

Saints



Saints

Winter 2022

Sancti Petri Schola Collegiata | SPSC | The Collegiate School of St Peter



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Saints was first published in 1974 to highlight school activities for parents and old scholars. The Winter 2022 edition is the 140th publication.

We acknowledge the Kaurna people as the original custodians of the Adelaide Plains and the land on which St Peter's College is built. We recognise and respect their cultural heritage, beliefs and relationship with the land. We acknowledge that they are of continuing importance to the Kaurna people living today. We are committed to reconciliation in action, through education, service and relationships.

To uphold the School's strategic priority of good stewardship and environmental management, Saints is printed on recycled and recyclable paper.

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Providing a Moral Education



It is important to acknowledge that the first six months of 2022 have been the most challenging of the pandemic. I am sure it will prove to be one of the most difficult periods in the School's recent history.

It is a credit to the entire staff team that among all the restrictions and requirements to isolate, no educational program has been cancelled. I thank all staff across the educational and operational team for working in such a collegial fashion under these circumstances to ensure that our students and families could depend upon St Peter's College.

In these challenging times it becomes more evident that St Peter's College does not just deliver educational programs. St Peter's College is a morally formative institution. We are in the business of educating boys and young men and preparing them for life. When establishing the Stowe School in the United Kingdom the first Headmaster, John Roxborough, was asked what he was intending to achieve in educating boys. His response was 'Raise a boy who will be acceptable at a dance and invaluable at a shipwreck.' Although

it is unlikely nowadays for our graduates to encounter a shipwreck, the call to provide a moral education remains.

At SPSC, in partnership with our families, it is absolutely crucial that each of us are intentional in all we undertake and do in the pursuit of this goal. What we are seeking to achieve in each student needs to be well designed, scaffolded, modelled, practised, and reinforced. It is through this human interaction the inevitable exchange of wisdom takes place between staff and student, or parent and student.

Our forebears had a low but fairly realistic view of humanity. Generally, they shared a view that we were made in the image of God yet were flawed. For 2000 years leaders across the world have recognised that if we want to have a good society, we need to train people. Therefore, a moral education is essential – we need to teach character. At SPSC, through our Anglican framework we are drawn to the teachings of Jesus, while also acknowledging that there are others. This is the moral ecology of the SPSC community. The Founders of SPSC were acutely aware of the importance of this task. They saw the importance of every student understanding how a Christian life should be lived and how we should all live in relation to others. One of the purposes of SPSC is to make it clear to all our students how we would like them to go about living their lives.

Part of our moral formation is providing suitable time for members of the community to focus on the big questions of life. Further, it is the job of schools like SPSC to give students things to love: a love of higher ideals and qualities. In addition, and in partnership with our families we have to affirm things/qualities in students – things they don't yet see in themselves. Given

the privilege of time that staff have alongside all our young students, we are placed in the powerful position to 'affirm with insight.' When appropriate, we also have to critique them with care. The underlying skill is to deeply see another person (the student). Society has an epidemic of blindness. We have to see each other really well. We have to make people seen, heard and understood. It is our goal at SPSC to ensure that every student is illuminated by a glowing and loving attention.

We cannot create a moral framework for everyone in society – we have to be particular. In our case, it is our Anglican framework. We have to own the distinctiveness of our tradition. If we try and develop a universal framework for all, the values adopted will be the lowest common denominator and will not motivate anyone. All members of our community are encouraged to read my letter to the community regarding the religious discrimination debate that can be found here: stpeters.sa.edu.au/about/hm/

I remain grateful for the good governance provided by members of our community and for the increasing levels of engagement that is taking place across all our stakeholders with our programs. I have greatly enjoyed the guidance and support provided by the outgoing Chairman Mr Joe Thorp and invite our school community to join me in congratulating Joe for his leadership and service to our School.

In addition, I thank all members of our community for their strong partnership – long may it last. We all play an important role in raising young men who will be 'acceptable at a dance and invaluable at a shipwreck'.

Tim Browning | Headmaster

A Privilege to Serve

I've not often written in Saints as it is my view that the Headmaster should represent the School, supported by the Council of Governors.

However, as my six years as Chairman draws to a close I want to take this opportunity to thank and acknowledge the efforts and commitment of the staff, volunteers, parents, old scholars, community and my fellow Governors for your wonderful support of the School.

The 1849 Act incorporating the Governors and the 1889 Act confers specific powers and duties of the Governors. Additionally, there are the many fiduciary and legal obligations arising from state and federal legislation and contemporary standards and expectations of corporate governance. As a result of work by the Governors, alongside the Agreement with SPOC and revised constitutions and governance arrangements for the Foundation, Friends of Saints and Mission Guild, I am pleased that the School now operates within a modern and appropriate governance framework.

A key obligation of the Governors is the appointment of a Headmaster and I am grateful to have served with two outstanding leaders in Simon Murray OAM and Tim Browning. Tim inherited a school which Simon had built to a very strong position and he has taken it from strength to strength; we are very fortunate indeed to have Tim serve in this important role.

I am very proud of the work of the Governors and the Headmaster to reset the School's vision and strategic direction. We didn't have to look far when doing so because the Founders of the School had expressed their intentions so effectively. That is, we aim to be an exceptional community of learning - a modern translation of the sentiments in the original Act. Likewise, our values and the description of our culture and the type

of young men we aim to educate at SPSC were already beautifully expressed in the School Prayer "... that its foundations may ever stand firm in truth and righteousness; that beauty, order and reverence may be the message of its walls and fields; and that so long as one stone remains upon another it may stand for all things that are strong and lovely and of good report..."

Building on the pioneering positive education program introduced nearly ten years ago I am pleased that this approach is now integrated with Chaplaincy, Outdoor Education, Co-curricular activities, RAVE and Service Learning as part of our culture of wellbeing - not as an add on, but as a fundamental component of a SPSC education.

A fiscal discipline is required to run an enterprise the size of St Peter's College. After a long history of operating losses, I am proud that the School now regularly achieves surpluses, whilst limiting fee increases to below CPI for each of the last five years. This discipline ensures we have a sustainable capital improvement program investing in buildings, technology and systems for the 21st century. Concurrently our energy and water use per student has decreased by 30% and investment returns in our various endowment funds have comfortably exceeded returns in the Federal Government's Future Fund.

I am particularly delighted with the profound change in the culture of giving and philanthropy at SPSC. I am grateful to all donors who are recognised in the Foundation's various reports and place on the record my thanks for the personal leadership of the Headmaster, along with Foundation Chairman Dr Richard Sawers AM (ATH 1966) and the Foundation Board, in leading this change.

The St Peter's College community has reason to be proud of our academic achievement

which now sits comfortably alongside the very best schools in the country. Additionally, the curriculum development for future skills in cyber and space, and the development of models for the delivery of university courses at school to provide student's variety, pathways and elite learning opportunities, are some of the most innovative educational projects taking place in the nation right now.

These achievements have occurred alongside a major recalibration of Sport and Health and Physical Education, with improved coaching and strength and conditioning opportunities for every student improving long term health habits as well as sporting results across the board.

We have respected the heritage whilst renewing and repurposing buildings to match future contemporary educational needs including the Pentreath, Hill Wing, Gordon, Shinkfield, Big Quad and Big School Room. The former Sanitarium building is being repurposed, freeing up the 'Goat Shed' for indoor sports and there are plans for a new integrated learning facility overlooking the Wilson and Farr ovals on the large site from the rear of Da Costa Dining Hall towards Pembroke Street.

I have been very fortunate to serve alongside a wonderful Council of Governors with historically high diversity and am truly grateful for the leadership of Deputy Chairman Mark Balnaves (MAC 1987) and Committee Chairs Marcus Clayton (YNG 1981), Jim McDowell, Andrew MacLachlan CSC (DAC 1983) and Adam Miller (SHT 1988) and the counsel of Archbishop Geoffrey Smith.

St Peter's College is in great shape with outstanding leadership and staff. I wish the entire Saints community all the very best for the years ahead. It has been an honour to serve. Pro Deo et Patria.

Joe Thorp | Chairman of Council





- 1 Joe Thorp, Chairman of Council Address at Speech Day 2020
- 2 Council of Governors 2021. Back row: Dr Richard Sawers AM (ATH 1966), Mr Marcus Clayton (YNG 1981), Mr Adam Miller (SHT 1988), Mr Jason Haseldine (Secretary), Middle row: Mr Andrew McLachlan CSC (DAC 1983), Ms Fiona Hele, Mr Jim McDowell, Mr Mark Balnaves (MAC 1987), The Venerable David Bassett, Mr David Rohrsheim (YNG 1999), Front row: Ms Carol Sim, The Reverend Canon Jenny Wilson, Mr Joe Thorp (Chairman of Council), Mr Tim Browning (Headmaster), Archbishop Geoffrey Smith (President of Council), Ms Suzanne Mackenzie, Ms Julia Dreosti
- 3 Joe Thorp, Chairman of Council with former Chairs Ian Lloyd (WDK 1958), Patrick Hill (FLL 1958), Mary Sutherland OAM and Tim Browning, Headmaster



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The resurrection window in the St Peter's College Chapel

Hope

In February 1945, an 18 year-old German soldier was captured by the Allies and sent to prisoner-of-war camps in Belgium, then Scotland and finally England.

The soldier was not a Nazi – he was simply a young man fighting for his country in the brutal war that had swept across Europe. He was not badly treated in the various prison camps, but, nonetheless, in a time of scarcity, as the Allies poured all their resources into fighting the war, and as their own populations had their food rationed, the prisoners were not well fed. As a prisoner of war, life was tough. The young man was not repatriated to Germany until 1948, long after the end of the war. So, for several years he was a prisoner-of-war, surrounded by the barbed wire and often hungry. During his time as a prisoner, the truth began to come out about the actions of his own German government towards Jews, gypsies, and people who were gay, or who lived with a disability: the Nazis targeted them too. The guards would tell the German prisoners what the Nazi leaders had done to their own people, their fellow German citizens, who happened to be Jewish, for example: how they had rounded them up, sent them off to concentration camps, and killed them. So, this young German soldier, struggling with the horror of the news coming out of his beloved Germany, struggling as a prisoner of war, almost gave up all hope.

But he didn't. He would later write that, as he used to walk around the prison camp, feeling humiliated as a German, to his utter amazement, he gradually began to experience God. He writes, "I cannot even say I found God there. But I do know in my heart that it is there that he found me, and that I would otherwise have been lost."

The young soldier's name was Jürgen Moltmann. He became one of the most important post-war theologians. Moltmann's many books have been published in several languages, including English. In fact, he shaped theology in the English-speaking world in the 2nd half of the 20th century. He is still alive. He turned 96 a week before Easter.



Jürgen Moltmann's theology contains two crucial themes. One: in our suffering, in our "time of trial" as the Lord's Prayer puts it, when we're just hanging in there, God is there with us. God is there with us in our suffering. Two: because God knows what it means to suffer in the person of his son Jesus, because God knows what suffering is, he will never abandon us, and this gives us hope: the hope of the resurrection.

The season of Easter is all about resurrection hope, but the thing about hope is that we sometimes find hope – we sometimes find God – in surprising places; or, as is so often the case, like it was for Jürgen Moltmann, God finds us in surprising places.

The Reverend Dr Theo McCall | School Chaplain

- 1 The victorious Intercol Tennis Team 1962 with coach Mr R.T. (Dick) Potter, standing on the Headmaster's Court
- 2 Mr Richard (Dick) Potter, 19/07/1926 - 5/05/2022



Remembering R.T. Potter

The following is an extract of the eulogy delivered by The Hon. Ian McLachlan AO (SCH 1954) at Dick Potter's Memorial Service conducted by the School Chaplain, held in Memorial Hall on Sunday 5 June.

Caro, Susie, Simon, Jamie, Andrew and grandchildren of this wonderful double's partnership. Ladies and Gentlemen.

Andrew asked me to say a few words about Dick's old friends and friendships. As I look around there are plenty of old friends here today in this great Hall, exactly the right place to celebrate Dick's life. I well remember when a Mr R.T. Potter arrived at Saints as a young House Master in the Senior Boarding House, School House, which occupied nearly all of what is now the Pentreath Building. Dick's days on the Corvette of seven years had passed, but he was, to us, already famous. He was famous for three things; he'd been about to play in his first League Football game when he was smashed up, he'd kicked 16 goals for Melbourne University against Adelaide University, and he had beaten Frank Sedgman in the U16 Tennis Championship of Victoria.

Dick's room in the Boarding House was at the far end of School House so you had to walk 80 metres to the Masters' Common Room in Old School House. And it was quickly noticed by irreverent small boys that the new Mr Potter had a distinctive walk. His left leg thrust out

forward, his left arm held vertically, right hand behind his back, stylishly athletic, with a bit of a swagger. After a while, four or five boys would be following along this new Master imitating Mr Potter, giggling away. One day we counted over 20 boys imitating him. Dick took no notice whatsoever. Later I asked him what he thought of all this. He said that what the boys didn't realise was that he could see their reflections in 'Trunk' Vollugi's study mirror, so over time he kept on exaggerating his walk. And I tell you today that I can still do the 'Dick Potter walk', albeit without the athleticism.

When Dick was a Boarding House Master, the senior boys were only seven or eight years his junior and those of us who finished in senior House positions got to know him extremely well, especially if you knew anything about sport. Old boys always tried to find a way to catch up with Dick after leaving school. He was a disciplinarian throughout his school life, but these students became friends from the moment they walked out the gate. He was trusted, he was firm, he was friendly and he was caring.

To this day, everybody who was coached by Dick at Tennis and Football talk about how good he was at coaching. How much he cared about their game and how encouraging he was. He had played a bit of Cricket, not that he let on... and he had an infuriating habit of



not going anywhere near the cricket nets then making 50 every time he batted in the Masters vs School XI.

Potts, as I called him, accumulated friends wherever he went. He ran the Quarterly Lunches for old scholars producing speakers with great ease and ensuring the lunches were well attended.

Doug Stott, School Captain in 1954, lived on the School grounds with his wife Adey when Dick and Caro were running the Wyatt & Allen Boarding House. Doug says that Dick was almost the perfect School Master – firm, reliable, always the same, he had a balanced life both inside and outside the School, and he enhanced that balance by running tours around the world after he retired from the School.

In finishing, we have all come here today because of Dick's ability to make and keep friends for all his life. Friends of every age are here, in this great Hall that commemorates those who served their country, as Dick did all his life. And there's no more fitting place for us to celebrate today, whether family or friends, the life of a very fine Australian gentleman.



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The Journey: Revelations and Milestones

We all have defining moments that are vivid, often cementing the most unusual detail – never to be forgotten.

A Year 9 student recently revealed that whilst he couldn't recall what he had eaten for breakfast that day, he could close his eyes and relive an embarrassing moment from four years prior – all in high definition. Events like these are often characterised by a strong emotion of triumph, endurance, elation and in the case of this Year 9 student, embarrassment.

A moment that stays with us is often loud, powerful and dramatic, but it is in the stillness that we can reflect on the experience. It's on the drive home after the match or when we lie in bed and contemplate what should have been said, that we experience revelation.

A moment leads to a revelation and a milestone is formed.

Despite 'Outdoor Education' being a modern term in Australian schools, St Peter's College has a rich 175-year history of facilitating these milestone experiences through adventurous pursuits. Cadets, Sea Scouts, Ventures and Exploration Society are but some of the avenues in which students have opted for adventure. In more recent years, camp experiences beginning in the Junior School through to Senior Years have been made accessible and achievable to every student and provide an opportunity to take learning beyond the classroom. These sequential camping experiences allow students to set a foundation in outdoor learning and year by year, grow in confidence and develop skills to thrive in a wilderness setting.

A night away from home for our Year 2 Sleepover is a significant milestone, for both students and families. And so begins their Outdoor Education Pushing the Boundaries Journey, where year by year students develop the skills and confidence to thrive in environments across South Australia. The Pushing the Boundaries program culminates in a 21 day Journey through Ikara-Flinders Ranges National Park over some 280km of ancient landscape on foot.

The nine-year sequential journey builds a safe framework to create experiences that will stay with our students. The buzz in a dorm when the lights are about to go out. A side-splitting joke over dinner. Celebrating fire created with only flint and steel. Being caught in the rain. The view from the summit.

Equally as important is the opportunity to be still to reflect and experience revelation. Falling asleep under the stars on a clear night. Locking eyes with a wallaby whose path you have crossed. Enjoying the last of the campfire's warmth. Satisfaction of rain on the roof under a perfectly pitched tent AND remembering that you have brought your shoes inside with you!

Through experiences and revelation we create milestones. Milestones mark our journey.

Students are fortunate to journey across the lands of many Aboriginal groups and hear stories that have been told long before St Peter's College was established. Through these stories and living on the land themselves, students can't help but feel the sacredness of the sites they encounter:

- The setting sun on the Ngarrindjeri's Finnis River.
- Ancient Peaks and gorges on the Adnyamathanha's Ikara-Flinders Ranges.
- White sand beaches of the Narungga's Dhillba Guuranda-Innes National Park.

These are just a few of the journey locations where students have formed their own connection to country.

The wilderness is a powerful educator for old scholar John Gladwell (MAC 1958), who draws on his own time at St Peter's College and his years as an educator to reflect on the current sequential journey.

"The Pushing the Boundaries Program covers two important development phases of a boy's life; the transition to active boyhood full of curiosity, physical energy, and adventurousness (Years 4 to 7) to the entrance to adolescence and the journey to adulthood, marked by physical, emotional and social changes, and energy levels, along with the change of attitude to authority and the need to assert self-identity."

Once aware of our own journey, we begin to appreciate the journey of others. Real conversation happens over dinner, walking side by side on the trail or hunting for firewood. Deep understanding comes through doing life with one another and a realisation that although our journeys are our own, they are all the richer when we journey together.

Daniel Sharp | Head of Outdoor Education

- 1 - 2 Year 10 Journey
- 3 Harrison Sheridan relaxing in his hutchie on the Year 10 Journey
- 4 Year 6 Camp on Kangaroo Island
- 5 Luca Romeo-Cavuoto and Leo Iannella on Year 7 Camp



Bridging the Gap

The CEO-in-Residence Program is designed to connect our students with dynamic industry leaders to bridge the gap between the taught curriculum in classrooms with experiences in the world of enterprise and innovation.

Students have the unique opportunity to hear firsthand what practical skills helped our visiting CEOs succeed in their career and what mistakes and challenges provided opportunities for growth. The backgrounds and journeys of the CEOs we have engaged in the program vary greatly; from one who rose to the top echelons of Australia's law profession before becoming a key state economic adviser, to one who took a risk and started their own bespoke firm, to one who started out as an insurance salesman and went on to create a fast-food empire. This variation has provided students a wonderful breadth of valuable insights into the career discovery and planning process.

For our first session we were privileged to welcome five CEOs from a range of industries to share their insights with students; Ron Beevor, Mellissa Larkin, James Sarah, Adrian Tembel and Thomas Walker. The CEOs were interviewed by students in a formal Q&A session, before participating in small group workshops and engaging with students in a leadership skills workshop. Their tips for success included: try to uncover all your strengths, discover your passion, put yourself out there by taking risks, and never stop

learning or trying to do better. These tips were accompanied by inspiring messages around "doing what you love" and "you are capable of more than you imagine."

During our most recent CEO-in-Residence event, we were incredibly fortunate to have highly successful businessman and entrepreneur Mr Jack Cowin spend the day with students. Judging by the hush that fell across the Memorial Hall audience during Jack's Muster address, our students were enthralled in his presentation and listened astutely to his 'lessons of life.' Among others, these lessons included the vital virtue of curiosity, identifying your passion and the importance of playing sport. After Muster students from Years 10 to 12 participated in small group Q&A sessions before Years 9 and 10 students pitched their business ideas to Jack in a SPSC-style Shark Tank. Common themes around the value of working hard and focusing on what you are passionate about resonated with students throughout the day, because as Jack imparted, "if you enjoy what you do, it is not work!"

Thank you to the leaders who have participated in our CEO-in-Residence Program throughout the year. If you are interested in collaborating with our students in their career discovery process, please contact me at AChristensen@stpeters.sa.edu.au.

Ana Christensen | CEO-in-Residence Coordinator

1 Mr Adrian Tembel

2 Senior School students with Mr Thomas Walker, Mr Ron Beevor, Ms Ana Christensen, Mrs Mellissa Larkin, Mr James Sarah (DAC 1982), Mr Adrian Tembel and Mr Marcus Blackburn

3 School Captain Chirath Lekamge interviewing Mrs Mellissa Larkin

4 Mr Jack Cowin speaking with students

5 Mr Jack Cowin meeting with the Prefects in the Headmaster's Study





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Uni@SPSC



2022 marks the first year of the Uni@SPSC Program. St Peter's College has collaborated with the University of Adelaide to offer two subjects, Argument and Critical Thinking and Introduction to Logic to a small group of nine students.

Unlike the mainstream Headstart Program at Adelaide University, Uni@SPSC allows students to watch virtual lectures at school while having their tutorials at St Peter's College taught by our staff. In this way, Uni@SPSC provides students with a bridge between the secondary and tertiary worlds, enabling them to experience tertiary study within the familiar support structures offered by the School.

St Peter's College has decided to offer tertiary subjects within the normal school day for three primary reasons. The first is that tertiary subjects offer students the opportunity to challenge and extend themselves. Through its accelerative options, St Peter's College aims to ensure that students are appropriately stretched and are able to experience greater degrees of challenge. The Uni@SPSC Program does this through exposing students to tertiary-level work. Secondly, Uni@SPSC helps to better prepare students for tertiary study. By having students study tertiary subjects within the familiar structures and support offered by the School, students are able to experience success in tertiary study which will help them to succeed when they begin the next stage of their education. Finally, tertiary study offers students an ATAR advantage. Students who complete a tertiary subject will receive the higher of the average of their best 3.5 SACE subjects (which is equivalent to a VET course) or the scaled score equivalent for a tertiary grade; this is a 20 for 20 credits at High Distinction level, 19.8 at Distinction level, and 18.0 at Credit level. Students who pass a tertiary subject will thus see an increase in their Aggregate and ATAR, and the increase for a tertiary subject will be at least as much, and in many cases more, than the increase gained through a VET course.

We are excited by the opportunities that are available to students to study tertiary subjects. Students are encouraged to consider not just the Uni@SPSC Program, but also the programs offered through all the South Australian universities. In 2023 the Uni@Saints Program will be expanded to make it accessible to more students and to include pre-Law and pre-Medicine subjects that will complement our Philosophy offerings.

Dr Simon Roberts-Thomson | Director of Studies

"I've thoroughly enjoyed exploring the philosophy aspects of the course, and analysing arguments by understanding new perspectives on what makes an argument valid or why one argument may be flawed."

Luca Paull | Year 12 Prefect and Short House Captain



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- 1 Ms Joanna Tierney teaching THRASS
- 2 Spieth Li, Timmy Xu and Walter Rudkin
- 3 Year 1 students undertaking word study

Spelling Through a Linguistic Lens

“If I didn’t do THRASS I would spell swan like swon. I didn’t know that the letter a can make the ‘o’ sound.” Oliver 1T

These conversations echo through the classrooms of the St Peter’s College Junior School and reflect a sophisticated and deep understanding of phonics.

Ten years ago the Junior School implemented THRASS (Teaching Handwriting Reading & Spelling Skills) to support our boys’ literacy skills. We acknowledged that literacy results nationwide were on the decline, and we questioned whether our current literacy program was best practise. Were we equipping our boys with the skills and strategies required to be successful literacy learners?

The decision was made to make a shift away from the traditional synthetic phonics programs that promote the one letter makes one sound theory, to a more sustainable pedagogical practice in THRASS. The introduction of THRASS was a significant shift for many teachers, but it has been widely embraced and has proven to be highly successful. Since implementing THRASS there has been a significant improvement in our boys’ literacy skills.

So what is THRASS? THRASS is an acronym for the Teaching of Handwriting Reading and Spelling Skills. It is a tool, not a program, and is embedded across our curriculum. It is a multi-sensory, visual approach that teaches the students that the 26 letters of the alphabet

combine to make 44 phonemes (speech sounds). These phonemes are represented by graphemes (spelling choices). The boys learn that a letter of the alphabet does not make a sound until it is in a word. They develop an understanding of all the sounds a letter can make. For example, the letter ‘a’ makes a different sound in each of the following words: ant; baby; banana; zebra; swan and ball.

“Do you know that the letter ‘c’ in recycle makes the c as in city and it also makes the c as in cat?” Kush 1T

The boys are made aware of the association between sounds and letters from an early age and are taught to distinguish between consonant and vowel sounds and to articulate them correctly.

From their first days of school, our boys learn the metalanguage which is consistent across the year levels. Our youngest Reception boys use the terminology of phoneme, grapheme, digraph, consonant, vowel in the same way as our oldest Year 6 students.

THRASS provides us with the scaffolding to integrate a linguistic approach to our spelling.

One where we focus on the etymology (history), morphology (smallest units of meaning in a word), and phonology (sounds in a word) of words, working towards an understanding of orthography, the conventional spelling system of a language. Our spelling words are topic words, relevant to the learning that is happening in the classroom at the time. These words are meaningful and practised in context, giving the boys the opportunity to commit them to memory. Word study sessions are a highlight of our literacy lessons where we investigate and discover the wonder of words.

Our Leadership Team is committed to ensuring our Staff are given every opportunity to continuously develop their expertise and confidence when implementing THRASS through regular professional development opportunities. We work in partnership with our parents and run regular parent information sessions where we have been able to share what the THRASS tool is, why we use it and how parents can support their son’s learning at home.

THRASS has undeniably had a positive impact on our learning and teaching programs in the Junior School. As an exceptional community of learning we will continue to raise the bar and strive for excellence through engaging and current practises like THRASS.

Joanna Tierney | Year 1 Coordinator

Lifting One's Horizon

To look beyond one's horizon of St Peter's College, our state and nation is an ongoing assignment for all SPSC students.

In doing so, it is our aspiration that all graduates go on to meet the challenges of the wider world with confidence and success. Over the past six months there have been numerous examples of students experiencing success on the national stage in a range of sporting and academic pursuits.

At the Australian Track and Field Championships in April, of particular note were the following performances:

- Jonathan Harris (Year 11) **(15)** – gold Under 18 1500m and bronze Under 18 800m. Jonathan also secured a silver and bronze in the Oceania Championships and was named Athletics SA U18 Male Track and Field Athlete of the Year.
- Andrew Maenda (Year 10) **(4)** – gold Under 16 200m, gold Under 16 4 x 200m relay, silver Under 16 100m and bronze Under 18 4x100m Relay. Andrew was a joint recipient of the Athletics SA Under 16 Male Track and Field Athlete of the Year.
- Gman Paye (Year 10) **(19)**- silver Under 17 200m, silver Under 17 400m, bronze Under 18 4x100m relay and bronze Under 18 4 x 400m relay
- Joshua Moro (Year 10) **(19)**– bronze Under 18 4 x 400m relay and fourth Under 17 long jump
- Lawson Jones (Year 9) **(1)**– gold Under 16 pole vault
- James Tolis (Year 8) **(24)** – fourth in the Under 14 4 x 100m relay

At the Australian Rowing Championships our 1st VIII finished fourth in the Schoolboy A Final, our composite SPSC VIII won a silver medal in the U19 Men's Eight, Jake Nesbitt (Year 12) won gold in the U19 Coxless Four in a composite crew and Albert Howard (Year 11) **(14)** won bronze in the Under 17 Coxed Quad, also in a composite crew. School Vice Captain Aidan Hughes **(21)** and Jake were selected in 2023 Australian Junior Rowing team. Jake's composite crew **(5 second from left)**, coached by the School's Boatman William Raven **(5 far left)**, competed at the Junior World Rowing Championships in Varese Italy in July. School Vice Captain Aidan Hughes gained selection as the coxswain of the Women's U21 coxed VIII and successfully competed against

New Zealand in the Trans-Tasman Regatta held in Canberra in June.

In Basketball, Year 11 students Harry Bruce and Harvey White **(12)** were selected Captain and Deputy Vice Captain respectively of the Under 18 State Basketball Team. Following an outstanding performance at the Australian Junior Basketball Championships, Harry was selected in the Under 17 Australian Squad.

Additionally, the following students have represented South Australia in national competitions:

Debating: Xander Grice (Year 12) **(11)** represented SA in the Debating National Championships held in Canberra. Additionally, Xander was awarded a bronze medal in the 2022 Australian Chemistry Olympiad contested by the top 1000 Chemistry students in Australia.

Football: Luke Harvey, Max Blacker and Billy Dowling **(17)** were selected in the Under 18 State Football Squad, Jett Hasting (Year 10) **(3)** in the Under 16 State Team and Year 9 students Jeff Rozenbils and Jack Hayter **(2)** the Under 15 State Football Team.

Hockey: Finn Williams (Year 12) **(9)** represented SA in the Under 18 State Team and Year 10 students Bryce Hammond **(6)** and Rhun Williams **(8)** and Coell Williams (Year 11) **(18)** will play for SA in the 16 years and under State Team. Additionally Ryan Stockhoff (Year 9) **(10)**, Rhun Williams and Bryce Hammond competed in the Under 15 State Team.

Mathematics: Casper Cai (Year 10), Nicholas Koh (Year 12) and Darren Nguyen (Year 11) **(22)** competed in the invitation only Australian Mathematical Olympiad with Nicholas awarded a silver certificate.

Rugby: Lachlan Bell (Year 11) and Jake Richardson (Year 10) were selected as reserves for the U16 State Rugby team.

Swimming: Max Hewitt (Year 8) **(16)** will represent SA in the Under 13/14 competition, Alden Au (Year 8) **(16)** the Under 13/14 competition and Lachlan Bell (Year 11) **(23)** Under 15/16 competition.

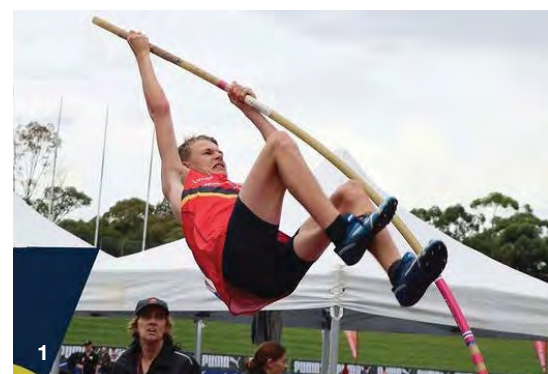
Tennis: Jude Gale (Year 11) **(13)** will represent the state in the 18 year and under Tennis Championships to be played in Hobart in August.

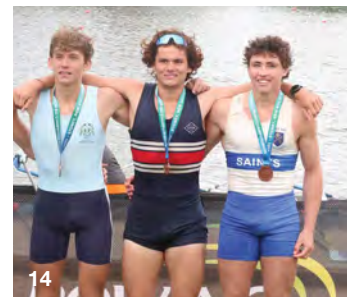
Water Polo: Year 10 students Michael Lazarevich and Will Disney and Year 9 students

Oliver Maddern, Nicky Lockie and Donovan Fahey represented SA in the Under 16 Water Polo Championships **(7)**. Emerson Cooper (Year 8) and Archie Braithwaite (Year 9) **(20)** competed in the Under 14 National Championships.

Congratulations to all these students; they are wonderful role models and have set an inspiring example to the entire School of where our horizons need to be set.

* Details up to date at time of publishing and as made known to the School.









Music at SPSC

With scientific evidence to prove that music benefits children's development across many areas – language, maths, concentration, and social skills, to name a few – it comes as no surprise that Music at St Peter's College has experienced significant growth in recent years. Student engagement in our curricular and co-curricular programs has more than doubled in the past five years alone. Today, over one third of boys at St Peter's College engage in our co-curricular Music program through instrumental music lessons and ensembles. Over 700 instrumental lessons are held across the Junior and Senior schools each week with 48 instrumental ensembles and choirs rehearsing on a weekly basis.

Music at St Peter's College has a strong emphasis on learning music through making music. In essence, students primarily learn music through playing an instrument and/or singing in our programs. Well-documented research shows that playing a musical instrument can enhance brain function in children and adults by stimulating almost all brain regions and networks at once. This stimulation leads to improved brain structure through the formation of new neural connections.

This is why the SPSC music journey begins in our Early Years Program and continues throughout one's SPSC education. Instrumental lessons are offered from Reception and are complemented by a curriculum focused on singing and performance. Our Year 3 students

learn a string instrument and engage in the Year 3 Strings Program and in Year 4, students learn a band instrument as part of the Year 4 Band Program. By the time students reach Year 5, they have been learning an instrument or two over a number of years, and are encouraged to continue through instrumental lessons, joining ensembles, and using their music experience in class.

When students enter the Senior School in Year 7, they either learn a new band instrument or continue an existing instrument as part of our Year 7 Band Innovations curriculum. In Year 8, students spend one semester learning a rock instrument as part of our Year 8 Rock Band curriculum and yet again have the opportunity to experience a new musical instrument. Music is an elective subject from Year 9 onwards, and with such a rich exposure to music from the Early Years through to Year 8, students have a well-developed foundation in their understanding and ability in music.

The highlight of the Music program for many students is the opportunity to perform in front of an audience. Being part of an ensemble requires commitment, responsibility and accountability. It also fosters community, connection and a sense of belonging. Having committed to rigorous rehearsal and development schedules, our Music students delight in entertaining audiences with performances that both the students and audience recall long after the occasion.

Brad Turner | Acting Director of Music



- 1 Years 5 and 6 Concert
- 2 Music Festival Orchestra – Let Me Entertain You 2021
- 3 Archie Cluse (Year 3) performing at the 2021 Years 1 and 2 Concert
- 4 Alfresco Concert 2022
- 5 Year 8 students Ross Psaromatis, Harry Hoadley and John McAuliffe performing at the Concert Band Showcase
- 6 Leo Ianella (Year 7), Dejan Dimovic (Year 10), Daniel Jesudason (Year 12) and Nathan Choi (Year 12) perform at the Alfresco Concert

Enhancing a Positive, Inclusive, Respectful Culture

With Term 3 commencing, it is difficult to comprehend how quickly the year is passing by. We have been busy organising the 11th National Student Leadership Summit and developing our own initiatives to enhance the School's student culture, while keeping abreast the hustle and bustle of day-to-day activities.

As we look to the term ahead, we eagerly await the annual Blue & White, 175th Gala Ball, and many other community engagements on the horizon.

The positions of SPSC School Captain and Vice Captain are unique, and it's often difficult to summarise what we do to members of our community. They are full-time positions offered to two students who have graduated Year 12 in the year prior, allowing the students to commit time to initiatives and school-wide projects that would not be possible when combined with a Year 12 workload. It is also beneficial to return as graduates because we operate in a space between students and staff, which allows us to gain a greater, more holistic perspective of our School. There is, however, a limitation in our capacities in that we can only reflect on our retrospective student experiences and are somewhat removed from our current students' present experience. Thus, to truly gauge the day-to-day student life, and the trajectory of school culture, we must constantly consult with current students, and the broader student voice, to understand how we can best direct our efforts to enhance the student experience.

This consultative approach is one of the greatest aspects of our roles; the ability to interact and form strong relationships with our student body is something we both love about our roles. Through these interactions, we have observed that ambassadors of student's voice have traditionally been limited to our official Year 12 student leaders, and subsequently, a truly representative student voice has been difficult to achieve despite the ongoing efforts of our senior leaders. A strong student voice, which is a representative cross-section of all

students, is vital in a diverse school like ours. It allows us to collectively, and proactively, build an inclusive and connected student experience; it allows students to gain a healthy perspective through informed discussions; and it allows students to better their own SPSC journey by freely expressing matters pertinent to the student body.

To enhance our positive school culture, in 2022 we have established the Saints Student Association to address the following key aims: to unify the entire student body under one cultural hub, to provide a platform where student's voice is amplified and heard, and to increase the opportunities available for students to connect with like-minded peers. We want to enhance the strong sense of unification and camaraderie, that is so strongly demonstrated at our Intercol fixtures, in our day-to-day student life.

To achieve these aims, the Saints Student Association inaugurates in 2022 with three main avenues of newfound structure. Firstly, we have implemented fortnightly lunchtime open student forums, where any Senior School student is invited to attend and feel comfortable sharing their experience and discussing their initiatives to enhance our culture. We hope that our boys seize these opportunities to enhance their journey, and proactively engage in important discussions with us and other senior leaders. Our students are the ones that live the SPSC life to its fullest extent, not us, so their ideas and entrepreneurial minds are vital in enhancing our culture and should be given a strong platform of support where they can flourish; this is one of the places we hope the Saints Student Association will truly thrive.

The second avenue is the student association's role in creating a robust governing structure for our student clubs and societies. Through regular consultation with our Senior School Staff Leadership Team and Director of Sport and HPE, Mr Barnaby Eaton, the Saints Student Association allows for students to engage with these clubs and societies more

directly in a clear and informative manner. Notably, the student association allows students the direct opportunity to create their own lunchtime societies, providing students with the tools required to explore their individual passions, alongside like-minded peers. Just six days after unveiling the Saints Student Association, 12 new co-curricular societies had been proposed through students' engagement with this new structure. The opportunities available in our School are vast and continue to grow on a daily basis; however, to reap the benefits of these opportunities, students must take the initiative and ownership of their SPSC journey to reach out and engage with them. We have been pleased to see our boys do just this, and we strongly encourage all students to take full advantage of this new framework.

Finally, the Saints Student Association prioritises a proactive well-being approach that extends to regular, inclusive and enjoyable recreational events to promote camaraderie and enhance a jovial day-to-day atmosphere throughout the school term. Whether it be staff vs. student competitions or live band performances at lunchtime, we hope that these activities help boys find enjoyable, recreational outlets during their time at school. We look forward to ideating with students about what activities they would like to see and kickstarting these initiatives to help every boy have fun.

Of course, these initiatives and projects are futile without the fundamental attribute of mutual respect. Each and every boy who attends our School has both the expectation, and the responsibility, to show respect to all members of our community, and acknowledge each other's skills, passions, and individuality. We hope that our initiatives will continue to promote the individual strengths of every boy and continue to enhance a positive, inclusive, and respectful culture within these walls and fields.

Chirath Lekamge and Aidan Hughes | Captain and Vice Captain



- 1 School Captains Aidan Hughes and Chirath Lekamge
- 2 Spending time with Junior School Captains Andrew Lucas and Charlie Johnson
- 3 Saints Student Association Staff vs Student debate participants Year 12 students Charlie Wells, Aidan Hua, Noah Browning with Mr Ciaran Geraghty, Mr James Carter, Mr Jacob Robson



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Celebrating 175 Years of Giving



Scan to Give



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As we celebrate the School's remarkable 175 year history, it is fitting to reflect on the long history of giving to St Peter's College and the role benefaction has played in developing and sustaining the School since 1847.

Founded just 11 years after the first settlers arrived in South Australia, St Peter's College owes its establishment to its early benefactors who had the foresight to create an institution that would foster the development of the colony by educating the hearts and minds of its future leaders.

The original endowment by the Society for Promoting Christian Knowledge and those

of Bishop Short, Captain William Allen and other individuals enabled the purchase of land on which the School now stands and its early development. Since then, benefaction has provided for the School's ongoing advancement, growth and renewal as well as providing needs-based scholarship opportunities for talented and promising students.

Over the last few years, the culture of philanthropy has flourished at the School and like the generosity of our founders and early benefactors, the generosity of our community in recent times will forever be etched in the School's history and will greatly

assist the School in realising its vision to be an exceptional community of learning.

The School's inaugural Giving Day last year will have an impact for years to come through the establishment of the 175 Year Anniversary Scholarship thanks to over 700 members of our community who generously supported this initiative. So too, the recent establishment of the D'arcy Sutherland Scholarship, Donlan-Bowen Family Scholarship, Adbri Scholarship for Indigenous Students, increased General Excellence Scholarship opportunities and the re-establishment of the J W Downer Scholarship will provide life changing opportunities for students and their families who wouldn't otherwise have the means to attend the School. The impact of recent giving has become a reality for our senior students with the opening of the historic Big Quad precinct on Friday 29 July. The transformation of the Big Quad to re-establish it as the heart of academia at the School would not have been possible without the support and contributions of the St Peter's College community.

The completion of the Big Quad project is the first step to realising the School's ambitious Master Plan and we look forward to seeing this bold vision brought to life.

As we prepare our students for the opportunities of tomorrow, you are invited to leave your mark on the next generation through our 175 Years of Giving Appeal.

To make a gift, please scan the QR code or contact the St Peter's College Foundation. Your gift is their future.

T +61 8 8404 0528

E foundation@stpeters.sa.edu.au

1 Students during Football Intercol at Adelaide Oval in the 1930s

2 Students along the Avenues, circa 1912

**YOUR
GIFT.
THEIR
FUTURE.**

Learning Through the Eyes of a Learner

Over the course of last semester, SPSC boys and teachers were kind enough to let me experience learning from a student's perspective.

I disguised myself as a new boy (not very effectively – the beard was a giveaway) and spent a day each in Years 3, 6, 7 and 8, doing everything my fellow students were asked to do in class. I enjoyed varying levels of success (the less said about my gymnastics the better), but I was reminded of some elemental truths about SPSC and learning in general.

As a side note, I am not the first SPSC staff member to do this. Over the last few years, a number of teachers have elected to become 'students for a day,' and with good reason. Aside from being an easy way to pick up fresh teaching strategies, seeing learning through the eyes of a learner is one of the most powerful things a teacher can do. In the words of Professor John Hattie, probably the most influential educational researcher alive, this kind of empathic practice makes the "biggest difference" to learner growth.

Here are some of the things I was reminded of:

- SPSC boys are really kind. My classmates went out of their way to ask me how I was getting on and offered help before I asked for it.
- No matter how affirming and low-stakes a teacher makes their learning environment, a student's pride is on the line – even just a little bit – every time he raises his hand. This reminded me how fearless and supportive the boys I teach are.

- A woollen suit is not the best thing to wear for touch football.
- Most students are streets ahead of me in terms of coding and technology. This reminded me of the need – at least some of the time – to simply agree on a direction and then move out of our boys' way.
- Sitting cross-legged on the floor hurts when you're over 40.
- Drama is such fun – you can be loud and playful and throw your body around and still be creating something purposeful and sophisticated and beautiful.
- I may be the worst gymnast at SPSC.
- I felt most connected to my fellow classmates when I was making music with them, even if my violin pizzicato technique left something to be desired.
- Learning is always better when the theory is punctuated with real-world examples. Finding relatable links to the everyday world may be one of the most important tools in a teacher's kit.

Being a full-time student at a school like this is such a strange, wonderful experience when you think about it: imagine being guided, by people that know you and care for you, through a range of targeted activities every day where the only purpose is to make you a better human. I am not sure if I appreciated this when I was a child.

Nick Carter | Academic Deputy



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1 Learning the violin pizzicato technique with Year 3 students Angus Furst, Alexander Lin and Finn Murphy
2 Biology lessons with William Roger (Year 8)
3 Sitting cross-legged on the floor hurts when you're over 40!



Mathematician-in-Residence

Honoring the School's vision to be an exceptional community of learning, we invited highly regarded researcher and practitioner, Peter Sullivan to join St Peter's College as our Mathematician-in-Residence in 2022.

Peter is currently Emeritus Professor of Science, Mathematics and Technology Education at Monash University. He has extensive experience in research and teacher education and was a member of the Social, Behavioral and Economic Sciences panel of the Australian Research Council College of Experts from 2005 to 2008.

Peter joined us for a week at the end of Term 1 with the intention of enriching the learning of the key members of our community: students, teachers and parents.

Throughout the week, Peter was able to demonstrate a general approach to teaching that he has developed with an instructional model for pedagogical practice;

this instructional model has been the focus of his more recent research. During these demonstration lessons across all Junior School year groups, the students experienced Peter's approach and instructional model first-hand, while teachers were able to observe this highly regarded practitioner in action. Additionally, teachers were able to collaborate to discuss the approach during lessons and then debrief with Peter after the lesson. In what was a powerful professional learning opportunity for our teachers, they worked through the process of deliberating innovations and the implementation of alternate pedagogies, before reflecting on their experience with consideration of the implications for their future teaching methodology.

Mathematics teachers were also given the opportunity to sit with Peter and plan their curriculum for Term 2. Having published a plethora of books that support teachers' pedagogy, this was a wonderful opportunity for our teachers to access Peter's incredible

insights. Our students will also enjoy the results of these planning meetings that facilitated the discussion of mathematical concepts and their classroom application at a deep level.

Parents were provided the opportunity to attend a workshop titled, 'Helping your Children Learn Mathematics Well.' The packed audience learnt of Peter's approach and how to employ elements with their own children. This session was very popular and can be accessed online at <https://bit.ly/3bvE0fi>

Having Peter Sullivan join St Peter's College as the Mathematician-in-Residence was a thoroughly beneficial experience for all involved. The impact of this experience is something teachers will use to shape their pedagogical practice over the coming years as we strive to flourish in an exceptional community of learning.

Jon Gelsthorpe | Deputy Head of Junior School - Teaching and Learning





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- 1 Working one on one with students
- 2 Peter Sullivan presenting to parents at the 'Helping your Children Learn Mathematics Well' workshop
- 3 Classroom measurement teachings
- 4 Measuring up with Jack Albanese (Year 3)



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- 1 Head of the River Senior Squad
- 2 Ethan Lim (Year 12) at Summer Intercol
- 3 Cricket 1st XI. Back row: Harry Orchard, Noah Browning, Noah Latimer, Oakley Price, Harry Lienert Front row: Jim Kelly, Ashwin Atukorala, James Hattingh, Cormac Dwyer, Seb McVann, Hudson Lord, Jacob Hill
- 4 Louis Tolley (Year 12) at Summer Intercol
- 5 Year 10 students Gman Paye and Josh Moro leading the pack at the South Australian Track and Field Championships
- 6 House Captains Oakley Price, Cormac Dwyer and Jake Nesbitt receive House trophies at Swimming Carnival
- 7 State Sailing Championships
- 8 First VI Volleyball Team
- 9 Angus Koeroessy (Year 11), Jude Gale (Year 11), Mr Michael McMichael, Mr Tim Browning at the McMichael Cup



Around the Grounds

Sport at St Peter's College withstood a disrupted start to the year with a staggered start and rolling COVID-19 related absences. The first three weeks of competition were delayed, but despite this, participation remained strong, and we fielded large cohorts of students and teams across the program.

Athletics

57 students participated across our four Athletics teams. The Saints Athletics Club enjoyed another outstanding season with fantastic results both domestically and nationally. Refer to article on page 14 for details of the outstanding results achieved at the National Championships in April.

Badminton

162 students participated across 15 teams for the School. SPSC won the 32nd Intercol 9-3.

Cricket

168 boys played cricket this year across 12 teams. 44 games were played across the program in Term 1, with SPSC winning 21, drawing 2 and losing 21. The 146th Intercol ended on Day 4 with a 7-wicket loss.

Rowing

183 boys rowed for the School this year in 24 crews. Our 1st VIII triumphed in the Schoolboy 1st VIII to take out the Gosse Shield at the Head of the River Regatta for the seventh consecutive year. We also secured wins in the 2nd VIII, 1st IV, 2nd IV, and in 7/8, 8/9, and 9/10 coxed quads. The 1st VIII placed 4th in the Schoolboy Eight at the National Championships in Nagambie while winning a silver in the U19 Men's Eight. Jake Nesbitt (Year 12) won a gold medal in the U19 Coxless Four event in a composite crew and Albert Howard (Year 11) won a Bronze medal in the Under 17 Men's coxed quad in a composite crew.

Sailing

23 boys participated for the School across three teams. Two teams and spares raced in the Sailing State Championships contested in Goolwa during the Term 1 School holidays. SPSC placed 10th and 13th overall.

Swimming

39 students participated in the Swimming Program. SPSC placed second in the modified SAAS Interschool Swimming competition. High quality swimming was on show at our House Swimming Carnival with an impressive eight records set. School & Allen won the Senior

House Cup, while Woodcock House prevailed in both the Junior House Cup and Champion House Trophy.

Tennis

158 boys participated in Tennis across 16 teams in Term 1. SPSC were defeated in the 125th Tennis Intercol 10-2.

The 89th McMichael Cup Final was contested between Year 11 students Jude Gale and Angus Koeroessy. In what was a high quality match Jude defeated Angus 6-4 6-2.

Volleyball

74 boys participated across seven teams. 27 games were played across the program in Term 1, with SPSC winning 15, drawing 0 and losing 12. COVID-19 prevented the Senior Team from attending the National Volleyball Schools Cup this season, but we look forward to returning to State and National level competition later this year.

Water Polo

127 students participated in Water Polo across nine teams. 30 games were played across the program, with SPSC winning 16, drawing 5 and losing 9. The Open A Team were defeated 7-6 on the final siren in the 12th Water Polo Intercol at the Adelaide Aquatics Centre.



Our Founders

As we celebrate SPSC 175 Founders' Day we reflect upon the foundation of our great School by paying tribute to our Founders for their wisdom and foresight.

On 24 February 1847, just 11 years after South Australia was established, 11 pioneers met to discuss the formation of "a good classical and commercial school on the proprietary principle." Present at this meeting was Reverend James Farrell (later the first Dean of Adelaide), Reverend William Woodcock (later Archdeacon of Adelaide), Marshall MacDermott, Captain William Allen, George Hawkes, Dr William Wyatt, Dr Duncan, Captain John Watts, Andrew Murray, William Bartley and William Giles.

At a subsequent meeting on 31 March 1847, papers for the founding of the "South Australia Proprietary School" were drawn up to determine the code of laws on which the School was fashioned.

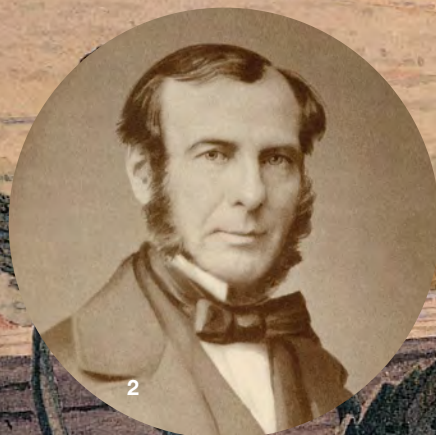
On 26 May 1847, the Deed of Settlement was reviewed and the commercial sounding name of the School was changed to "The Church of England Collegiate School of South Australia."

One week prior to the opening of the School an important notice was printed on page 1 of "The South Australian Register" announcing that the "Church of England Collegiate School of South

Australia" would open on 15 July 1847 (Founders' Day). Each proprietor was entitled to nominate all, or any, of his sons without ballot and any sons of respectable parents, not proprietors, would be received and educated, subject to a ballot. The School fee for each pupil was £10 10s per annum.

Eleven students and one teacher were present when the School opened in a small red brick school room, twenty feet long by fifteen feet wide, behind Trinity Church on North Terrace; the location of the initial meeting some four months earlier.

Dr Augustus Short arrived to be the first Bishop of Adelaide in December 1847. Educated at St Peter's College, Westminster and at Oxford, he was a truly classical scholar who had a goal of establishing an institution that would educate boys and men from an elementary to an advanced level. He brought with him his personal Chaplain, Reverend Theodore Wilson who the proprietors appointed as the first Headmaster of the School in January 1848.



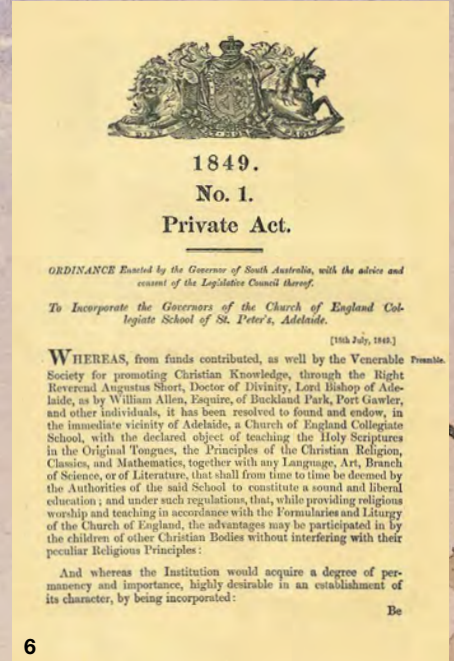
In 1848 the proprietors of the School purchased land in Hackney. Bishop Short, in the presence of the Governor Sir Henry Fox Young, laid the foundation stone of the new school building on 24 May 1849. This building, completed in 1854, later became known as Old School House.

A second building was built in September 1849 and classes were transferred from the Trinity Church school room to the newly built school room in January 1850.

Bishop Short initiated an Act of Incorporation in 1849, changing the name of the School to

“The Church of England Collegiate School of St Peter’s, Adelaide.” Since that date, the School has been dedicated to St Peter, in recognition of Bishop Short’s education. A further Act of Parliament in December 1889 amended the name of the School to “The Church of England Collegiate School of Saint Peter.”

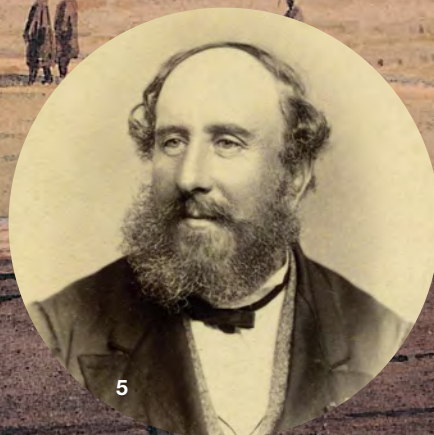
On Founders’ Day we give thanks for the privileged opportunities our School affords, acknowledging that everything we enjoy here is a gift from those who have come before us.



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1-5 W Allen, J Farrell, W Woodcock M MacDermott and G Hawkes. These men were the visionaries for establishing a Proprietary School - Images courtesy of the State Library of South Australia

6 1849 Act of Parliament

7 FH Needham's Early Morning, Collegiate School of St Peter, 1861. Frederick Needham was an assistant master at the School from 1859-1861. The watercolour was presented to the School in 1879 by Mrs Eileen Anderson

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Old Scholars Events and Highlights

SPOC is proud of the wide-ranging opportunities it provides for old scholars to reconnect with each other and the School.

It has been wonderful to see so many well attended events already this year, including the Saints Community Golf Day, SPOC Business Luncheon, numerous intercols and reunions. I encourage all old scholars to continue supporting these events, including the upcoming SPSC 175 Gala Ball on 6 August 2022, a partnered event which will this year take the place of our Annual Dinner.

Service is one of the School's core values, and we are thankful for the teams of volunteers who support the Association, and our SPOC sporting clubs. Our ongoing success is due to your passionate contributions, so thank you to each and every one of you.

The honour boards in Memorial Hall recognise old scholars who have given military service, and those who have made the ultimate sacrifice, 'Pro Deo et Patria'. As the School updates these honour boards, we ask that any old scholars who have been involved in military operational or peacekeeping services to contact us (by email to spoc@stpeters.sa.edu.au) and provide their related details.

**Oliver Sheahan (HWK 2007) | SPOC
Chairman**

- 1 SPOC Chairman Oliver Sheahan (HWK 2007) and SPOC Treasurer Andrew Jonats (YNG 1987) at SPOC vs PAOC Intercol Lawn Bowls
- 2 Major Mac Jensen OAM RFD JP (Ret'd) (YNG 1981) (right) with Mr Keith Payne VC AM in 2018, was recently awarded an OAM in the Queen's Birthday Honours 2022
- 3 SPOC Tennis Intercol Team with convenor Jon Silcock (YNG 1981)
- 4 Matthew Roberts (S&A 2021) with friend and former School Captain Sam Jackson (S&A 2021) after his debut match with the Sydney Swans on Friday 27 May
- 5 SPOC Cricket Club won the Chester Bennett Cup for the 2022 Intercol
- 6 Congratulations to Hugh Dawson (S&A 2015), pictured with parents Sarah and Peter Dawson, on receiving the C.A.S. Hawker Scholarship to study a Bachelor of Business (Agribusiness) at Marcus Oldham College in Geelong
- 7 Richie "Factor" Milne (W&A 1993) played his 384th game, a SPOC Football Club record, with his son Charlie (DAC Year 10)
- 8 Dr Mark Plummer (HWD 2002) mentoring current students at Careers Evening in May





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9 The Annual Saints Community Golf Day was held at Royal Adelaide Golf Club in February.
 10 Congratulations to old scholar Aidan Murphy (FRR 2020) who won gold in the 2022 Oceania Athletics Championships Open Men's 200m in a time of 20.76. Aidan is pictured with his mother Tania Van Heer (photo courtesy Athletics South Australia)
 11 Members of the 1967 1st XI Cricket Team, Phil Verco (ATH 1969), Alastair Douglas (FLL 1967), Jock McFarlane (SHT 1968), Chris Bowman (HWK 1967), Brent Emmett (MAC 1967) and Peter Weise (SCH 1967) mark 55 years since their Intercol victory

Old Scholar Events and Reunions

Save the Date!

Melbourne Chapter Dinner

Thursday 8 September, Royal South Yarra Lawn Tennis Club

Brisbane Chapter Dinner

Thursday 15 September, Tattersall's Club

Canberra Chapter Dinner

Wednesday 21 September, Royal Canberra Golf Club

Old Blues Luncheon

Thursday 13 October, St Peter's College

SPOC Business Lunch

Friday 28 October, National Wine Centre
Guest speaker Andrew Daniels (WDK 1978), Chairman of the South Australian Motorsport Board and former CEO of the Adelaide Oval Stadium Management Authority.

Milestone Reunion – 20 Year Reunions

The classes of 2000, 2001 and 2002 will come together at St Peter's College celebrate their milestone reunions on Saturday 5 November 2022

Milestone Reunion – 30 Year Reunions

The classes of 1990, 1991 and 1992 will celebrate their milestone reunions on Saturday 12 November 2022

Milestone Reunion – 40 Year Reunions

The classes of 1980, 1981 and 1982 will celebrate their milestone reunions on Saturday 19 November 2022

Milestone Reunion – 50 Year Reunions

The classes of 1970, 1971 and 1972 will celebrate their milestone reunions on Saturday 26 November 2022

Milestone Reunion – 60 Year Reunion

The classes of 1960, 1961 and 1962 will celebrate their milestone reunions, in conjunction with the Old Blues Luncheon on Thursday 13 October

Saints Community Golf Day 2023

Friday 24 February 2023,
Royal Adelaide Golf Club

Old Scholar Lunches

Old Scholar Development Liaison, Philip Marshall (SHT 1964) hosts regular old scholar lunches for small groups which include a tour of the School and a visit to the Headmaster's Study. Register your interest by emailing Foundation@stpeters.sa.edu.au



SPOC reunions, social and sporting events all serve to reconnect old scholars with the School and each other enhancing our strong, engaged community.

Visit the SPOC website to book or for more information www.spod.net.au



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- 1 The class of 2012 were welcomed back to the School for drinks in Da Costa Dining Hall before a reception at the National Wine Centre
- 2 Enjoying the SPOC Business Lunch held at the National Wine Centre in May are Greg Roberts (DAC 1998), Guy Williamson (HWK 1995), James Loechel (YNG 1997) and Luke Howes (DAC 1996)
- 3 London Chapter Dinner hosted by Seb Henbest (FRR 1997) and James Dee (HWD 1987)
- 4 Tim Browning, Headmaster with old scholars and their partners at US Chapter Dinner in New York in June
- 5 Over 100 School House old scholars returned to School in May for a special reunion to mark 20 years since School House merged with Wyatt & Allen House
- 6 The class of 2017 at a reception at the National Wine Centre
- 7 Tim Browning, Headmaster with old scholars and their partners at US Chapter Dinner in Malibu Los Angeles
- 8 In May, old scholars and their partners enjoyed the 14th annual Fleurieu Luncheon at Flying Fish, Port Elliot. Pictured Ross Kelly (FLL 1960), Jill Wilson and Michael Wilson (WDK 1951)
- 9 Mark Hogarth (DAC 1965), Andrew Taylor (W&A 1954), Rory Butterworth (DAC 1969) and Alan Hill (HWK 1968) at the SPOC Business Lunch
- 10 Andrew Beaven (MAC 1974) and Bruce Frayne (WDK 1976) at the SPOC Business Lunch

Life at Saints





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- 1 Pedal Prix Dinoco Team, Round 2 of the 2022 races at The Bend Motorsport Park
- 2 Year 3 students Finn Murphy, Liam Rathnaweerage and Alexander Lin at Bastille Day
- 3 Allison Flick, Ben Trussell, Ben George and Jacqui George at the Junior School Friends of Saints Quiz Night
- 4 Year 12 Prefects Rajiv Paranthavithana, Jake Nesbitt, Luca Paull, Charlie Wells with Captains Aidan Hughes and Chirath Lekamge at Clean Up Australia Day
- 5 Uncle John performing a Smoking Ceremony ahead of the Indigenous Round during National Reconciliation Week
- 6 Reception students visiting Mr Tim Browning to learn about the redevelopment of Big Quad





- 1 Year 1 students Zachariah Van Niekerk and Timmy Xu celebrate Harmony Week
- 2 Year 11 students Joshua McDowell, Lachlan M Bell, Henry Colbourne, Will White, Joshua Cooper, Vinnie Belperio fly for a mark at Winter House Games
- 3 Ethan Lim (Year 12), Johnny Turner (Year 10), Joey Fitzgerald (Year 9) and Will Fitzgerald (Year 12) performing at the Alfresco Concert
- 4 Paying respect to old scholars and staff who sacrificed their lives at war at the Anzac Day service
- 5 Reception student Oliver Dang with dad Hung and mum Yi on his first day of school
- 6 Parents Nicholas Kasmeridis, Eleni Kasmeridis, Carmel Allison and Dale Allison at the Welcome Cocktail Evening
- 7 Young House celebrating Shrove Tuesday and raising funds for Novita, Thomas Hamilton-Smith (Year 12), Seniru Navaratne (Year 11), Fred Kidman (Year 9), Rory Lethbridge (Year 12), Reuben Foster (Year 9), Hugh Hazell (Year 10), Oliver Grieve (Year 11), Will Lehmann (Year 12) and Ted Bond (Year 11)





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- 1 Female staff, Mr Tim Browning and Prefects 'Break the Bias' on International Women's Day
- 2 Year 4 students Zyggy Pellew, Matthew Karoubas, Archie Handshin, Hugo Matthews and Zephyr Tayler enjoying a break at the Summer House Games
- 3 Ollie Watson (Year 1) and Noah Campbell (Rec) baking cookies to sell for the Backpacks for SA Kids
- 4 Noah Latimer (Year 10) and Daniel Latimer (Year 8) celebrate mum Jo at the Mother-Son Breakfast
- 5 Year 1 students perform the Last Supper at the Maundy Thursday Service
- 6 Years 5 and 6 students with Author Adam Cece at the Luminary Lunch
- 7 Grandparents and Special Friends Day with Andrew Desyllas (Year 4), William Desyllas (Year 3) and Andrew Demourtzidis (Year 4)
- 8 Captains Chirath Lekamge and Aidan Hughes speaking with students at the National Student Leadership Summit
- 9 Concert Band Showcase in Memorial Hall



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Know our staff

Mr Colin Becker Junior School Robotics Coordinator



What is your role at St Peter's College?

My role is to coordinate the Junior School Robotics Program. This includes linking Robotics to units of work that are being studied within the Years 4 to 6 classrooms. I also run after school groups for students in Years 4 to 9 who wish to take part in the Australian RoboCup Junior Competitions. Additionally, I teach Maths and this year, for the first time, French.

What ignited your passion to teach?

I must admit that I listed teaching as my first choice for university because that's what my friend had done. However, I believe that in the back of my mind there were compelling reasons for doing so. I had an amazing Maths teacher in Years 10 and 11. He was the first teacher I had experienced who explained Maths in a way I found easy to grasp. I also had a passionate and inspiring English/History Teacher in Years 11 and 12.

What's an interesting fact no one knows about you?

Well, until recently, not many people knew that I could speak French, a language I have been learning for over ten years. People may see me as a Technology and Maths person, but I equally loved English at school and majored in it at university. I still love reading daily, but these

days, most of what I read is written by French authors, in French.

Do you have a mantra or philosophy you try to live by?

My mantra is that I love helping people and that forms the basis of my philosophy of teaching. My job is to help students learn and understand.

What is on your bucket list?

A trip to France! If it wasn't for recent world events, I would have already gone.

What do you find most rewarding about teaching?

I derive great pleasure when I see students experiencing success, particularly when it is unexpected. Working in an environment with young people exposes you to new ideas, beliefs and trends that people in other industries don't experience. We consistently change, adopt and adapt to reflect changes in society that can make our world a safer and better place for all.

Who has been your greatest influence on your career?

There have been a number of leaders in my career who I respect enormously. These leaders helped mould my approach to teaching and were responsible for major career shifts, or were simply willing to give me an opportunity.

Ms Ashlea Wellington Year 8 Coordinator



What is your role at St Peter's College?

In my role as the Year 8 Coordinator I oversee the wellbeing and progression of all Year 8 students, assisting them to make the most of their education at SPSC by reaching their full potential. I also teach English to students in Years 7 to 12. In this role I work with the boys to develop their literacy skills and, hopefully, make learning about different genres of writing and text types enjoyable.

What personal qualities do you most admire in people?

It is difficult to narrow it down to just a couple, but honesty and compassion would be two of the qualities I most admire in others. I really respect those who are honest, not only in their relationships and interactions with others, but to themselves by trying to be the best version of themselves each and every day.

What behaviour or personality trait do you most attribute your success to and why?

If you ask my family, and particularly my partner, Cody, I am an incredibly determined (and occasionally stubborn) person. I also love learning and experiencing new opportunities. The combination of these two traits is what has

helped me accomplish all the things in my life to date.

What is on your bucket list?

I have a very long bucket list! I've been very fortunate to already tick off some items – skydiving being one. One of the top items would be a round-the-world trip with my partner, immersing ourselves in as many different cultures and experiences as possible. Another bucket list item is to be able to speak Italian fluently. I have a basic vocabulary and knowledge through studying the language until Year 10, and I learnt a few phrases when I travelled to Italy, but I would love to be fluent.

What do you find most rewarding about teaching?

Teaching is an incredibly fulfilling career and there are numerous rewarding elements. The most rewarding aspect is seeing the progression in students' learning. I am very fortunate to teach across Years 7 to 12, so I have the opportunity to teach students in consecutive years. This allows me to witness the development in their knowledge and expression. It is a truly heart-warming and proud feeling.



