no doubt about that. No?

Harry: Please, please. Anything but Slytherin, anything but Slytherin.

Sorting Hat: Well if you're sure, better be... GRYFFINDOR!"

This scene from 'Harry Potter and the Philosopher's Stone' by JK Rowling is an excellent example of how important the House is to Harry Potter. He dearly wants to be in Gryffindor as he believes his values perfectly align with that House (and not with dreaded Slytherin!). Gryffindor is also the House of his best friends, Hermione Granger and Ron Weasley. For Ron, both his parents and older brothers were in Gryffindor and he wants to carry on the family tradition.

The House system plays an equally important part at Saints as it does at Hogwarts. Just like Ron, many boys are passionate about being in the same House as their brothers and fathers. Just like Harry, many students love being in the same House (or family) as their closest friends. When I interviewed Year 9 boys in their one-on-one meetings, I asked each student what they believe is the best thing about their own House. Time and time again, the response was "It's like a family".

The House is a family to our boys. The Heads of House and Mentors are part of that family as well, as are the parents of the boys. Community Day and the House Dinners reflect the size and scope of this family. In the lives of our students, there are times when this family has to bring them into line, and remind them of how to act. But just like a family, the House is also there as a comfort, a shoulder to lean upon, and as someone to celebrate and share successes.

Every day, boys start the day with their Mentor in their House group. House ties and the new House caps are worn with pride and regularity around the School. The colour and life evident at Swimming Carnival, Summer House Sports Day, Community Day and the Athletics Carnival are comforting reminders that each and every boy has a home here at Saints, a family that looks after him and is invested in his journey through the Senior Years of School. That is why the House mattered so much to Harry Potter, and that is why the House matters so much to a Saints boy.

David Scott
Head of Senior Years



Acting as Stewards for Future Boys

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Stewardship is core to the success of our great School over the past 170 years. Stewards are temporary custodians, aiming to care, maintain and protect for a short period before handing the baton to the next generation.

This concept of stewardship is central to the values that underpin the Middle Years program, and as the inaugural stewards of the standards, our current Middle Years boys have both a great responsibility and a wonderful opportunity. Fantasy and science fiction writer, Vera Nazarian put it beautifully when she stated that 'The master of the garden is the one who waters it, trims the branches, plants the seeds, and pulls the weeds. If you merely stroll through the garden, you are but an acolyte.'

Anyone who has the privilege of strolling through the grounds of Saints owes much to our stewards of the past. Their vision, foresight, planning and care enable today's boys to benefit from a world-class education and excellent facilities. Our walls and fields speak for themselves, but in the context of the Middle Years, it is the culture that we are establishing today that we hope will be our great legacy for the boys of tomorrow. This is a culture where boys strive to achieve their very best in all learning areas; a culture that demands the pursuit of every available opportunity to the best of one's ability.

But more importantly than this, it is a culture of care, compassion, empathy, of kindness and respect. A culture where all boys are accepted and valued by each other. A culture where honesty and integrity are embedded in every relationship, and where all boys feel safe to be who they are and inspire to be their very best self.

We are all simply passing through this great School, which has been here long before us, and will remain long after the last of us has gone. As today's stewards and the first caretakers of the Middle Years program and precinct, it is our hope that the culture we aspire to today will help to nurture and educate early adolescent boys for the next 170 years.

James Tambllyn
Head of Middle Years



James Tambllyn

Pictured below:

Year 7 and 8 students in the 'Night of the Notables' from left to right, Will Lehmann, Victor Kasimatis, Oliver Parsons and Kian Mylankal.

During Term 2 Year 7 students studied the character strengths of 'notable people', the unit concluded with the Year 7s dressing in costumes and presenting details of their research to an audience of parents and staff at the 'Night of the Notables'.



Welcome to New Boarders and a New Head of Boarding



Ray Pearson

Pictured top left: From back to front: Ralph MacIntosh, Stefan Kudra, Zuber Bhangu, Tom Castine, JJ Chan, Tobey Ledger, Patrick Nugent, David Wang; Front Row: Oliver Beadman, Henry Hawker, Tom McFarlane, Harry Dunn, Sonny Driver

Bottom left: Year 12 Boarders at the House Swimming Carnival

Centre: Lahkai Councillor

Right: Boys enjoy a casual burger dinner and, below, surfing excursion near Victor Harbor

Over the Christmas holidays major renovations were undertaken to refresh School & Allen House. We are privileged to have such an outstanding boarding facility worthy of the great young men who board at St Peter's College.

As the new Head of Boarding I have been overwhelmed by the welcome I have received and the acceptance of the changes I have brought to the House this year. Being new to an established tightknit community was daunting, just as I know it is for the boys who also began their boarding journey in 2017. Despite the initial trepidation, what is undeniable is that the boys' journey will be rewarded with an experience and the formation of relationships that will stand the test of time.

Being a boarder means there is never a shortage of volunteers to kick a footy, connect to the wifi to game or shoot down to the servo for a drink and a sausage roll. Of course, boarding isn't all about iced coffees and kicking footballs across Main Oval. As highlighted by the boarders who presented at the Senior School muster in Week 7 of Term 1, the cultural shock for our boys from overseas, or from 10,000 acre properties and remote townships can be immense.

Learning to live in such a community comes with challenges. The 92 boys who call School & Allen House home for 38 weeks of the year receive a world-class education during the school day and also develop character and resilience as they learn to live with 91 new brothers out of these hours. Guided by the boarding house staff, the boarders are required to be organised and to independently problem-solve whilst refining the life skills of tolerance and accountability. Our boarders truly receive a holistic education through the academic, social and character development which occurs throughout their time at Saints.

The boarders at St Peter's College share a bond forged through experiences that are challenging and rewarding. To see the initial hesitation of new boarders evolve into the emotional realisation that their journey will end with final days of Year 12 is difficult to describe. It is the commonalities that our boys share that produces the great pride associated with being a Saints boarder. Furthermore, it is the shared experience of these young men that will see them become business partners, best men at each other's weddings and lifelong friends. It is a privilege to be part of this experience and I look forward to supporting and observing their journeys.

Ray Pearson
Head of Boarding



National Student Leadership Summit



This year marked the Sixth National Student Leadership Summit (NSLS). With more than 130 student leaders travelling from across Australia to take part, the largest number to date, the summit was a thoroughly rewarding event.

The day followed the structure of David Cooperrider's Appreciative Inquiry model, and students discussed making change through leadership using the four steps of discovery, dream, design and destiny. The most striking feature of the summit is that it is run entirely by students for students. This allows everyone to get involved with opinions from people from different and contrasting backgrounds.

Over the course of the day, challenging questions were proposed as the student leaders worked collaboratively towards proposing positive change in their schools. Students were also inspired by the words and experiences of guest speaker Nishan David. Nishan has worked at the Foundation for Young Australians and is currently a Westpac Future Leader Scholar at the University of Sydney, where he conducts research on transformative design and human rights. Nishan discussed leadership in a new light, focusing on the role of intellectual humility, listening and servant leadership.

The summit was a unique opportunity for student leaders to meet their peers and share their challenges and ideas. Each school identified areas of improvement as well as their strengths, and students enjoyed learning how to lead more effectively.

Lachlan Randello, Captain
and Daniel Nisyrios, Vice Captain

Pictured left:
Round table discussions at the 2017 NSLS

Pictured below:
The 130 delegates who attended the 6th NSLS



From the Director of Sport and Athletic Development



Grant Wyman

Sport provides many learning opportunities, which is why it is such an important part of life at Saints. There are twenty sports to choose from and each varies in intensity, the emphasis on winning or participating and the ability levels required. Practices, selection, discipline, leadership, teamwork, resilience, success and failure, these aspects build a boy's character and enables him to develop and grow.

For example, a basketballer dribbles the ball down the court quickly on a fast break. As he is doing so, he is thinking about driving to the basket, passing the ball off to a player in a better position, slowing the game down as the time clock is on their side and keeping the ball off the opposition player who is trying to defend and steal the ball. Processing all the information, he chooses an action, which will impact on others in the team. A player might get the ball fifteen times in a game, each time he will take responsibility, make decisions and reflect. I am not sure there are too many other activities that take forty minutes and provide so many learning opportunities.

Grant Wyman
Director of Sport and Athletic Development



From the Director of Sport and Athletic Development



Enabling our Teachers to Teach



David Hine

With thanks to Kim Richards, Editor, 'Teacher Stampede', Adelaide's Child

* name has been changed

Pictured below:

David Hine spends time with the following Junior School boys;

Below: Harry Hoadley, Daniel Onilov and Elliott Penn. Thomas Joseph and Alessandro Maiolo;

Middle: Hugo Hill and Joshua Maung; **Right:** Sam Humble and Archer Papps-Burford at Bastille Day

At 17, high school dux Sylvie Banks* told her parents she wanted to become a teacher; they told her to aim higher. She was surprised, as they seemed to devalue the very people who had helped her achieve so much.

Sylvie tried teaching as a career twice; giving up on both occasions due to stress, lack of resources, student misbehaviour, staff discontent and lack of leadership. She eventually walked away from teaching when a student asked her, "Hey Miss, didn't you get almost 100 in your HSC (NSW)? Why did you just become a teacher?"

The alarming statistics show that 53 per cent of qualified teachers now choose not to teach and 20 per cent of graduates will never teach. There is constant press about low ATAR scores for teaching degrees, teachers not being literate or numerate, 40 per cent of teachers leaving the profession within five years, schools not being able to find suitable and competent principals, and so the list goes on.

In the 'Teacher Stampede' article in the March edition of Adelaide's Child, Kim Richards presents the viewpoints of three professionals to discover why people aren't attracted to the noble profession of teaching. For Sylvie Banks*, she discovered that modern day teaching was 1 per cent subject matter and 99 per cent classroom management.

This is a bleak and deeply concerning picture. However, in spite of this somewhat gloomy outlook of teaching in general, it again emphasised how incredibly blessed I am to be at Saints. This is a school where at least 99 per cent of the day is focused on learning and challenging boys academically, not on behaviour management.

Most importantly, our annual student surveys tell us that boys deeply appreciate and value the dynamic and rich learning environments in which they are engaged each day and the respect they have for their teachers. We are a school which places significant emphasis on learning and the benefits derived from the acquisition of knowledge and skills, both as a preparation for Senior School and life beyond school.

Saints is a school where a teacher can teach. It is an environment where teachers can work collaboratively and positively as a team and where there is an amazing array of resources available to enhance the learning process for the boys. We are extremely pleased with the quality of teachers who are attracted to work at Saints and who find this such a rewarding place to be, professionally.

With such a respectful, well-mannered and positive attitude from our Junior School boys, it is indeed a joy and privilege to be a teacher at St Peter's College.

David Hine
Head of Junior School



Junior School Leadership 2017

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The 2017 leaders were carefully chosen by their peers and staff as leaders and role models for boys in the Junior School. The leaders provide assistance at assemblies, public events, school activities, sporting competitions and generally around the School. The boys work closely with School Captains Lachlan Randello and Daniel Nisyrios and their contributions to School life are invaluable.

Our Leaders for 2017 are:

Junior School Captain

Harry Bruce

Junior School Vice Captain

Henry Nitschke

Art Captain

Wyl Godfrey

Music Captain

Jonathan Harris

Sport Captain

Aidan Green

Alliston Jones House Captains

Charlie Hele and Thomas McDonald

Brookes House Captains

Adam Freeman and Edward Nitschke

Clayton Dyer Captains

Will Brumby and Archie Goodson

Stokes Ware Captains

Bingqui An and Thomas Hodgkison

Pictured below left:

House Captains - Charlie Hele, Thomas McDonald, Adam Freeman, Edward Nitschke, Will Brumby, Archie Goodson, Bingqui An and Thomas Hodgkison

Pictured below right:

Junior School Captain and Vice Captain - Harry Bruce and Henry Nitschke

Art, Music and Sport Captains - Wyl Godfrey, Jonathan Harris and Aidan Green



Early Learning Centre's High Quality Rating



Sheryle Yorston

Pictured below left:
Shrihan Mahinderkar and James Bonett working together

Pictured below middle:
Alex Willis and Jack Hutchinson whipping up a storm

Pictured below right:
ELC B boys documenting their learning during an excursion to the Zoo

During Term 1, the Early Learning Centre underwent an assessment and rating process as required within the National Quality Framework and Standards.

Following the assessment visit, an extensive report on all facets of ELC operations was provided and a rating of 'exceeding national quality standards' in all seven areas was given. Both the rating and the report reflect the quality of the learning and teaching experiences, the ways in which we promote and safeguard children's health and safety, and the interactions and relationships between children, educators, families and communities.

The beliefs and understandings we hold about children and childhood guide, motivate and underpin our practice. By listening to children's comments, ideas and wonderings, we gain valuable insight into children's thinking and meaning making, what they already know, and what they want to know and learn more about. The assessment and rating report includes a comment that "all educators see children as competent and capable". This notion is inherent in our philosophy and it was reassuring to know that this is observable in practice.

The notion that 3, 4 and 5-year-old children are competent and capable may be a different way of thinking for some. We believe that children are rich in potential and that when they are provided with an array of experiences, materials and opportunities, anything is possible!

What competencies and capabilities do we observe and celebrate? We see the youngest Saints boys being active and connected community members. They form collaborative relationships and friendships, are often astutely aware of each other's individuality and strengths, readily acknowledging and celebrating these during conversations and play.

We listen to children competently communicating in different languages, storytelling, and representing their ideas and understanding orally, artistically, graphically, through materials and actions. With technology and our support and guidance, one group of four-year-olds are fulfilling their desire to be movie makers to reflect their learning.

Children are readily observed researching and documenting, decision making, designing and co-constructing knowledge in, around and beyond the ELC. They continue to develop social and emotional intelligence and the capacity for empathy well beyond what might be expected for very young children.

The assessment and rating process and result affirmed the quality of the early learning experience we continue to develop and deliver for the youngest St Peter's College students.

Sheryle Yorston
Head of Early Years



Practising Mindfulness

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“The most precious gift we can offer others is our presence. When mindfulness embraces those we love, they will bloom like flowers.”

Thich Nhat Hanh,
Vietnamese Buddhist monk and peace activist

The positive education programs in the Junior School are so embedded into the fabric of the curriculum that it has been possible to broaden the depth of the offerings. One such practice is that of mindfulness.

Mindfulness is a way of paying attention to what is happening around you – a way to help people cope with their everyday lives while learning how to bounce back from difficult times. Teaching mindfulness to children provides them with the skills to focus on the present and to block out worrying thoughts about the past and future. Current research shows that mindfulness is a valuable tool for children as it reduces stress, improves sleep and increases their level of focus.

In the Junior School, we have embraced mindfulness in a number of ways, including Year 6 boys practising yoga. As yoga is a contemplative practice, it provided our boys with an opportunity to develop better control over their minds at the start of a busy school day. It also provided them the ability to learn techniques in meditation and breathing.

In the upcoming weeks, our Year 5 boys will experience tai chi as a form of mindfulness – which can be described as mindfulness in motion. Boys will become aware of their bodies and will learn to pay attention to their every move to unite their brains and bodies.

All our Junior School boys are also fortunate to experience mindfulness activities through our Religious and Values Education (RAVE) program. Once a term, the boys take part in a stillness and silence lesson. Using progressive relaxation, the boys find a state of stillness where they are relaxed enough to be almost asleep but awake enough to enjoy the weightless feeling it brings.

Throughout these programs and initiatives, our primary aim is always to provide our boys with the benefits mindfulness offers: a clear head, relaxation, a slowing of thoughts and an awareness of their bodies and their surroundings, in an attempt to reduce stress and anxiety, to become more focused and to be in greater control of their emotional responses.

David Kolpak
Head of Junior Years – Wellbeing & Administration



David Kolpak

Pictured below:
Year 6 boys practising mindfulness
in their early morning yoga



The Big Write in the Junior School



Ceri Slinger

Please see following page for captions

We are passionate about improving the standard of writing in the Junior School and one of our focus areas has been to engage boys more in the process of writing. To do so, we introduced a program called Big Write and VCOP at the start of this year. The program was created in 2004 by Ros Wilson in the UK and adapted to suit the Australian curriculum.

The program raises writing standards rapidly and effectively through fast, fun and lively teaching of the writing voice through oral communication. The Big Write has been found to be a great motivator for boys in particular, and many of our boys have very quickly become excited writers, often continuing their writing into recess or lunchtime!

When asked how their opinion of writing has changed, some responses were:

I used to think writing was...	Now I think writing is...
Boring	Fun, I love it!
Not much fun	Interesting
Really hard	Exciting
Not as good as drawing	I don't want to stop
Tiring	Easier
A waste of time	I like it because we have candles and music



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V is for vocabulary

C is for connectives

O is for openers

P is for punctuation

VCOP sessions

Big Write

Ceri Slinger
Head of Junior Years – Learning & Teaching Excellence

Pictured below Right:
Lachlan Harris



In the Know: our Staff



Lisa Barnes

Lisa Barnes Reception Teacher

How long have you been at Saints and do you remember your first day?

This is my first year at Saints and I remember my first day very clearly. It was a very special feeling because the boys and I were all experiencing our first day together. This has created a special bond between us and one that I will remember.

Since working at Saints which key character strength do you use regularly?

One of the character strengths that I use is gratitude. I feel extremely lucky to work with a wonderful staff and grateful for having an amazing class. The other character strength I regularly use is zest, as I have great enthusiasm for teaching and I love to share that energy with the boys.

What is your favourite spot on campus?

I thoroughly enjoy spending time on the oval during recess and lunch as I get to witness so much happiness. I talk to different boys who are not in my class and get to know them better. Listening to them talk and watching them love being at Saints is truly special.

If you could swap with someone for the day, who would it be and why?

If I could do someone else's role it would be David Hine. Although he is extremely busy, he visits other classes and is truly interested in what they are learning. I know that my boys always enjoy seeing him and I wonder how many different and interesting questions he gets asked when he visits each class.

What is an interesting fact that no one knows about you?

I did calisthenics for 22 years and after 21 years of perseverance, I won the prestigious Senior Championship Graceful Girl in South Australia. A lot of hard work, determination and character building went into getting me there, but it was worth the wait and is one of the most memorable moments of my life.



Paul Hadfield

Paul Hadfield IB Coordinator

How long have you been at Saints and do you remember your first day?

This is my 34th year at Saints and I remember my first day at Saints quite well. I was 23 years old and blended in, by appearance, quite well with the boys. I remember being in awe of the very experienced teachers; their knowledge, their gentlemanly calmness (yes, gentlemanly, there were only two females on staff in 1984) and their obvious level of collegiality. The manicured grounds made a huge impression on me, and still do! To be honest I was quite overwhelmed. I remember being reassured and made very welcome by Bruce Gordon (Assistant to the Headmaster), Hugh Jones (Head of Science), Norm Inglis (Senior Maths teacher) and Fred Danielson (Head of Mathematics and Master in charge of water polo). Fred was quick to find out about my water polo background and I have been fortunate to coach the School's First Water Polo team since 1984.

What is your role in the development of a Saints boy?

As the School's IB Diploma Coordinator, I support the boys to achieve their full potential. This is portrayed through the IB Learner profile of developing students who are principled, knowledgeable, caring, risk takers, inquirers, thinkers, communicators, open-minded, balanced and reflective. This has been facilitated in many forms, from teaching in the classroom and coaching sport through to running service trips to Fiji and Cambodia and helping boys serve meals at the St Mary Magdalene Centre.

What is your favourite spot on campus?

I have many: the classroom as I love teaching physics and supporting the boys to understand this amazing subject; the Sports Centre because I thoroughly enjoy coaching water polo and many of life's lessons can be taught through sport.

What is an interesting fact that no one knows about you?

I believe in fate. I was interviewed for my position at Saints a day after a bereavement in my family. I struggled through the interview but it was meant to be, and I have enjoyed every day at this amazing school since then!

The Gift of a Scholarship

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Since the 1850s members of the Saints community have recognised that the gift of education is the greatest gift of all, by providing scholarships to boys for whom an education at Saints would otherwise be out of reach.

Recently I was lucky enough to hear first hand how life-changing it is to receive a scholarship. Current scholarship recipient Jock Bache and his mother Sarah Bache shared why they feel it is so important that scholarships are offered at Saints:

"This opportunity has opened up my son's world. He now knows he can go on to do, or become anything he wants, and that his circumstances are not limiting any choices he makes."

"I am grateful that Saints continues to offer diverse scholarships because you have changed his life path, and are moulding him into a man who will now reach his potential and who is more thoughtful of others in everything that he says and does. By offering scholarships, you give hope and a chance to access the best education."

Sarah Bache

"The scholarship gives boys like me the opportunities that we could never have and the education that will allow us to achieve the careers we want."

Jock Bache, James and Diana Ramsay
Scholarship recipient, Year 10

Jock's future is very different from the one he or his mother imagined before arriving at Saints and this is why we want to help more boys realise their full potential, regardless of their circumstances. Our goal is to ensure that Saints is a community full of diversity, of boys and families from a wide range of backgrounds, each bringing something unique to shape those around them.

Thanks to the generosity of the Saints community, next year we will welcome three boys to the School who would not otherwise have had the opportunity of a Saints education. We are excited to see how these boys embrace the opportunities Saints will offer them and how they will make the world a better place once they leave us.

One scholarship winner said upon graduating last year that he hoped that one day he would be able to emulate his benefactor's generosity. The generosity of those today is creating the philanthropists of the future, as it has been doing for 170 years.

The School is immensely grateful to the following individuals and organisations who are currently funding fixed-term scholarships – Adelaide Brighton, Doug Elix AO (DAC '66), James and Diana Ramsay Foundation, the Rischbieth family, Doc Ross Family Foundation and the Margaret Tritton bequest. The School would also like to thank those whose donations have made the Foundation Scholarship possible as well as the St Peter's Collegians Association, whose donations and those of old scholars have recently established the David Docwra Scholarship.

If you would like to make a donation to the Scholarship Fund please contact Liz Campbell, Development Officer on 8404 0518 or LCampbell@stpeters.sa.edu.au or donate online at www.stpeters.sa.edu.au/donate.

Kate Robertson
Chief Advancement Officer



Kate Robertson

Pictured below:
Sarah Bache with her son, Jock, a scholarship recipient and Year 10 student



Junior School Friends of Saints

Senior School Friends of Saints

Pictured below:

Junior School Friends of Saints parents volunteer their time at the annual Movie Night

Junior School Friends of Saints

The Junior School Friends of Saints held its much anticipated Movie Night in March this year.

A balmy evening on Palm House Oval provided the perfect setting for the giant movie screen and numerous other pre-show activities. Towering bouncy castles, a treasure hunt dig and a mechanical surf board were just a few of the many entertainment options, all themed to the movie 'Surf's Up'.

Boys delighted in the transformation of the School grounds and eagerly browsed the stalls, pocket money in hand. The toy stall was a particular favourite this year and created a wonderful opportunity for boys to shop independently.

Parents were also well catered for with a gourmet BBQ dinner whilst many of the boys paused briefly for a hot dog or bucket of chips before eagerly returning to the lolly stalls and raffles.

At dusk, families stocked up on popcorn and ice-creams before settling down on bean bags and picnic rugs to enjoy the movie.

Movie Night was extremely well attended, with more than 800 tickets sold. Thank you to the hardworking committee and the many parent volunteers who assisted throughout the night. Thank you also to the Head of Junior School, David Hine and the numerous staff members who continue to support this popular community event.

Sophie Nitschke
Chair, Junior School Friends of Saints

Senior School Friends of Saints

On a very warm February evening we welcomed over 100 new parents to the Senior School at our annual new parents' cocktails event.

It was a glorious evening in which Joe Thorp, Chair of the Council of Governors; Simon Murray, Headmaster; Ben Hanisch, Deputy Headmaster/ Head of Senior School; Penny Bowen, Chair of Mission Guild; and me as Chair of SSFoS talked about the School, upcoming events and ways to get involved in School life.

Our annual bottle and plate nights are well underway with successful evenings held for Years 7 – 10 and 12. More than 100 parents come together to mingle, laugh and share stories about their sons. Thank you to the parents who so generously opened their homes to their fellow parents.

The committee's latest fundraising project is to furnish a new Year 12 Study Room so students have a sanctuary to use in their final year at Saints. We are hoping the monies raised from our upcoming quiz night in August and our sausage sizzle at Athletics Day will provide a significant contribution.

Thank you to our dedicated parents who tirelessly give up their time to support our functions and activities.

Samantha Allan
Chair, Senior School Friends of Saints



Friends of the Chapel Mission Guild

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Friends of the Chapel

As part of a long-standing tradition, the Friends of the Chapel attended the boarders' first Chapel service for the year and provided morning tea for the boys. It was lovely to chat to the boys, especially the new boarders, and help welcome them to the School community.

In the lead-up to Community Day, a small group of Committee members cleaned the kneelers and then painstakingly arranged them, complete with name tags. Community Day saw many visitors to the Chapel, some of whom had never been inside before. It was a pleasure to talk about the treasures of this beautiful and historic building.

Our focus in 2017 is to create a service board to acknowledge all the chaplains who have devoted themselves to serving the boys and the School community. We are most grateful for the assistance of the School Archivist, Andrea McKinnon-Matthews, who will research the names we need.

At the Annual General meeting in March, Ben Hanisch, Deputy Headmaster/Head of Senior School chaired the annual elections. We are delighted to welcome Peter Wells to the committee.

New members are always welcome and we particularly encourage new parents and parents of old scholars to join. Please email pswells@chariot.net.au to find out more.

Daphne Cornelius
President



Mission Guild

Mission Guild's used uniform shop opened again in early 2017 for the new School year. Thank you to everyone who has so generously donated in the past. Donations are always warmly received; please email missionguild@gmail.com if you have used uniforms to donate.

On 31 March the Mission Guild held a Morning Tea and Fashion Parade to raise funds for Anglican charities. The event was held in Memorial Hall, was very well attended and everyone enjoyed raising money for a good cause while watching our friends on the catwalk in beautiful clothes from Elle and Elka.

The money raised from fundraising efforts in the last 12 months has enabled the Mission Guild to:

- support the construction of three houses in Cambodia by our Year 10 boys
- provide 12 months of hot meals each weekday at the Elizabeth Mission Foodbarn
- purchase glasses for vision-impaired clients at the Magdalen Centre
- purchase shoes for children and families at Southern Family Centre
- support the Star Bear loss and grief program for children aged 5 – 12
- support Foodbank SA's Community Foodhub at the Elizabeth Mission
- support St John's Mission for disadvantaged youth

The Mission Guild would also like to take this opportunity to thank our patron, Patsy Murray, for her hard work, dedication and wonderful support of the Mission Guild.

Penny Bowen
President, Mission Guild

Pictured below:

The Friends of Chapel members
at the inaugural Volunteer
Recognition Event

Friends of the Chapel Meeting dates for the diary

Thursday 24 August

Thursday 9 November

All meetings begin
with a short service in
the Chapel at 2.15 pm
followed by afternoon
tea in the Pentreath
Building. All are
welcome to attend.

St Peter's Collegians' Association Chair's Report



Nick Rathjen

I have been delighted and honoured to represent old scholars during my first year as Chair and look forward to great things over the next two years.

Following our whole of alumni survey, conducted in 2016, we were provided with valuable information which has been used to create our strategic plan and vision for 2017–2020. It was our sincere desire to better understand the old scholar community and provide more value to our alumni. You can find out about our strategic plan by reading the document online at www.sPCA.com.au

Our SPOC sporting clubs continue to thrive and everyone enjoys competing against our great rivals, the Old Reds. So far in 2017 we have won the intercol match in tennis, but have sadly lost our bowls and cricket trophies to the opponents.

Our regional and international branches have been busy with successful events across the country and overseas. We have held events in the Gold Coast, South East, Fleurieu, Melbourne and Hong Kong so far this year with more planned for the second half of 2017.

Importantly, St Peter's College is in a strong position for the future. The School remains an inspiring and dynamic learning environment and I urge you all to secure the best education for your sons by sending them to Saints.

Nick Rathjen (WDK '07)
Chair

SPOC Basketball

The basketball season is well underway and new players are always welcome. Please contact William Strangways (HWK '57) on 08 8296 3256 or wegs1941@gmail.com to find out more.



Office Bearers

Chair: Nick Rathjen (WDK '07)

President: Tony Keynes (SCH '70)

Treasurer: Paul Willoughby (HWK '64)

Secretary: Rebecca Foster

Committee: Tony Keynes (SCH '70), Nick Rathjen (WDK '07), Paul Willoughby (HWK '64), Callum McNair (HWD '10), Andrew Jonats (YNG '87), Jon Silcock (YNG '81), Kristian Livolsi (MAC '95), Jonathan Bowden (YNG '03), Nick Grieve (YNG '91)

Council of Governors Nominee:

Mark Balnaves (MAC '87)

Foundation Representative: Jon Silcock (YNG '81)

Mission Representative: Andrew Jonats (YNG '87)

SPOC Sporting Club Representatives:

Athletics: Tony Keynes (SCH '70)

Badminton: Michael Crisp (HWK '11)

Basketball: William Strangways (HWK '57)

Blackmore Rowing Club: Cameron Miller (MAC '80)

Cricket: Hugh Wells (SHT '03)

Football: Michael Blight (DAC '71)

Hockey: David Ogilvie (S&A '10)

Soccer: Harrison Kadis (MAC '11)

Tennis: Nick Teh (MAC '14)

Water polo: Will Simpson (DAC '07)

SPOC Sports



SPOC Athletics

The Saints Athletics Club won five premierships over the summer season, our best effort for decades.

The club won in the categories of senior men, senior women, under 18, under 16 and under 14 boys. With 136 members, the highest number in the history of the club, we were delighted to have 19 athletes compete in the nationals this year.

Hans van Bavel
Secretary

SPOC Cricket

The St Peter's Collegians' Cricket Club enjoyed a good season but it was disappointing to finish without any premierships. However a grand final appearance from the D grade as well as top four finishes from the A and B grade, show that the club remains in a strong position. The highlight of the season was the terrific performance of the T20 side to win the SAMCA Metropolitan Cup and then the SAMCA Statewide Cup. The final was a terrific night at Adelaide Oval and won't be forgotten soon.

New players sought:

The Club has three two-day sides and a one-day side, with the A grade competing in the A1 ATCA competition, which is a high standard of cricket. We are seeking new players and old scholars who are interested in playing cricket are encouraged to get involved. For more information please email spoccricket@hotmail.com, visit facebook.com/spocccc or contact Hugh Wells on 0422 648 208.

Hugh Wells (SHT '03)

SPOC Golf Day

The 2017 Saints' Golf Day was a huge success with the community coming together at the Royal Adelaide Golf Club. The pristine fairways and greens had just been prepared for the Australian Women's Open, making it a privilege to play on such a beautiful course made ready for a major golfing championship.

Next year's event will be held on Friday 16 February 2018. Please mark this date in your diaries.

Jon Silcock (YNG '81)

SPOC Tennis

The Tennis Club once again defeated the Reds to win the ET Rowe Trophy for the second year in a row. This important match has been contested since 1954 and we have now hit 40 wins compared to the Reds' 25!

Next year's match will be held on Wednesday 21 February 2018, please save the date.

Jon Silcock (YNG '81)



Pictured above:

SPOC Athletics

SPOC Cricket winners of the Twenty20 Champions Cup

SPOC Golf Day

Pictured below:

SPOC Tennis Intercol

Reunions

Dates for the Diary

Old Blues Luncheon

5 October

Class of 2007 – 10 Year Reunion

3 November

Combined 'Old Reds and Blues' Canberra Dinner

3 November

Class of 1997 – 20 Year Reunion

10 November

Fleurieu Picnic

12 November

Class of 1977 – 40 Year Reunion

17 November

Class of 1967 – 50 Year Reunion

24 November

Quarterly Luncheon Club

7 December

To stay up to date with the latest news and to book old scholar events visit: spca.com.au

Class of 1987: 30 Year Reunion

On 10 March 2017, 63 Old Blues from the Class of 1987 gathered for dinner at the Adelaide Club to celebrate achievement, reconnect with old mates and remember school days at Saints. Boys traveled from Sydney, Townsville and Melbourne as well as St Louis, Singapore, Hong Kong and London to join the dinner. We noted with sadness the passing of six of our classmates.

We were delighted to be joined by the Headmaster, Simon Murray, and two living legends: Ray Stanley and David Docwra. We listened carefully to Simon's update on life at Saints and laughed loudly at Ray Stanley's impressive after-dinner speech.

James Dee (HWD '87)

50th Anniversary Reunion of the First XI Cricket

When the 1967 Saints intercol cricket team reconvened on 6 April 2017, 50 years had passed since the First XI beat Princes by three wickets on the Main Oval.

Ten of the original twelve in the team attended the reunion, and Alan Hill, Rob Hill Smith and Jim Thring also attended as they had joined the team for matches in 1987, 1992 and 1997, as part of previous anniversaries. Peter Wiese and Dan Carter travelled from Perth and Brent Emmett from Sydney, a terrific effort which the rest of the group appreciated.

The group and their partners enjoyed a cocktail party at Oval House where the mood was one of fun and frivolity as tall tales and true stories from the past were told and embellished. The presence of the scorebook used for the 1967 season confirmed or countered some of the more outlandish claims!

Alastair Douglas (FLL '67)

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Pictured right:
Anniversary of the First XI Cricket team of 1967



Community Events

40

Hong Kong Dinner

The Hong Kong Community Dinner was held in February and it was a wonderful evening of delicious wining and dining, amidst a grand atmosphere in the Bostonian Restaurant at the Langham.

There was a good turnout from various year groups, with old scholars from the 1970s up to the 2010s. Ben Hanisch, Deputy Headmaster/Head of Senior School provided us with an update on the School, and it was great opportunity to network and share stories from our time at Saints and discover the different career paths after graduation.

The highlight of the night was meeting parents whose sons are currently at the School. We talked about our boarding and academic experiences at Saints, which we hope made them feel welcome and comfortable about choosing the School for their sons. St Peter's College is the best boarding school to develop and nurture a successful academic and personal life. The excellent environment and support from teachers help students explore their potential and encourage them to achieve their goals.

William Ho (S&A '11) and Gabriel Hung (HWD '96)

Gold Coast Burger Banquet and Beer Tasting

On 9 February 2017, the Queensland and Northern NSW old scholars met at the Loose Moose Tap and Grill bar in Broadbeach on the Glitter Strip.

Familiar faces, collegiality and reminiscing were the order of the evening as everyone said a few words about how they ended up in Queensland and what they were doing. This brought about many cries of "Oh sure you did" and much ribbing.

We all agreed that it would be fantastic for more Queensland and Northern NSW old scholars to get together and have a couple of drinks, and we've organised to meet later in the year for another night of laughter.

Many thanks to Stuart Oliver (DAC '86) for convening the event. Attendees included Tim Barritt (FRR '74), Russell Byfield (SHT '82), Chris Ind (FLL '58), David Lyons (DAC '71) and Peter Rose (W&A '78.)

Tim Barritt (FRR '74)

Get involved: Community Choir

Calling all singers! St Peter's College is starting a community choir and old scholars and parents of old scholars are welcome to participate. Join us for an eclectic mix of music, a lot of fun and a number of performance opportunities.

For more information please email Philip Walsh, Director of Music at pwash@stpeters.sa.edu.au

Pictured below:
Hong Kong dinner

Gold Coast burger banquet and beer tasting

Pictured right:
Arthur Drayton, Year 8





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St Peter's College
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YEARS



On the high waters Year 5 camp

2017 Open Mornings

Term 3

Tuesday 15 August

Term 4

Thursday 2 November

2017 Field Days

Darwin 27 to 29 July

Riverland 15 to 16 September

Yorke Peninsula 26 to 28 September

Clare 14 October