



ST PETER'S
COLLEGE

Summer 2024

Saints



Welcome Deputy Headmaster

Power of Service Learning

Sense of Belonging

Saints

Summer 2024

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



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St Peter's College acknowledges that we learn on the traditional Country of the Kaurna people of the Adelaide Plains, where the walls and fields of our School now stand. We pay our respect to Elders past, present and emerging and recognise and respect their cultural heritage, beliefs and relationship with the land that are of continuing importance to the Kaurna people living today.

Saints was first published in 1974 to highlight school activities for parents and old scholars. The Summer 2024 edition is the 143rd publication.

To uphold the School's strategic priority of good stewardship and environmental management, Saints is printed on recycled and recyclable paper and wrapped in Bio Bag, a 100% compostable wrap.

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'Strong and Lovely' Shining Through



Tim Browning, Headmaster and Edward Weeks (Year 11) play basketball with Buddy Up guest.

Among the many moments in 2023, across the full range of SPSC programs, there are an enormous number of highlights.

For each individual and family there will be a range of experiences, recognition of endeavour, achievement and growth that will form part of the experience and memory of the 176th year of the St Peter's College community. On paper, schools can look the same, yet we all know from personal experience that the soul of every school is absolutely unique. In 2023, the soul of St Peter's College was on display many times and I am pleased to have been present to experience the collective beauty, order and reverence the living stones of our community, our students, have presented.

I have no doubt that those in attendance at future reunions will recall the deep respect and reverence portrayed by our students who attended the funeral of one of their own in Memorial Hall so early in the year. With 600

students choosing to attend, with and for each other, in honour of their peer, the sense of collective grief and loss was real. The guard of honour was as mysterious as it was righteous. This will be one of the few moments in our lives, when surrounded by so many that we each felt the overpowering sense of silence and respect. The expressed emotion and respect is something of which all members of St Peter's College can be proud.

The intergenerational connection evident in the performance of composition *Close Now Thine Eyes* was also very moving. 82 years after the piece was first composed by old scholar Andrew Wells (W&A 1937) while serving in Tobruk during WWII, the performance by our choir, accompanied by the SPSC orchestra in Memorial Hall was special. This experience drew St Peter's College students out of themselves to consider their place in society and the world in meaningful and interconnected ways. Such an event expresses the soul of the School community in natural form.

Another special moment involved the farewelling of the graduating Class of 2023.

"The gentle, caring and sensitive nature of our students is drawn forth through this activity in such natural ways."

It is easy to take for granted how well our ceremonies function as an important part of the life of our institution. They are our pulse and are a measure of our tone and culture. It may sound like such a small thing yet this year the singing stood out. It was soulful and reverent. All in attendance at the final Chapel and Muster felt the sense of gratitude communicated by the Year 12 cohort as it was conveyed so movingly through voice in unison and passion. This was a beautiful thing and demonstrated that the education of boys is a privilege to share in partnership with our families.

As our Anglican Identity is further embedded into our way of being it has been very pleasing

this year to see our mission work spring to life through expanded activities of service. In particular, our respite care or 'Buddy Up' as it is known by our students who participate, really does bring out the best in all students. The gentle, caring and sensitive nature of our students is drawn

forth through this activity in such natural ways. Seeing the class of guests grow over the year has been a real highlight as it has meant more parents and carers have been granted a well-earned break from one on one caring while their child is at Buddy Up. This activity fits perfectly between our three-day residential respite care program known as the Sony Camp run by our Years 10 and 11 students and the Vailima Gardens retirement home visiting undertaken by our Prep students.

Above all, our students have shown in 2023 that the power of a single sex education is in the opportunity to normalise the right behaviours without the pressure of wider community stereotypes. When we strip away what the 'world' thinks or says a young man should be and permit our boys to both be themselves and share of themselves with others in authentic ways, vulnerability surrounded in a gentle strength shines through. 2023 has been a year of witnessing the 'strong and lovely' shine through.

Tim Browning | Headmaster



"Our 176 year history and rich heritage have influenced the review and it is our intention to better align our brand with our origins and values..."

Our Brand: Embracing Tradition and Evolution

The Collegiate School of St Peter is a vibrant place of constant change and amazing energy.

Our students and the broader school community are highly visible on and off campus and we all have a role to play to ensure we represent the School appropriately and we do what we can to ensure it can continue to be an exceptional community of learning.

Our brand is an embodiment of what we are. It has been developed and enhanced over generations of students and has a deep importance to all our stakeholders. The Council of Governors has been entrusted with the responsibility for branding and uniform designs since the Act of Incorporation was initiated by Bishop Short in 1849.

In recent months, the Council of Governors, supported by the Headmaster and his leadership team, have completed a detailed review of our brand and its application.

The key observations from our review highlight that the current application of our heraldry:

- is not consistent with our history;
- is not consistent with our values and the image we are looking to portray;
- is not consistent across sports and within individual sports; and
- does not provide clear distinction between students, staff and supporters.

Additionally, we are extremely conscious of the cost associated with sporting apparel and uniforms and the need to both simplify them and give them more longevity than one season of sport to minimise the cost to parents wherever possible.

As a result of the review, the Council of Governors has approved a number of subtle brand updates, noting that there will be no significant changes to the winter or summer uniform.

Our heraldry, granted to the School in 1954 by the College of Arms, will remain unchanged, but a more modest approach reflecting the School's Anglican Framework and values will dictate its application.

Our 176 year history and rich heritage have influenced the review and it is our intention to better align our visual identity with our original name: Collegiate School of St Peter, in Latin Sancti Petri Schola Collegiata, or SPSC as we know it.

The SPSC branding will be used on caps and hats for students and staff, in addition to forming the primary logo for our new range of supporter wear. Most importantly this apparel will be a year-round range of clothing and will be consistent across the School, in contrast to the existing designs and sport specific approach.

Consistency will extend to our uniforms both within and across different sports. The only variation within each sport will be the recognition of the 1st team on their upper garment. Across different sports, blue and white hoops will be incorporated where appropriate. Holding proud and historical relevance, these hoops have been represented throughout our history.

A complete guide to sporting uniforms will be shared with families in Term 1, with changes to be implemented from the 2024 winter sports season. A two-year transition period will commence at this time.

St Peter's College has a prodigious history. We look forward to current and future generations of students continuing to build the legacy of the Collegiate School of St Peter by wearing our brand with pride and a deep-seated understanding of truth, respect and service.

Mark Balnaves | Chairman of Council

Robert Welch (FLL 1955) explains the historical relevance of the blue and white hoops to his grandson Walter Welch.



Artwork for the 2022 School Christmas Card by Daniel Zhang (Year 3 in 2022)

The Magi and the Christ-child

At its best, Christianity celebrates the presence of the divine and the special in the ordinary things of life.

The great festival of Christmas demonstrates this in particularly grand style. The birth of the Christ-child is a celebration of the divine seen in something ordinary: in a simple child, born to a modest couple. This child will bring both peace to his people and an awareness that there is a deeper meaning to life, a deeper reality. This awareness of the deeper reality of life is called "wisdom" in our tradition. It is one of the titles for Jesus himself: Jesus, the wisdom of God.

In the Christmas tradition the magi embody this most profoundly, something recognised by the early Church: there are at least 85 paintings of the coming of the magi in the catacombs under the city of Rome. The magi are a reminder of how we are all to look at the ordinary events we see around us with wonder and awe.

These wondrous visitors from the East, the kings as we sometimes call them, come to visit the newborn baby.

In the ancient Middle Eastern world these magi were viewed as trusted advisors to kings, learned ones, proficient in the knowledge of mathematical calculations, medicine, dream interpretation and history. There are lots of stories that have been built up around the magi, all of which add to their mystery. We always assume there are three of them, because they bring three glorious gifts, but in fact Matthew never mentions a number in his account. Origen in about 250 was the first to give them names: Caspar, Balthazar and Melchior.

The stories of the magi remind us that the powerful, the wise and the respected should remember to see the divine in the humble and the ordinary. The magi worship the Christ-child,

because they see the divine in this simple child; they see the possibility of peace; they see God's presence. So, even though they are majestic, glorious and wise, they worship the little child, and give him wonderful gifts.

They are contrasted, starkly, with King Herod, who sees the Christ-child only as a threat and a danger.

When we look at the simple and the ordinary with the eyes of wonder, this will affect the way we look at everything. We celebrate the coming of the light at Christmas: the birth of the Christ-child, the symbol of hope, joy, peace and above all love. May we once again open our eyes to see the beauty and wonder of God's presence all around us.

The Reverend Dr Theo McCall | School Chaplain

Celebrating the Class of 2023

At St Peter's College, our vision is to be an exceptional community of learning.

In 2023, we've again witnessed the 'strong and lovely' shining through and we congratulate our students on a year of exceptional achievement academically, in music and the arts, on the sporting field and in service to others. More than that, our students leave us with strength

of character, a deep understanding of service, a curious nature and an inclusive, open-minded approach to life.

I pay special mention to the individuals of the Class of 2023 who played a pivotal role in the successful piloting and establishment of our "Buddy Up" respite program. Your contributions have forged a legacy that will foster personal

growth in future generations of students and benefit the wider community. You can read more about this program on page 12.

I wish every student in the Class of 2023 the very best for the years ahead. We are proud of your many achievements, and I look forward to following your future endeavours.

Tim Browning | Headmaster

ACADEMIC PURSUITS



13%
of students
gained an
ATAR of 99+

- 99.95 Darren Nguyen Dux of the School and Governor of South Australia Commendation for Excellence Award
- 99.95 Gunin Singhal Proxime Accessit
- 45% of students gained an ATAR of 90+
- 88.65 combined SACE and IB median
- 126 merits achieved, for a maximum possible score in an individual subject
- 4.02 out of 5 average effort grade recorded
- 6508 days spent in the wilderness as part of our Outdoor Education Program

SERVICE LEARNING



845
hours of respite
provided to
families of
children living
with a disability
through our
Buddy Up
respite program

- 3380 service hours recorded
- 149 service learning certificates obtained
- 18 students engaged in Sony Camp
- 15 charities supported in 2023

MUSIC AND THE ARTS



19
students
engaged in
performance
ensembles
or musicals

- 3 gold, 3 silver and 2 bronze medals won at Adelaide Eisteddfods and ABODA competitions
- Jacob Foster awarded People's Choice award in Adelaide Parklands Association Art competition
- 6 students invited to display Year 12 artwork in public exhibition

SPORT



168
boys played
a sport,
101 played
two or more

- 14 students represented South Australia in the following sports – Athletics, Badminton, Basketball, Hockey, Rowing, Rugby, Soccer, Swimming and Tennis
- Bailey O'Neil and Harvey White signed professional sporting club contracts (Soccer and Basketball respectively) whilst still at school
- Jonathan Harris named Athletics SA U18 Out of Stadium Athlete of the Year

... SO LONG AS ONE STONE REMAINS UPON ANOTHER
IT MAY STAND FOR ALL THINGS THAT ARE STRONG AND LOVELY
AND OF GOOD REPORT ...

Celebrating the Class of 2023



Our five-chapter valedictory celebrations brought about many emotions. It was a privilege to share these intimate occasions with our Year 12 families through the story telling and honouring of our Class of 2023.

There were special moments at each ceremony, but it was the inspired singing of the boys in their final Chapel and Muster that was a particularly beautiful moment. The singing of hymns with such precision and soul drew high praise from our School Organist Norm Inglis, who has been playing the organ in the School's Chapel for over 50 years.

Valedictory celebrations commenced in Term 3 with the Senior School House dinners. These intimate occasions provided a wonderful opportunity to authentically acknowledge every Year 12 student and for the boys to thank the staff who have supported them throughout their time at the School.

Celebration Day began with a special Year 12 Students and Parents Breakfast in Big Quad before the students joined their House groups for one last time ahead of their final Chapel Service and Communion. Students and their families were then welcomed into Memorial Hall for

the Valedictory Muster which showcased the light-hearted side of the graduating class. Students Harry Bruce (WVK 2023), Jonathan Harris (FRR 2023), Bailey O'Neil (SHT 2023) and Harvey White (DAC 2023) received the Keys Award; the highest honour for achievement in co-curricular activities. Their outstanding contributions to their co-curricular endeavours serve as an inspiration to all students across the School.

The Avenue of Honour, a much-loved St Peter's College tradition, was complemented by the beat of our drum line ensemble and saw our youngest students from our Early Years stand shoulder to shoulder with students in the senior years. Students and staff, parents and guardians lined the avenues of the senior campus, in union, to applaud the Class of 2023 as they took a step closer to a life beyond school.

Celebrations culminated in our 176th Speech Day followed by the Valedictory Dinner. Her Excellency, the Honourable Frances Adamson AC, Governor of South Australia delivered the Speech Day Address and SPOC Chairman, Oliver Sheahan (HWK 2007) officially welcomed their newest old scholars with the presentation of an old scholar tie.

The Valedictory Dinner, held at Adelaide Oval, was a casual affair that closed out the valedictory experience; the poignant parent and student reflections were a real highlight of the evening.

Tim Browning, Headmaster thanked the Class of 2023 for their acknowledgement of the School in their celebrations and for the dignity in the way they graduated. He also acknowledged their resilience, passion and leadership throughout their final year and expressed confidence in their readiness to flourish beyond the School's walls and fields, assuring each student that their best days lie ahead in a world full of new opportunities.



- 1 Her Excellency, the Honourable Frances Adamson AC, Governor of South Australia delivering the Speech Day Address
- 2 Ted Bond (Year 12) embraces brother Angus (Year 8) at the Avenue of Honour
- 3 Year 12 students Justin Dang, Aidan Eaton and Declan Ee at the Avenue of Honour

2024 School Leaders

In October, the 2024 School and House Prefects and Co-curricular Leaders were formally inducted in a special service held in Memorial Hall.

The newly appointed leaders affirmed their commitment to St Peter's College and promised to adhere to the School motto Pro Deo et Patria by committing to our values of truth, respect and service. Most importantly they are charged with maintaining a balance of both strength and love in all interactions; the measure of masculinity within this community.

Congratulations to the following students who were inducted into official positions. As you lead, may you look to the interests of others, act with humility, serve, particularly those in the minority, and serve selflessly.

School Captain

James Hattingh (HWD)

School Vice Captain

Ryan Fowler (SHT)

School Prefects

Olivier Bizot
Lachlan Gallagher
Oliver Hamilton
Jett Hasting
William Hawker
Zigurds Jonats
Bailey Kerr
Alexander Koh
Noah Latimer
Harvey Ledger
Wilson Lee
Charles Milne
Aadi Mittal
Alexander Piscioneri
John Turner
Archie Young

House Leaders

Da Costa House

House Captain: Charles Milne
House Vice Captain: Giordano Primaro
House Prefects:
Oliver Francou
James Gasparin
William White

Farr House

House Captain: Bailey Kerr
House Vice Captain: Joshua Thomson
House Prefects:
Siyu (Casper) Cai
Anand Holloway
Sean Ran

Farrell House

House Captain: Olivier Bizot
House Vice Captain: Haiding Wang
House Prefects:
Austin Brooks
William Disney
Jacob Sweet

Hawkes House

House Captain: Alexander Koh
House Vice Captain: Jack Hawkes
House Prefects:
Declan Brunsgard
Zixian (Carlos) Liu
Jake Richardson

Howard House

House Captain: Noah Latimer
House Vice Captain: Henry Xenophou
House Prefects:
Sebastian Birdseye
Alexander Cavenett
David Taylor

MacDermott House

House Captain: Archie Young
House Vice Captain: Dejan Dimovic
House Prefects:
Haydn Kamencak
Siddharth Rachakonda
Samuel Siebert

School & Allen House

House Captain: William Hawker
House Vice Captain: Jett Hasting
House Prefects:
Ned Bowman
Angus Crawford
Lewis Gilbert
Henry MacLachlan
Lachlan Walker

Short House

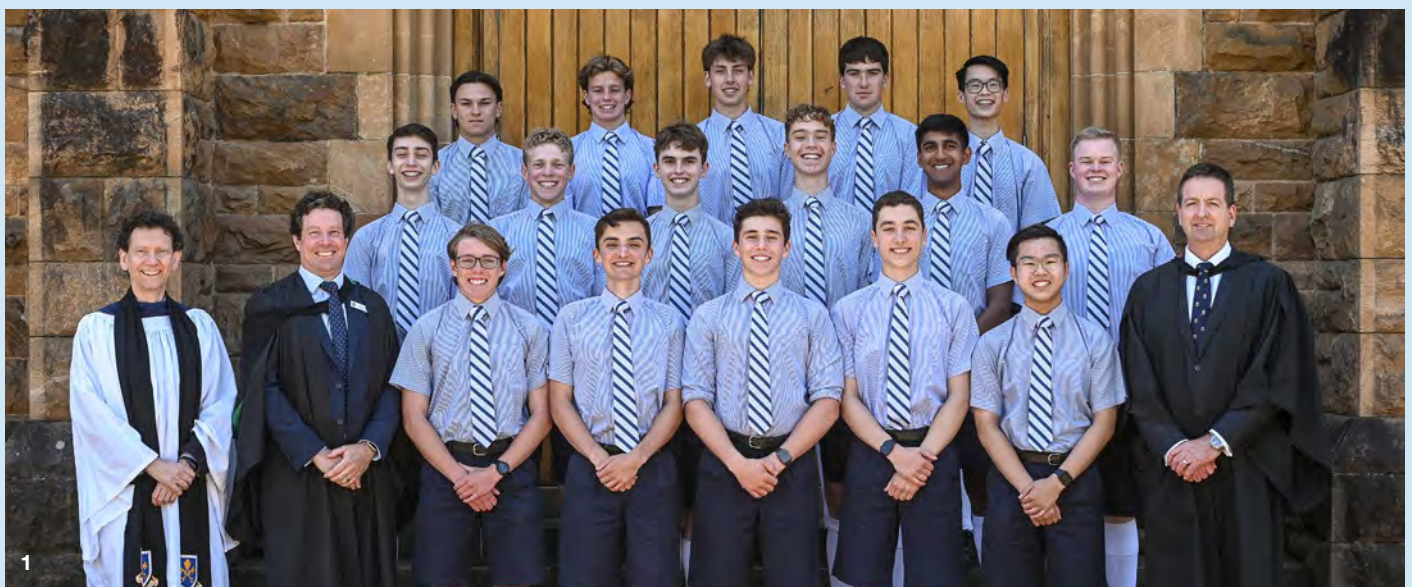
House Captain: Aadi Mittal
House Vice Captain: Joshua Myers
House Prefects:
Harrison Burns
Harry Janson
Letian (Sky) Liu

Woodcock House

House Captain: John Turner
House Vice Captain: Joseph Jureidini
House Prefects:
Henry Proudman
William Renfrey
George Wicks

Young House

House Captain: Zigurds Jonats
House Vice Captain: Henry Robertson
House Prefects:
George Griffith
Hugh Hazell
Huaqin (Tiger) Liu





Activity	Captain	Vice Captain	1st Team Captain
Athletics	Joshua Moro	Stephen Lacroix-Sneyd	
Arts	Vaughan Galloway		
Badminton	Jordan Lau Huaqin (Tiger) Liu		
Basketball	Alexander Kourani	Jordan Lau	
Chess	Sean Ran	Siyu (Casper) Cai, Alexander Koh	
Cricket	Alexander Cavenett	Harry Orchard, Aadi Mittal	Noah Latimer
Cross Country	Bailey Kerr	Henry Xenophou	
Debating	Alexander Koh	Siyu (Casper) Cai, Zigurds Jonats	
Football	Jett Hasting		
Hockey	Rhun Williams	Harrison Burns	Bryce Hammond
Music	John Turner	Lachlan Gallagher (Bands), Jack Hawkes (Bands), Timothy Suyapto (Strings), Archie Young (Choirs), Oliver Hamilton (Contemporary)	
Pedal Prix	Maximillian Walsh	James Gasparin, Archie Young	George Griffith
Rowing	Hugh Hazell	George Wicks, Archie Young	
Rugby	Jake Richardson	Harvey Ledger, Joshua Ledger	
Sailing	Lachlan Gallagher	David Taylor	
Soccer	Aaron Middelberg		
Squash	John Turner	Maulik Singhal	
Swimming	Liam Duerden James Stockman		
Table Tennis	Yi Qian (Glen) Li Peter Zhang	Yimo Liu	
Tennis	Sebastian Birdseye	Krish Raju, Gurneil Singh	
Volleyball	Giordano Primaro	Jason Dang, Sean Ran	
Water Polo	Michael Lazarevich		

- 1 Back row: Jett Hasting, Harvey Ledger, Charlie Milne, William Hawkers, Alex Koh
 Middle row: Johnny Turner, Archie Young, Zig Jonats, Noah Latimer, Aadi Mittal, Lachy Gallagher
 Front row: Reverend Dr Theo McCall, Mr David Nolan, Bailey Kerr, Olivier Bizot, Oliver Hamilton, Alexander Piscioneri, Wilson Lee, Mr Tim Browning
- 2 2024 Co-curricular Leaders

Welcome to our new Deputy Headmaster

Described by Year 4 student Jayden Chen as funny, energetic, and kind, our recently appointed Deputy Headmaster/Head of Senior School, David Nolan, sat down with students Jayden, Andrew Lillecrapp (Year 10 boarder), and Alexander Piscioneri (Year 11) to share some insight into his motivations and interests.

Alex: What surprised you most when you first arrived at St Peter's College?

Exploring the campus, taking in the beauty of the buildings and surrounds and appreciating the history and heritage was awesome. But what struck me the most was the quietness and calmness of the campus, especially considering it accommodates 1,600 boys.

Jayden: Who inspired you to take up a career in education?

Both my parents had professions centred around caring for others so I believe I was always destined to work in a job where I could do something for others. Additionally, I had a Head of House in Secondary School Mr John Palethorpe – he was an absolute legend who we all admired and respected. His influence inspired me to pursue a career in education. Interestingly, I suspect my Year 5 Teacher Mr Nineham was somewhat surprised when, in my first year of university as a young student teacher, I found myself in charge of his class – a stark contrast to my days as a less-than-easy student in his class at Algester Primary School.

Andrew: What are your strengths?

I believe one of my developed strengths lies in my ability to really listen to people and establish meaningful connections. Being empathetic and relational, I have a genuine interest in people and their stories. Things haven't always come easily to me so I have developed great perseverance and a love of trying to solve complex problems and help individuals discover really strong pathways in whatever they are pursuing.

Alex: What led to your decision to join St Peter's College?

My teaching career started at an Anglican School on the Gold Coast and I have many cherished memories of my time at All Saints Anglican School. I had been actively seeking a position in an Anglican School, and the vision of St Peter's College, particularly the ongoing work within the Anglican Framework, greatly appealed to me. Having worked in various schools, what stood out was SPSC's focus on building our Anglican Identity within the School

".. the opportunity to empower young people through education to make a positive impact on the world is what motivates me each day."

and the notion of inclusion for everyone. I was particularly drawn to the emphasis on service learning. As a firm believer that an Anglican identity serves as the foundation upon which a school can build, this played a significant role in my decision. Additionally, having attended an all-boys school myself, the prospect of returning to that environment was enticing. And I'm grateful that I took the opportunity.

Jayden: What qualities do you look for in a student, and why?

I admire authenticity and appreciate students who are true to themselves and are prepared to give things a go. A positive energy and a sense of fun are essential for me in the classroom – there's got to be a bit of pizzazz. Equally important is a student's willingness to ask for help when facing challenges. Good listening skills and a strong work ethic are important, but underneath it all I look for someone who embodies our values of truth, respect and service in their daily lives.



Andrew: What talents and gifts do you bring to our School?

I hope to bring a real sense of approachability, so people feel comfortable coming to me for conversations, whether they be students or staff. I'm not a bad rugby coach and whilst I won't be vying for the Headmaster's 1st XV coaching role, I could be handy coaching one of the other teams.

Jayden: Do you have any regrets from when you were young?

One of my biggest regrets was never learning a musical instrument so I'm thinking about joining Mr Turner and his Year 7 Band Program in 2024 to learn the trombone.



Andrew: What motivates you?

Witnessing young people achieve success in their own unique ways and thriving beyond the classroom is really fulfilling. I firmly believe education is the catalyst for such accomplishments so the opportunity to empower young people through education to make a positive impact on the world is what motivates me each day.

Andrew: If you visited my house on the farm, what would you be expecting for a meal?

I love lamb and knowing that your family are graziers, I would be hoping for a lamb roast with potatoes, greens and a side of bread.

Alex: If I was to give you an elephant, that you couldn't sell or give away, what would you do with it?

I love elephants, in fact I have them on the tie I am wearing today! Whenever I need strength for a significant occasion, I wear my elephant tie. If I brought my elephant to school, I'd bring it onto Main Oval on a hot day and have it act like a fountain that everyone could run underneath. You could even take it down onto the back ovals and add a slip and slide!



Students Jayden, Andrew and Alex interview new Deputy Headmaster David Nolan



Buddy Up Program Demonstrates the True Power of Service Learning

Zoe Armour is a fun-loving 17-year-old who enjoys making new friends and playing games (particularly if the game involves dogs – but more on that from Zoe later).

For a few hours every fortnight, Zoe has been visiting St Peter's College as a participant in our Buddy Up Program. This is because Zoe lives with Cohen Syndrome, a rare genetic disorder that affects only 1,000 people worldwide.

Our Buddy Up Program was initiated to provide a brief period of fun and respite for families just like Zoe's. There's no doubt the program is achieving this goal but perhaps the best part is that it's families just like Zoe's who have in fact been reminding us about the true power of service learning – how a simple, inclusive idea really can benefit the community as a whole.

As a Support Coordinator working in the disability sector, Sarah Armour knows first-hand the challenges many families are facing. She also happens to be Zoe's mum.

"To be honest, I was surprised when I heard a mainstream school wanted to do something like this because I don't know of anything else out there like the Buddy Up Program," she said.

"But when I was asked by the School to provide some guidance on establishing it, I quickly got the sense that the intent was to do it right and to do it well.

"Zoe has loved being involved in the Buddy Up Program. She is incredibly chatty and has had a great time making friends and enjoying games as part of an activity that is completely designed for her.

"I usually drop her off and then go and do my grocery shopping or get some work done.

I'll then often come back and join the group for dinner which is lovely."

Sarah has been impressed by the level of interest from St Peter's College students to be involved in the Program.

"The boys are the most patient, kind, courteous students I've ever known," she said.

"They have been naturals at interacting with Zoe and have quickly understood how to communicate on her level."

“There's benefit for all with this Program; I know some of the boys want to do it in part for the leadership growth it represents but I've also witnessed them growing and learning as people.”

Sarah is well aware that there is a long way to go in terms of equality and inclusion for people with disability.

"Children like Zoe are really no different to you and me in that they want to be loved and cared for and included – and that's exactly what the Buddy Up Program is teaching these boys," she said.

"There's benefit for all with this Program; I know some of the boys want to do it in part for the leadership growth it represents but I've also witnessed them growing and learning as people."

While Zoe says she was initially a little nervous to attend the Buddy Up Program she now thinks it's great. Her favourite activity is to enlist the boys help in a game of playing dogs.

"I've made some really great friends here and we have a great time together," she said.

"I enjoy playing tag and I also love playing dogs with them. The boys are really cool!"

From 4pm-7pm every second Monday, the Buddy Up Program sees us welcoming eight guests into our School. Students from Years 11 and 12 have been hosting these guests with a range of activities, including arts and craft, swimming, ball sports and more. They enjoy afternoon tea together and have dinner in Da Costa Dining Hall.

"Before starting the Program, all St Peter's College students receive training from our Diverse Learning Needs teacher," Service Learning Coordinator Ed Ruediger said.

"We also received support from an Occupational Therapist and external organisation VolunteerAbility, to ensure the Program could be delivered safely and appropriately for participants. Student to student handover has also been very important.

"Sarah and Zoe's story is a powerful example of how this Program is encouraging all of us to share more fully in our common humanity.

"The lesson for our students is about service and character but we've all been reminded of how important it is for us to broaden, actively contribute and nurture the community within which we live. It's clear the benefit of doing so is invaluable."

1 Year 11 students Zig Jonats and Angus Crawford with Buddy Up participant Zoe Armour
 2 Harrison Sheridan (Year 11) and Buddy Up guest playing with bubbles
 3 Year 11 students Harry Orchard and Sam Lacy with Buddy Up guest
 4 Charlie Milne (Year 11) painting with Buddy Up guest

"Turning this approach – with its multiple entry points and high ceilings – into fair, meaningful, standardised and benchmarked results is indubitably part of the science and art of teaching."

Differentiation: A Cornerstone of our Teaching Philosophy

As an educator at SPSC, collaborating with teams, line managers, and professional growth coaches is integral to enhancing one's teaching skills.

Our professional development focus areas continue to be guided by our strategic plan and vision and in 2023 we have specifically focused on the practice of differentiation.

Differentiation, sometimes dismissed as an educational buzzword, is one of the most important aspects of a teacher's practice. What does it mean? In essence, a teacher is differentiating if they consider student differences when they plan, deliver and assess curriculum.

Differentiation can range from low-level, incidental practices, like connecting content to a student's passion (I remember my Physics teacher explaining how a cricket ball swings, which greatly interested this young fast bowler!) to larger adjustments like offering a dyslexic Historian the opportunity to deliver a speech instead of a written task on the causes of the Great War, or removing the word limit on a narrative task for a student who was bursting to write the Great Australian Novel. The subjects a school offers can play a part in this – you will note, for instance, that SPSC learners are able to access both Vocational Education and

Training courses and University Studies in their senior years. Occasionally, physical learning spaces may require modification to ensure students can access curriculum equitably.

Turning this approach – with its multiple entry points and high ceilings – into fair, meaningful, standardised and benchmarked results is indubitably part of the science and art of teaching.

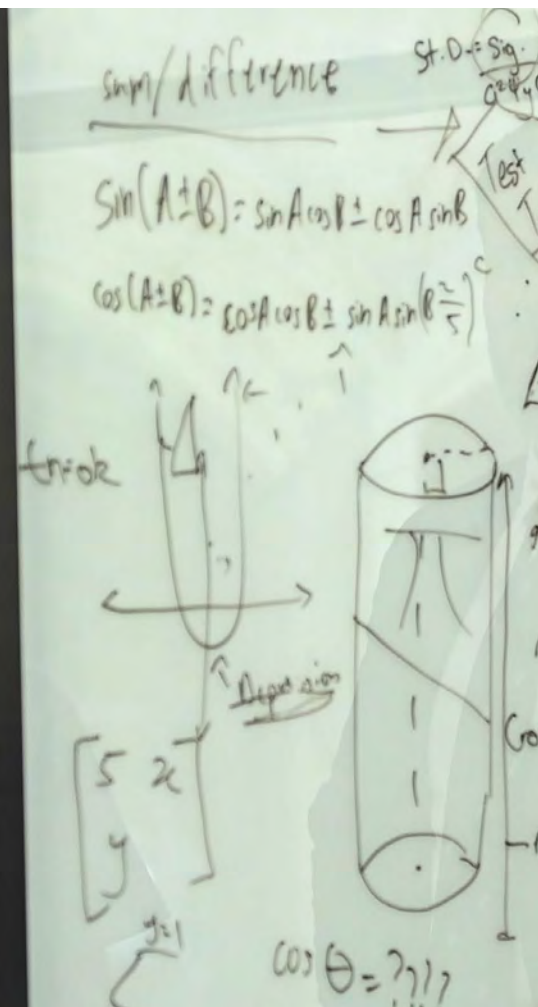
We are duty-bound to differentiate, though, even when it is difficult. Beyond the imperatives of the Federal Government's teaching standards and our own, self-designed, rigorous expectations for teachers, we are faced with a weighty evidence-base. If you are curious about what the research looks like, the work of Professor Carol-Ann Tomlinson at the University of Virginia is a good place to start. A number of SPSC teachers have been fortunate to work personally with Professor Tomlinson.

Beyond these professional imperatives, there exists a moral and spiritual duty to differentiate. Our Anglican Foundation does not use the term 'diversity' lightly, and I cannot imagine any member of the SPSC community arguing against the proposition that our boys are unique and enjoy different talents and passions; we respect and serve our learners by honouring this truth.

Individuals and teams have approached our differentiation professional development theme in different ways this year – one size does not fit all for this kind of learning, either! – but I have particularly enjoyed the work we have done when teachers from different year levels, departments, faculties and campuses have collaborated.

For instance, our most popular staff-led workshop throughout the year examined the intersection between differentiation and Artificial Intelligence; we had to run several sessions due to staff demand. Watching Junior School and Senior School teachers working together on core business like this is always exciting, especially when dealing with the ever-developing capacity of AI in the classroom.

Beyond this, a range of teachers and team leaders from across both campuses enrolled together in a micro-certificate in Gifted and Talented Education from GERRIC. The GERRIC centre operates out of the University of New South Wales and is a research leader in this field in the Southern Hemisphere. The course was both affirming and challenging; importantly, it reinvigorated our mission to remove arbitrary curriculum ceilings on learners who need to be extended.





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We are always interested in measuring our progress, too – teachers across the School continue to self-assess their differentiated practice using the government’s Quality Differentiated Teaching Practice standards, and differentiated practice is now our highest growth area as measured by our classroom observation program.

In terms of how our professional development fits into the student experience, our differentiation programs are appropriately diverse. Beyond the expertise of our classroom teachers, we are lucky to have a dedicated

Diverse Learning Needs team work alongside classroom teachers in addition to providing one-on-one and small-group support to students requiring assistance accessing curriculum, both during lessons and outside class time. Our Study Skills program is bearing real fruit, especially in the Middle Years, and our various Special Provisions flexibilities are well-utilised in the Senior Years. In terms of enrichment, there remain a number of exciting and ever-evolving opportunities through our micro-credential program, acceleration pathways, expanded elective choices and the

University Studies program, which now allows boys to be accredited in tertiary subjects ranging from International Law to Theology.

If you would like to know more about our differentiation programs, please contact me at ncarter@stpeters.sa.edu.au.

Nick Carter | Deputy Headmaster - Teaching and Learning

1 Nick Carter with Ned Manifold (Year 8)
 2 Lochie Siow (Year 10), Aarav Kochar (Year 9), Alex Nguyen (Year 10), Jordan Leo (Year 7)



Fostering a Sense of Belonging

In 1943, St Peter's College alumnus, Howard Florey (SPSC 1916) made a world-changing medical breakthrough for physical health by trialling penicillin on wounded American soldiers.

In the same year, American psychologist Abraham Maslow proposed a model that would continue to shape our understanding of mental health and motivation to this day. Maslow's Hierarchy of Needs explores what drives human behaviour and leaves us fulfilled – at its core is a sense of belonging.

The Australian Education Research Organisation (AERO) recently released a guide emphasising the significance of cultivating a sense of

belonging in schools. The most effective method, according to the guide, is a structured pastoral program with mentor groups to help students foster relationships with teachers and peers.

St Peter's College prides itself on a strong pastoral system. In the Junior School, form teachers facilitate the pastoral program. In the Middle Years, mentor classes are grouped by year level to help students navigate the complexities of the onset of puberty and all the physical, emotional, and social changes that occur as a result. Upon reaching Year 9, students join the House Mentor system where classes are grouped across the final four-year levels.

Pastoral care sessions provide the perfect opportunity to foster healthy discussions around current events and issues where students can respectfully share and listen to opinions. Days always begin with a Bible reading that is contextualised by the School Chaplain with discourse encouraged among the students. Students are also supported by their mentor to set and review goals and evaluate progress in their academic and co-curricular endeavours.

Mentors conduct regular one-on-one check-ins with students during pastoral care sessions with a focus on building their self-esteem so they can reach their full potential. During these discussions, mentors tune into the students'





interests and steer them to connection points in the school via co-curricular activities. Such opportunities often facilitate cross year level interactions which can further enhance feelings of inclusivity, belonging and overall wellbeing.

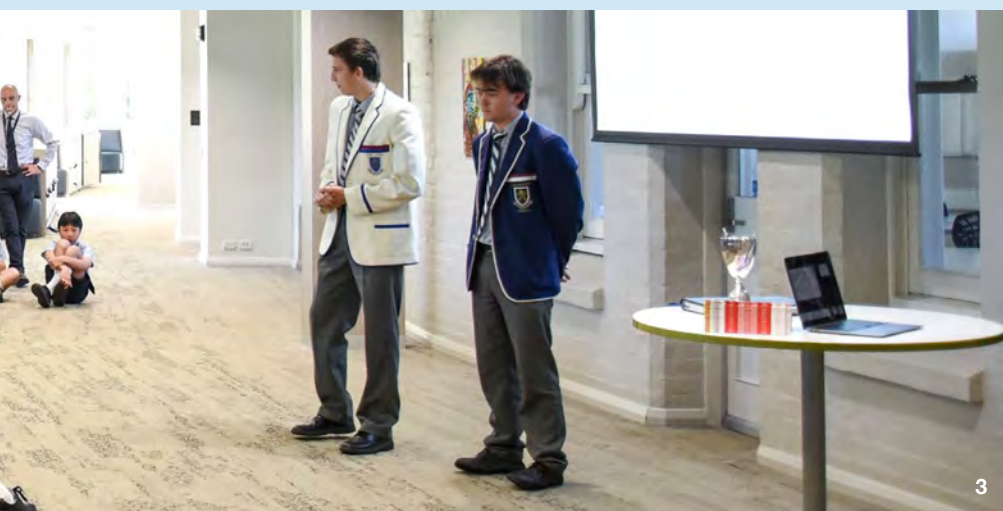
Our mission calls upon students to take an interest in others, to share in their experiences and invest time in understanding collective endeavour. During recent student leadership interviews, it was heartening to hear many Year 11 students not only name the younger students in their House but also share knowledge of their interests, passions, and personality. These relationships are forged and

nurtured through Mentor time, House activities, Musicals, Ensembles, Sports, as well as Clubs and Societies. Forming these relationships helps broaden social networks and provide opportunities for peer mentoring.

In addition to mentors, year level coordinators, chaplains, house leaders and peers, students are supported by three school psychologists who guide our proactive and reactive measures to student wellbeing issues. We believe that if our students are feeling good and functioning well, this provides a foundation for all elements of their education.

With the knowledge that strong relationships foster a culture of encouragement and inclusivity, the School remains focused on relational environments in all our endeavours. Anchored by a robust pastoral care program and diverse array of co-curricular activities, our boys learn the valuable lesson that shared meaning and purpose emerge when we belong to something far greater than ourselves.

Mark Coventry | Head of Middle Years



- 1 Mark Coventry with Phillip Makoooh (Year 7) and Xavier Caroscio (Year 8)
- 2 Howard House students bonding during Summer House Games
- 3 Young House students gather for House Muster



Elevating Literacy Standards through Collaboration and Innovation

In 2019, our Junior School Learning and Teaching team identified that NAPLAN results in reading and writing did not align with the potential we believed our boys could achieve in literacy.

Recognising the vital role of strong literacy skills in empowering our students, we embarked on a journey to elevate our standards in reading and writing.

Acknowledging the significant impact teachers play in shaping students' literacy skills, we actively sought their feedback to identify values and beliefs regarding reading and writing instruction. This input, combined with the latest evidence-based research from around the world, formed the basis of our reflective and generative process. We welcomed the collective knowledge and skills of our teaching team while pinpointing specific areas for improvement. Embracing a collaborative approach, we nurtured open communication channels and incorporated insights from experienced educators into our strategies.

Efficient reading is incredibly complex and involves intricate processes occurring simultaneously. Many skilled readers are not aware of these different processes as they are autonomous and implicit; yet, it is critical that students are explicitly taught these processes. Through a comprehensive understanding of these devices and effective teaching methods, Junior School teachers aligned their practices, providing students with a complementary and continuous approach to reading development. Parents are encouraged to discuss this approach with their son's teacher.

To refine our writing instruction, we engaged in professional learning with the Seven Steps Framework – an educator-developed program designed to simplify and demystify the writing process. Breaking down writing

into manageable steps, this framework offers teachers a structured approach to teaching and provides students with a clear pathway to enhance their writing skills.

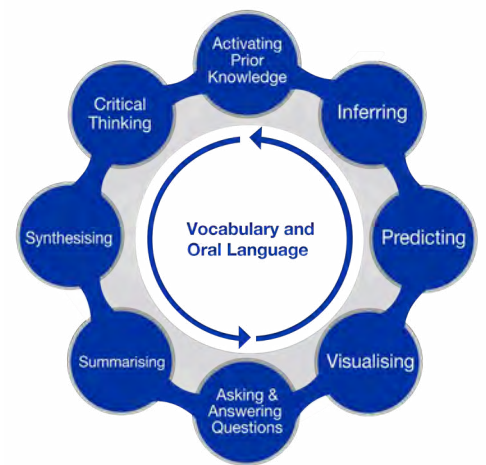
The Seven Steps Framework encompasses the following stages:

- Plan for Success: Brainstorming and organising ideas before starting to write.
- Sizzling Starts: Capturing the reader's attention with an engaging beginning.
- Tightening Tension: Building suspense and maintaining reader interest.
- Dynamic Dialogue: Incorporating dialogue effectively to convey messages.
- Show, Don't Tell: Using descriptive language to evoke vivid images.
- Ban the Boring: Avoiding repetitive language and injecting creativity.
- Exciting Endings: Concluding with impact, leaving a lasting impression.

In addition to the Seven Steps Framework, we strategically utilised the NAPLAN marking rubrics to evaluate and moderate assessments of student learning. These rubrics provided clear criteria for assessing writing skills, ensuring consistency and fairness in the evaluation process. Teachers were equipped with a standardised tool that facilitated targeted feedback, enabling students to understand their strengths and areas for improvement.

Our collective efforts are evident in significantly improved NAPLAN results, which show the development of all students' abilities. This success is further highlighted by outstanding performances in the International Competitions and Assessments for Schools (ICAS). Our students excelled in multiple categories in the state-wide competition, winning three of four writing categories, four of five reading categories, and the spelling category.

Reading Comprehension Strategies



Our journey, from underwhelming reading and writing assessment data in 2019 to triumphs in 2023, underscores the power of collaborative efforts, strategic professional learning, and effective use of assessment tools. By investing in our teachers and adopting proven, evidence-based strategies and frameworks like Seven Steps, we've not only elevated literacy standards, but also achieved tangible success against external benchmark assessments.

This accomplishment illustrates the power of our exceptional community of learning, where teachers are continually engaged in the process of learning. It also reflects our commitment to equipping students with the necessary skills and confidence to excel in the realm of literacy, challenging conventional expectations in the process.

**Jasmine Taylor | Deputy Headmaster/
Head of Junior School**

1 Year 5 students Sebastian Marafiotte and Lucas Wei (Year 5)
 2 Dev Grover (Rec) with Evangeline Western
 3 ICAS Medal recipients. Back row: Tyler Gow (Year 6), Harry Passaris (Year 6). Front row: Terry Yao (Year 4), Jayden Chen (Year 4), Ethan Wang (Year 2), Lucas Peries (Year 3), Owen Wu (Year 3)
 4 Austen Lin (Rec)

"At their core, Art, Drama and Music activities teach communication and connection."



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- 1 Chinese Martial Arts
- 2 and 7 Monster Making with artist James Parker
- 3 Beatboxing with Musician and Composer Adam Page
- 4 and 5 Pen and Ink Illustration with Zinia King
- 6 Monoprinting with artist Dan Withey



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Celebrating Creativity and Collaboration

As part of the School's commitment to nurturing the next generation of citizens and leaders, we remain focused on delivering a well-rounded, broad and liberal education.

Embracing this commitment we acknowledge the Arts' transformative impact on our students and continue to test and grow their creativity through art, music, drama, design, writing and more. Our inaugural SPSC Arts Day initiative stems from this commitment, supported by research highlighting that educational experiences in the Arts have the capacity to produce significant positive outcomes in academic and social development.

Held on Friday 18 August 2023, Arts Day marked a departure from the regular timetable for all Years 7 to 9 students. The day commenced with engaging workshops during lessons 1 through 4, followed by the spirited Battle of the Bands in lessons 5 and 6.

A diverse array of 13 workshops, spanning all strands of the Arts, provided students with hands-on experiences. From martial arts and Chinese dance to digital art, watercolour painting, sculpture making, live looping, drama games, Theatre Sports, and film and theatre makeup techniques, the day offered a rich tapestry of creative exploration.

It was wonderful to observe the positive interactions unfold between the three different

year levels in their chosen workshops. Workshops like "Monster Making" with James Parker showcased the true power of collaborative creativity.

At their core, Art, Drama and Music activities teach communication and connection. Through these subjects, and events such as Arts Day, students learn to collaborate and negotiate – skills that extend beyond the classroom and into the real world. The plethora of opportunities we provide for students to engage with the Arts contribute to a well-rounded education and teach numerous transferable skills, no matter what post-school path a student may be considering.

It is a well-known fact that today, universities and employers increasingly value and seek 'distinctives' in their candidates beyond ATARs. Skills in creative thinking and problem-solving are increasingly sought after. For example, in medical degrees, art analysis and anatomy drawing are often incorporated in courses, as research has shown these skills make Medical Practitioners better at diagnosis and more empathetic in their approach.

The Arts Faculty hope that events such as Arts Day will inspire our students to continue their creative development throughout their years at St Peter's College, recognising and valuing the valuable skills the Arts impart.

Adele Turner | Head of the Arts



Reflections of an 'Old' Old Scholar



As an old scholar for longer than I care to admit, a parent of sons who have traversed the walls and fields of St Peter's College, a current member of the School's Council of Governors, and the Chair of the School's Foundation, I am in a unique and privileged position to reflect upon our entire School community.

This reflection highlights the role service has played in shaping the life of our School for nearly two centuries, and will continue to play across the next 200 years.

To pause for a moment and reflect upon our Founders' shared vision for SPSC in 1847, and the unwavering commitment they made, offering not only their time and faith, but also their financial resources, reveals a truly remarkable journey. Our spectacular fields. Our historic and elegant buildings. Each a unique gift. Each with a unique story. All bound by a single vision.

As I sit here today, I am sure our Founders would take pride in the collective achievements inspired by the opportunities they initially set forth. What a legacy of community and shared responsibility they left us. In our own way, my family and I have accepted the challenge of meeting those expectations, sharing our pride

and respect for the School, and upholding the same faith and principles that have sustained the School since its founding. As we stride towards our bicentennial, we acknowledge the responsibility we have inherited and continue to renew our commitment.

This 'old' old scholar believes that my family's commitment to supporting one's journey through SPSC before joining the vibrant and globally placed old scholar network, by giving my time, in making regular gifts to the School's Foundation, are examples of the shared community experience of service and giving envisioned by our founders.

My message to you is please join me in sharing the responsibility we have inherited to maintain and renew our School. Help us navigate the challenges of the next 200 years. Donate. Volunteer. Serve. Be part of something bigger. Join the Foundation, leave a gift in your will, support a scholarship, support a new building program, engage in school community events. All are ways you can share the opportunities St Peter's College provides young men as they embark on their life journeys and beyond.

**Dr Rick Sawers AM (ATH 1966) |
Chair SPSC Foundation**



Rick Sawers with grandson Oscar Sawers (Year 8) and son Henry Sawers (Year 12)



"One particularly exciting aspect of our latest tertiary offering is the addition of teaching staff as students, who will be classmates of our Year 12 candidates."

Rev Dr Theo McCall and Alison St Jack, from St Barnabas College supporting teacher Thomas Higgins enrol in the Graduate Certificate of Theology

For the first time, in 2024, St Peter's College students and staff will have the chance to study university-level Theology here on campus through the University of Divinity and St Barnabas College.

This offering is part of our University Studies program, where appropriate students in Year 12 can enrol in genuine, accredited, first-year tertiary subjects taught by SPSC teachers within their school timetable. In 2024, our university 'streams' also include Pre-Med, Pre-Law, Business and Philosophy. We are fortunate to have a range of staff that are currently teaching, or have taught before, at a university level in these disciplines; experience and expertise such as this allows us to run these sorts of programs. In the case of Theology, the Reverend Dr Theo McCall will be teaching the course, in addition to maintaining his significant and valued role as School Chaplain and has expressed his excitement about the opportunity: "rigorous academic study of theology was a key reason I pursued ordination as an Anglican priest and it remains one of my passions."

The offering of tertiary Theology, as with all our University Studies courses, aligns with our deep and sustained commitment to connecting students to intellectual experiences that are engaging, meaningful and, perhaps most importantly, challenging. Beyond allowing

Tertiary Theology expands Uni@SPSC Program

students to complete some of their coursework before they start a relevant degree (although Year 12 students are not compelled to continue with these courses next year) it also helps boys acclimatise to the rigours of tertiary study; one danger of schools like St Peter's College, where scholars are heavily supported outside the classroom through programs like our Old Scholar Academic Mentoring Program and Faculty Support Sessions, is that young men can sometimes feel lost when they enter the world of university studies for the first time.

One particularly exciting aspect of our latest tertiary offering is the addition of teaching staff as students, who will be classmates of our Year 12 candidates. St Peter's College teachers are, like all good teachers, committed to lifelong learning, and this offering bolsters our wide-ranging Professional Growth Program in unprecedented ways. In what may be a national 'first,' staff will be able to earn a genuine university qualification – in this case a Graduate Certificate in Theology – without needing to leave the school campus.

Another appeal of our tertiary Theology program is the part it will play in the continued

articulation and celebration of our Anglican identity. Our pursuit of truth (one of our three central values, alongside respect and service), remains grounded in a deeply Anglican commitment to questioning the status quo through rigorous, intellectual debate and a distaste for easy answers and dogma. Our Theology candidates – both boys and teachers - come from a variety of creeds and backgrounds, which should make their addressal of the complexities of faith and the mysteries of the universe even richer. Father Theo's PhD supervisor, Dr Denis Edwards, was one of Australia's foremost theologians in the study of the interface between science, the universe, and theology. "If I can impart just a fraction of his wisdom and enthusiasm to the next generation of staff and students, it will be an exciting course!" said Father Theo.

Should you wish to learn more about our Theology program or any of our academic programs, please email ncarter@stpeters.sa.edu.au.

Nick Carter | Deputy Headmaster - Teaching and Learning



Performing on the National Stage

Congratulations to the students listed below who, over the past six months, have experienced success on the national and international stage in a range of academic and co-curricular pursuits.

Archery

Spencer Wallace (Year 6) (3) won gold for the U14 Compound in the State Field Archery Championship.

Athletics

The following students represented SA at the Australian All Schools Athletics Championships in Perth in December Gman Paye (Year 11), Henry Xenophou (Year 11), Bailey Kerr (Year 11), Jordan Primaro (Year 11), Sandro Purugganan (Year 10), Orlando Grantham (Year 7) and Andrei Chemutov (Year 6). Gman captained the Boys Team, and bought home gold in the U18 400m with a PB of 48.30 (.293).

Badminton

Declan Ee (Year 12) and Bal Ghiltora (Year 10) won silver at the U19 National Championships with Declan captaining the team. Andrew Xu

(Year 10) and Eric Liu (Year 9) represented SA in the U17 National Championships, Isaac Lau (Year 9) the U15 National Championships and Axel Tansu (Year 7) the U13 National Championships.

Basketball

Year 12 students Harry Bruce and Harvey White were selected in the Under 20 State Performance Squad.

Biology

Year 11 students Casper Cai, Alexander Koh and Maulik Singhal and William Carrigan (Year 10) ranked in the top 10% of students in the nation in the Biology Olympiad.

Chemistry

Casper Cai and Alexander Koh ranked in the top 10% of students in the nation in the Chemistry Olympiad. Casper was invited to attend the Chemistry Olympiad Summer School training held at the ANU in January.

Cross Country

The following students competed at the Australia Cross Country in Canberra in August

- Stephen Lacroix-Sneyd (Year 10, 16 and under), Shreyus Arramraj (Year 8, 13-15 years) and Andrei Chemutov (Year 6, 12 and under).

Debating

Alexander Koh and Jack Pillay (Year 10) (5) have been selected in the State Debating Squad to compete in April.

Duke of Edinburgh

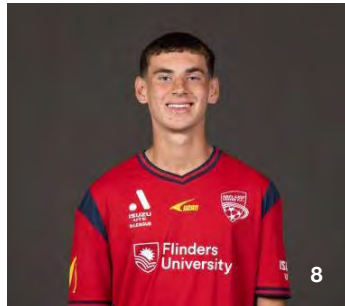
Year 11 student Archie Bater (7) was awarded The Duke of Edinburgh's International Award-Bronze and Silver.

Figure Skating

James Lin (Year 10) won the Junior Men State Championships and represented SA in the Australian Figure Skating Championships in December.

Hockey

Year 10 students Ryan Stockhoff and Felix Lloyd represented SA in the 16 years and under hockey team and Andrew Hattingh (Year 9) the U15 team.



1 Some of the students who have represented the School and state at a National Championship in sport this year: Back row: John Lucas (Year 9), Oliver Maddern (Year 10), Jeff Rozenbilds (Year 10), Oscar Larwood (Year 9) Middle row: Yongen Song (Year 9), Harvey Bryant (Year 8), Ryan Stockhoff (Year 10), Ethan Allison (Year 10), Ethan Herbert (Year 10), Alden Au (Year 9), Shreyus Arramraj (Year 8), Will Disney (Year 11), Andrew Xu (Year 10), Max Hewitt (Year 10) Front row: Felix Lloyd (Year 10), Andrew Maenda (Year 11), Bryce Hammond (Year 11), Jim Kelly (Year 11), Axel Tansu (Year 7), Eric Liu (Year 9), Emerson Cooper (Year 9)

Mathematics

The following students performed exceptionally well across a range of Australian Mathematical competitions: Australian Informatics Olympiad Gold Certificate (top 10% of nation) David Taylor (Year 11); Australian Mathematics Competition Prize winners (4) (top 0.33% of their division in Australia) Mason Qian (Year 7), Tao Wong (Year 7), Ryan Weinert (Year 8), William Wang (Year 10), Alexander Koh (Year 11) and Henry Peng (Year 12); Australian Intermediate Mathematical Olympiad High Distinction Winners (top 10% of Australia) Tao Wong; CAT Yitong Liu (Year 11).

Irish Dancing

Zig Jonats (Year 11) won the Senior Boys 16 years Australian Irish Dancing in October.

Physics

Year 11 students Alexander Koh, Casper Cai and Lewis Gilbert ranked in the top 10% of students in the nation in the Physics Olympiad. Alexander was invited to attend the Physics Olympiad Summer School training held at the ANU in January.

Racing

Leo Iannella (Year 8) (9) won the Go Karting Festival State Cup (KA3 Senior Light) and recently signed with Apogee Motorsport for the 2024 Toyota 86 Scholarship Series.

Rugby

Year 12 students Thomas Browning, Noah Robertson and Lachlan Bell (6) were selected in the SA Under 18 Squad to compete at the Southern States Championships, held in Canberra.

Soccer

Justin Scarpin (Year 7) and Alex Ascensio (Year 8) were selected in the U14 and U15 State squad respectively. James Tolis (Year 8) represented Football South Australia Metro U14 team in the Singa Cup. 1st XI Soccer Captain, Bailey O'Neil (Year 12) (8) was selected in the National U20 side and was awarded a professional contract with Adelaide United.

Swimming

Jayden Zhang (Year 4) and Max Hewitt (Year 9) competed for SA in the Australia School Sport Swimming Championships.

Table Tennis

Steven So (Year 7) (2) represented Australia in the World Table Tennis Youth event held in Hong Kong.

Water Polo

The following boys represented SA in Water Polo in January: 14U, George Bass, Henry Estcourt Hughes, Rafael Dreosti and Ethan Jaldiani, 16U, Emerson Cooper, Harvey Bryant, Joshua Maung, Archie Braithwaite, John Lucas and Oscar Larwood and 18U Michael Lazarevich and William Disney. Oliver Maddern (Year 10), Will Disney (Year 11), represented SA in the 17U Boys and Emerson Cooper, John Lucas, Joshua Maung and Oscar Larwood the 15U Boys National State Championship in Sydney in September.

*Details up to date at time of publishing and as made known by the School. Above achievements were recorded in the period August to December 2024.

A Centenary of Compassion

In 2023, the St Peter's College Mission Guild marked its 100th anniversary with an extraordinary year.

Not only did the Mission Guild successfully commemorate its centenary milestone by acknowledging the loyal service given by thousands of volunteers, but it also raised over \$100,000 through fundraising initiatives. This significant sum has been generously donated to Anglican charities, including St John's Youth Services, the Mary Magdalene Centre and Anglicare.

For the past 27 years, the St Peter's College Mission Guild has supported young, vulnerable people in South Australia through its partnership with St John's Youth Services. Nicole Chaplain, CEO of St John's Youth Services, expressed her deep gratitude for the enduring collaboration with the School.

"The Mission Guild has played a pivotal role in supporting young people transitioning out of crisis, through the 'Starter Kit' program initiated in 1996 when St Peter's College made an initial donation of \$3,420."

The Mission Guild's roots trace back to 1923 when a group of passionate women, committed to supporting the St Peter's College Mission, formed the Ladies' Guild. Their mission was to unite the mothers and sisters of SPSC students in a collective effort for the greater good.

".. gratitude is extended to the thousands of volunteers who, for over a century, have selflessly supported the St Peter's College Mission"

The origin of the St Peter's College Mission itself dates back to 1908 when Canon Hornabrook took charge of the Parish of St Mary Magdalene. Facing social challenges, he collaborated with the then SPSC Headmaster to establish a school mission financed and staffed by the school community. This mission provided essential services, including a free day school kindergarten, clubs for adults and children, a troop of Scouts and Guides and a thriving Sunday School. The Mission Guild played a pivotal role in the success of the Mission in the early years.

Over the years, members of the Mission Guild have raised funds through various initiatives including tennis days, bridge days, high teas, movie nights, and the incredibly successful recycled uniform shop. More recently the work of the

Mission Guild has extended to SPSC Service Learning with students supported by the Guild in undertaking community service projects. The School's Buddy Up respite program and Blue Threads enterprise have been beneficiaries of Mission Guild resources and their members' expertise.

As the Mission Guild celebrates its centenary, gratitude is extended to the thousands of volunteers who, for over a century, have selflessly supported the St Peter's College Mission and in doing so have made a significant impact in the lives of those less fortunate.



1 to 3 Mission Guild committee members support fundraising initiatives over the years



Tracing the 170 Year Legacy of Boarding

The rich history of boarding at St Peter's College spans 170 years, with its formal commencement in 1853 within the walls of the Main Building, now known as Old School House.

There remains evidence of these early boarders on the third floor, where they surreptitiously etched their names into the wooden beams (Please note: the Archivist does not condone graffiti or defacing school property). Informal arrangements predating the official start indicate the legacy of boarders at St Peter's College extends back 175 years to 1848.

The first group of boarders were accommodated in the home of the inaugural Headmaster, Reverend TP Wilson, on Gilbert Street in the city in 1848. The Council of Governors facilitated this arrangement, finding the property for Wilson, then furnishing it to be

both his residence and the boarders' abode. It was conveniently located a short walk from the school room behind Holy Trinity Church. Boarding fees were 25 pounds for boys under 10 years old, and 30 pounds for older boys.

This arrangement remained in place for six months. With the arrival of Bishop Short, the boarders temporarily resided with Reverend EK Miller and his wife, before moving to the home of the Second Master Allen in Melbourne Street in North Adelaide a year later in July 1849.

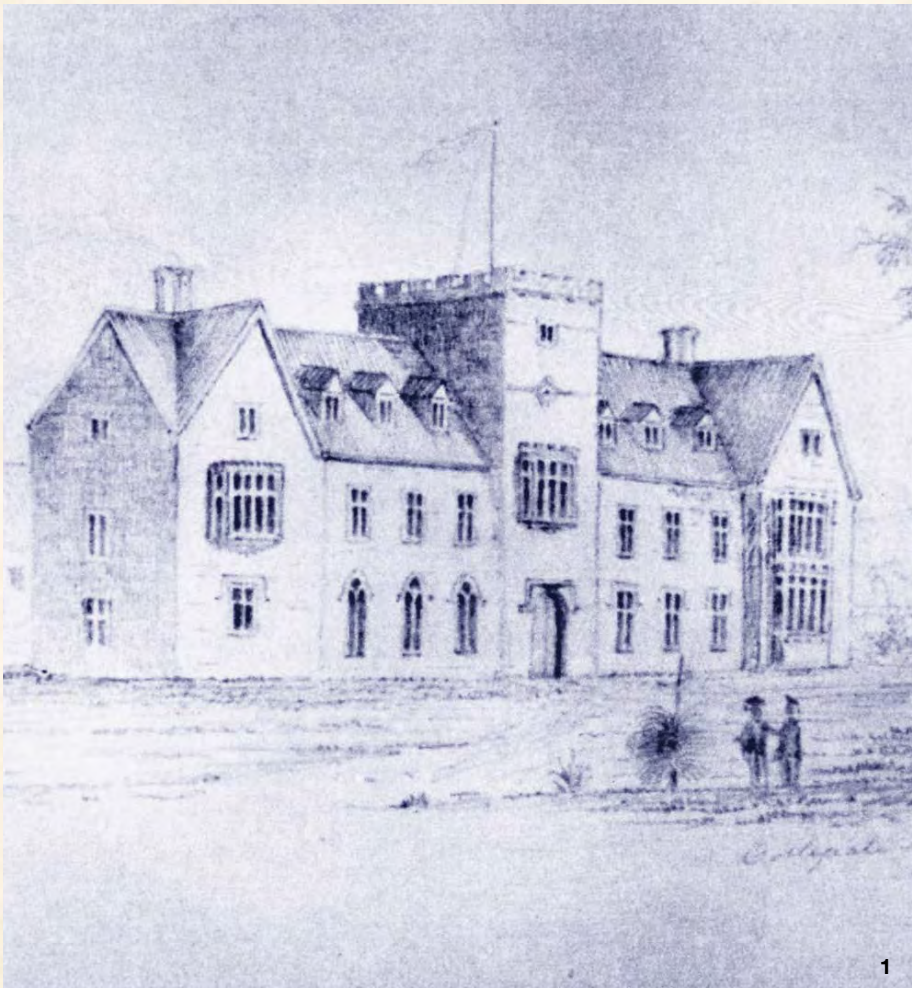
In July 1850, the boarders relocated once again, this time to Norwood House, the guest house of Mr and Mrs Baye. As learning transitioned from Holy Trinity Church to the Big School Room at the current Hackney site, the boarders faced a 25-minute walk to and from school each day.

Over two years later, living quarters were

established in the nearly completed Main Building. A special 12-day holiday was granted through September and October 1853 to move the borders from Norwood House to their new residence, officially marking the establishment of boarding at St Peter's College. Boarders occupied the Main building from 1853 to 1936, then moved to the newly constructed New School House, later renamed 'Pentreath,' in honour of the eighth Headmaster, Reverend Guy Pentreath.

As the years and decades went by, boarder locations evolved with fluctuating enrolment numbers and needs. Yet, these early beginnings laid the foundation for the Boarding House, an integral aspect of the School that has significantly impacted the lives of countless young men.

Elisabeth Bramford | School Archivist



Herwood Street
 N. Adelaide
 June 23rd 1849
 My Lord,
 I have been requested by the Acting
 Judge and some other gentlemen of respectability
 to undertake the charge of their children so that
 they may be able to attend the Collegiate School.
 Finding great difficulties in any way in so
 doing, it had been suggested to me that an applica-
 tion might be made to the Governor of the colony
 in consideration of the fact that any opening a
 boarding house would introduce 4 new pupils
 immediately & 3 more at the quarter to the school
 for a term of 2, 1100 upon interest to be repaid
 one half at 12 months and the remainder at 18 or
 for a shorter period if that is considered too
 long. I take the liberty therefore of applying

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- 1 The earliest known view of the School on the current Hackney site, c1852-3. Pencil drawing by Jane Dorothea Cannan, titled 'Collegiate Institution, Adelaide' from the collections of the Royal Historical Society of Victoria, Melbourne
- 2 1849 correspondence seeks funds to establish boarding house for boys attending school at request of Acting Judge and 'other gentlemen of respectability'



Rex J. Lipman
FELLOWS PROGRAM
• Being and Becoming •

The Pursuit of Truth

Everything we seek to achieve at St Peter's College stands upon our Anglican foundations and our core values of truth, respect and service.

We are called to be inclusive, to invite families of other faiths, or none, to join our community and we are greatly enriched by this diversity. Further, it is through the pursuit of truth that we are granted permission to disagree; we must teach our young men how to hold conflicting truths in tension. Robust debate about the issues central to the success of our society should be commonplace in our classrooms and across SPSC community discourse. As a nation, we lack forums and communities of dialogue where there are examples of community figures 'disagreeing well'.

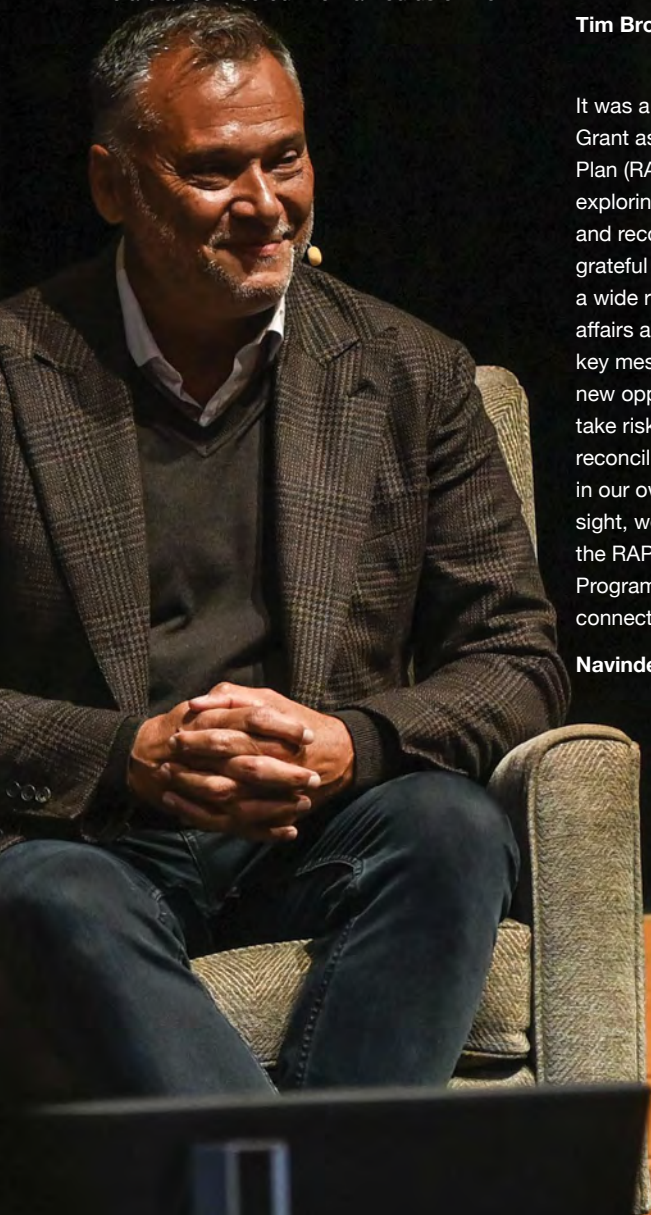
As part of our Rex J Lipman Fellows Program we were privileged to welcome Stan Grant,

one of Australia's most recognised and respected journalists, to the School in Term 3. His visit reinforced how well placed the St Peter's College community is to prepare young men for the challenges that lie ahead for our nation. Mr Grant's engagement with students in Years 3 to 12 and the wider Adelaide community through his public lecture, mirrored our commitment to the pursuit of truth no matter how hard the subject matter might be, or how emotionally connected we could be to either side of a debate. Mr Grant's articulation of Yindjamarra, the Wiradjuri philosophy of respect, is certainly not the message we hear being portrayed by the media. His challenge, that all Australian's seek to live with respect while creating a world worth living in, was powerful and reminded us that we each must play our part by taking responsibility for not only our own conduct, but the conduct of our neighbours. Mr Grant asked our students



to reflect at the end of each day on whether they had contributed to the construction of a world with less conflict, rather than more. A simply yet powerful act. Are you perpetuating conflict? He reminded us that we are each responsible for our words and the impact they have.

Mr Grant asked us all to be conscious of the 'illusion of separation' and reminded us that we are all connected. He warned us of the



risks of focussing on the theme of identity above the importance of belonging. In highlighting that today's media can no longer be relied upon as a source of truth, the responsibility on the School and all parents to be the feed that leads the journey of each young person has never been more significant. A strong partnership between home and school has never been more important.

Tim Browning | Headmaster

It was a privilege to meet with Mr Stan Grant as part of the Reconciliation Action Plan (RAP) Group, a group dedicated to exploring concepts of indigenous equality and reconciliation in Australia. We were very grateful to speak with Mr Grant and discuss a wide range of topics, including current affairs and his views on reconciliation. His key message to our group was to seize new opportunities without hesitation and take risks and they will pay off. If we want reconciliation in Australia, we must take it in our own hands; with a common goal in sight, we can make a difference. On behalf of the RAP Group, we thank the Rex J Lipman Program for this invaluable opportunity to connect with such an influential figure.

Navinder Takhar | Year 7 student

Throughout our lifetimes, certain moments stand out and inspire us, helping us learn more about ourselves and the world we live in. I experienced one such moment this year when I was given the opportunity to collaborate with celebrated Wiradjuri journalist, Stan Grant on the Rex J Lipman Fellows Program. Growing up as a Noongar woman in regional Australia, I struggled to walk in two worlds: the White Australia we all know, and the world of my people and heritage. Stan's own journey from country NSW to our national TV screens exemplifies the hard work it takes to balance cultural preservation and success. His achievements stand as a beacon for Aboriginal people like me, challenging prejudices and preconceptions about ours, the world's oldest living culture. His words act as a source of inspiration for many Australians, transcending cultural and racial boundaries and the realms of media influence. Beyond encountering a media luminary, I was meeting with a symbol of hope.

Our conversations delved into the hurdles faced by young Aboriginal and Torres Strait Islander children today. Stan's personal anecdotes highlighted the resilience needed to overcome prejudice. Emphasising the importance of mentorship, we discussed ways of creating pathways for the next generation and shaping narratives that redefine perceptions of our First Nations peoples. This passion was evident in his interactions with our students, particularly the Senior School students, who spent nearly two hours discussing politics, culture and life with him.

Stan Grant's legacy is a powerful reminder that breaking barriers and redefining stereotypes is a collective effort, bringing us closer to a more inclusive future where we listen to one another and unite. His inspiring story not only validated my voice, experiences, and enduring dreams but also fuelled my optimism for positive change in our country.

**Astrid Innes |
Events and Publications Officer**

Around the Grounds

Basketball

Our Basketball Program had a successful year across all grades. We won a total of 100 games (52%) overall - Open won 57%, Middle won 41% and Year 7 won 57%. The Open A's finished the regular season 7-2 and advanced to the SAAS Grand Final against Trinity winning the championship 61-53 with Emil Kourani named MVP. The team finished runner up in the state-wide school finals, losing to Glenunga by one point in overtime. Year 12 students Harvey White and Emil Kourani were named in the "SAAS All-Star 5" and Head Coach Helder Borges was named "SAAS Coach of the Year". Our Open A's had a solid Intercol win and our teams won 8 of 14 Senior School Intercol games.

Chess

70 boys were actively involved in the inter-school Chess season. SPSC continues to be the most represented school in the competition (5 Division 1, 5 Division 2 and 4 Division 3 teams). Captain Gunin Singhal (Year 12) and Vice-Captain Austin Liu (Year 12) led the boys through another successful season, bringing home strong wins each week across all divisions. With emerging Year 7 and 8 talents, combined with the experience of the older boys, the season was rewarding, with boys of all ages and abilities contributing to our success.

Cross Country

The SAAS inter-school program continued to offer weekly competition across various courses. SPSC attended all weekly competitions with pleasing athlete numbers in both Junior and Senior divisions. At the Mercedes Relay competition our Senior Team gained first place and our Junior Team second. 31 athletes attended the SSSSA State Cross Country Championships at Oakbank Racecourse. We won team gold in the 15 and 16 age groups and team silver in the Open age group. Jonathan Harris won gold in the Open Boys and Stephen Lacroix-Sneyd silver in the 16 year boys.

Debating

Although the Debating season was often interrupted with illness and other schools forfeiting, SPSC teams were consistent all season with significant development occurring across our Junior, Intermediate and Senior divisions. We have strong engagement with students participating in Debating, especially in the junior year levels. Although we did not win any grand finals this year; the following teams made it to the quarter and semi-finals: Senior

B Team 1 Quarter Finals, Junior A Team 2 and Intermediate B Team 1 Semi-Finals and both Senior A teams competed in the finals, with Team 2 competing in the Quarter Finals and Team 1 making it to the Semi-Finals.

Football

250 students participated in 9 teams across our Football Program this season. Rotation systems were continued at training sessions and smaller groups were utilised to give the boys maximum exposure to skill and game development. The senior Football program engaged in a pre-season camp at Finnis, which outlined the expectations for all players throughout the year. Results this year across the board were a little inconsistent but gives us a great platform to launch into season 2024. It was pleasing to witness the growth of many boys and great leadership qualities shining through in all ages of our program. Congratulations to Jett Hasting (Year 11) who was awarded the Gosse Medal for the best player in the 1st XVIII competition.

Hockey

In 2023 we provided a structural change for the Middle Years Team. With greater emphasis on our developing players and an increased role for them to play, we witnessed an exceptional increase in match skills and awareness, not to mention some outstanding results. Our Senior teams had a successful year. Welcoming back old scholars to take on coaching roles in our 2nd XI and goalkeeping programs culminated in some excellent results and an incredibly close Intercol match that went down to the line. In Paxton Silby's final year as our 1st XI coach, the team took out the State Championship, SAAS Premiership and Intercol match. The success is a reward for our collective hard work.

Pedal Prix

Pedal Prix has continued to grow with 63 boys participating in 2023. Additional numbers necessitated a sixth team in the 2023 Australian Human Powered Vehicle Super Series - 3 senior and 3 middle years teams. The 24-hour event held in late September in Murray Bridge was a test of endurance, driving skill and teamwork. The Senior Team, Vector finished in 2nd place and 3rd overall in the Australian Senior School Championship. Cicada and Dinoco (Senior Teams) finished the season in 20th and 23rd respectively. An impressive 6th, 23rd and 24th in (Junior Secondary) category, respectively for QuickSilver, T-Wrecks and Max-Q.





Rugby

The SPSC Rugby community experienced another successful year in 2023. We entered teams in all age divisions and participated in the cross field 7s, 10 a side games and the traditional 15 a side fixtures. In the lower year levels, numbers continued to grow which bodes well for the future. The 1st XV played and won all six inter-school fixtures and were narrowly defeated by the Old Collegians U18 club side. Highlights of the season include the Intercol win, SAAS Champions and an interstate trip to Victoria where victories were secured against Geelong Grammar and Haileybury College.



Soccer

2023 has seen another successful Soccer season at SPSC. With the addition of Years 2 and 3 students to the program, 300 senior and junior school students were enrolled in Soccer. The success of the Matildas at the FIFA World Cup brought an increased level of engagement to Soccer, which may lead to even stronger participation in future years. Highlights of the program included the strong Intercol result for our 1st XI and 1st XI Soccer Captain, Bailey O'Neil, being selected to represent Australia (refer to page 25).



Squash

Five teams were fielded through Years 7/8 to Open divisions in the North-Eastern Schools' Squash Competition. All players benefitted from the expertise of our new coach Lucas Norman, who brought a professional approach to our training and competitive endeavours. Six players entered the SA High School Competition, the pinnacle of the school Squash calendar with Johnny Turner (Year 11) achieving an outstanding 2nd in the Open Boys division. Highlights of the year included our first Intercol fixture that receive extraordinary support from students of both schools, and our Year 7/8 team who battled their way into the Grand Final to come out eventual Premiers.



Table Tennis

Table Tennis enjoyed another successful season, with 120 boys across 10 teams participating in the Statewide Schools Championships and Saints Blue League. We secured another great win at Intercol, with several close matches and a final score of 17 to 3. Our Open A1 team also brought home the SSSA pennant for their competition division. The Open and Middle A2 teams had a very successful season, with both squads winning the SSSA pennant while the Middle A1 squad continued to grow in strength.



Old Scholars Events and Highlights

The St Peter's Old Collegians Association provides opportunities for old scholars to reconnect with each other and the School both in person and through our online networking platform SPOC Connect.

Reunions in London, Hong Kong, Los Angeles and New York showcased the breadth and diversity of our community. The 34th Old Blues Lunch was held during October where the Class of 1963 marked their 60 Year Milestone Reunion. A highlight of the year was the Combined Milestone Reunion Dinner, uniting classes from 1973, 1983, 1993 and 2003, bringing together nearly 200 attendees with laughs, shared stories and the rekindling of friendships. The young men from the Class of 2023 were welcomed as our newest members at the SPOC Year 12 BBQ, and it was my honour to present each student with their SPOC tie at Speech Day, marking their transition to valued members of the SPOC community.

Looking ahead to 2024, there will be milestone reunions for many old scholars along with business lunches, annual Intercol events and the eagerly awaited return of the Annual Dinner, hosted by winemaking members of the SPOC community at the National Wine Centre.

Follow SPOC on Facebook, Instagram and join us on SPOC Connect.

Oliver Sheahan (HWK 2007) | SPOC Chairman





- 1 SPOC President Oren Klemich (DAC 1978) welcomes the Class of 2023 with Tim Browning, Headmaster
- 2 Class of 1963, Old Blues Lunch
- 3 London Chapter Dinner 2023
- 4 Class of 1973, 50 Year Milestone Reunion Dinner
- 5 Class of 1993, 30 Year Milestone Reunion Dinner
- 6 Class of 2003, 20 Year Milestone Reunion Dinner
- 7 Dual Brownlow Medallist Lachie Neale (S&A 2010) Photo Credit: AFL
- 8 Boarders' Reunion: Tony Keynes (SCH 1970), Tim Keynes (SCH 1971), Robert Keynes (SCH 1974) and Mark Greenfield (SCH 1971)
- 9 Class of 1980, 40 Year Milestone Reunion Dinner



Save the Date 2024

SPSC Community Golf Day

Friday 15 March, Glenelg Golf Club

Class of 2019 - 5 Year Milestone Reunion

Saturday 24 February, St Peter's College

SPOC March Luncheon and Class of 1954 70 Year Milestone Reunion

Thursday 7 March, St Peter's College

Mid North Region Function

Sunday 17 March, Pikes Winery, Clare

SPOC Annual General Meeting

Monday 8 April, St Peter's College

SPSC Anzac Memorial Service

Tuesday 30 April, St Peter's College

16th Annual Fleurieu Region Lunch

Sunday 5 May, Venue TBA

South-East Region Function

Sunday 5 May, Whistle Post Winery,
Coonawarra

Class of 2014 - 10 Year Milestone Reunion

Saturday 11 May, St Peter's College

SPOC V PAOCA Intercol Golf Day

Friday 19 July, Royal Adelaide Golf Club

History Unlocked: Old School House Heritage Walk

Thursday 25 July, St Peter's College

SPOC Annual Dinner

Saturday 27 July, National Wine Centre

35th Annual Old Blues Lunch

Wednesday 9 October, St Peter's College

Class of 1964 - 60 Year Milestone Reunion

Saturday 7 September, St Peter's College

Combined Milestone Reunion Dinner

Classes of 1974, 1984, 1994 & 2004

Saturday 2 November, St Peter's College

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

Sign up to SPOC
Connect for more
information.





- 1 Guests attend Old Blues Lunch
- 2 Boarders' Reunion
- 3 SPOC volunteers prepare for the Year 12 SPOC BBQ Lunch
- 4 and 5 SPOC Football Club: Team of the Century Event
- 6 Ravi Sathanathan (FLL 1995), Chris Hocking (FLL 1997) and Jeremy Wells (HWK 1998) at Intercol Golf Day
- 7 SPOC Football Club: Team of the Century Event, Chris Atkins (HWD 1964), Vic Patrick and Phil Colebatch (HWK 1963)
- 8 SPOC Football Club 1983 Premiers Reunion
- 9 Bruce Frayne (WDK 1976) and Guy Roberts (WDK1979) received Honorary Life Membership of SPOC Football Club
- 10 Darcy Collins (S&A 2022) with parents Marty Collins (SCH 1984) and Anne Collins at Darcy's Australian Army March Out Parade.
- 11 SPOC Basketball Club representatives at SPOC Year 12 BBQ



Life at Saints



- 1 Year 6 students visit Parliament House in Canberra
- 2 Henry Robertson with Sony Camp guests
- 3 Navinder Takhar with Author in Residence Will Kostakis
- 4 Taqi Abbas (Rec), Wali Abbas (Year 2) and Haidar Aliakbar (Rec) Junior School Book Week Parade
- 5 1st XI Cricket Team meet members of the Australian Women's Team at Lords during their UK Cricket Tour
- 6 Junior School Friends of Saints committee members
- 7 Senior School Friends of Saints committee members
- 8 Anglican Charities Day fun in the Junior School
- 9 Year 6 Social with Seymour College, Wilderness School, Walford Anglican School for Girls and St Peter's Girls School
- 10 Zac Ventura (Year 3) and Harry Ventura (Year 2) with Dad Walter at Father's Day Breakfast
- 11 Cabaret Festival







1



2



3



4



5



6



- 1 Early Years and Prep students at the Spring Magic Festival
- 2 Year 11 students performing Two One Act plays by David Ives, Aaron Sweet, Vaughan Galloway and Oliver Hamilton
- 3 Thomas Hill (Year 11) and Alex Randall (Year 11) with their dates at the Blue & White
- 4 Reception students celebrating 100 Days of School
- 5 Darcy Connor (Year 12) enjoying the dodgem cars at the Blue & White
- 6 Year 7 students collaborate with visitors from St Peter's Girls School at Relationships Day
- 7 Guests at the Junior School Artist in Residence Exhibition opening
- 8 The Blue Army supporting the Winter Intercol Football match
- 9 School Captains Thomas Hamilton-Smith and Aidan Hua with Mission Guild President Paula Musolino and Secretary Kirsty Whiteman
- 10 Year 7 students Austen Speirs, Aadil Janjua and Steven So preparing to launch their Rocket Car



Know our Staff

Jacob Robson Head of House - Farr



What is your role at St Peter's College?

As a Senior School teacher, I focus on actively engaging and supporting students to maximise their learning opportunities. This involves overseeing an array of skill and character development in the boys as they progress through their high school years.

Similarly, in my capacity as Head of House - Farr, I oversee the pastoral development of around 100 boys across Years 7 to 12. As Head of House, my primary responsibility is to establish and foster a culture where every student feels visible, acknowledged, and valued for their unique qualities. This works alongside the challenge of supporting students to make the most of their opportunities and build their capacity and character by supporting their peers.

What ignited your passion to teach?

The spark for my passion to teach comes from my grandfather, an educator, along with the inspiration I drew from many of my high school teachers. However, I believe my desire to teach stems from my passion to learn and share insights with others.

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

I've spent most of my life playing in some sort of band or musical ensemble (with varying degrees of competency and success). I usually play the drums, but like most drummers I also attempt to play several different instruments!

If you could swap roles with anyone in the School for a day, who would it be with?

I would swap with anyone fortunate enough to have access to a ride-on mower.

What do you find most rewarding about teaching?

I've always enjoyed working with others, and the sense of achievement that teachers feel when they have a positive impact on somebody else is incredibly rewarding. The reverse is also true – there are so many rewarding moments in my professional life that are sparked by my students or colleagues.

Another rewarding aspect of teaching is the fact that it's about 'the long game'. The impact you can have in one lesson, or even one interaction, may prove really significant for that student later in life.

Robert Adcock Junior School Teacher



What is your role at St Peter's College?

As a teacher, my primary focus is to support each child's academic development. More holistically, my aim is to ensure the development of essential social and emotional characteristics and skills that foster flourishing and fulfilling lives.

Do you have a philosophy you try to live by?

As a parent, I know first-hand the love, concern, hopes and dreams that we have for our own children. I make a conscious effort to keep this perspective in mind when connecting with and supporting the children and families in my care.

What is on your bucket list?

I would love to teach at an international school in Europe. My wife, Leah, and I spent seven years teaching at international schools in Malaysia and Singapore. COVID then emerged just as we had our first son, so we returned home to Adelaide to be closer to family. Many of our closest friends returned to their homes throughout Europe and I'd love to reconnect with them, travel the area and immerse our family in new cultures.

What do you find most rewarding about teaching?

I have spent most of my career teaching in the early years of education. This phase in a child's life is critical as they begin to learn about themselves and their value in the world. Playing a significant role in a child's life during these formative years is both humbling and incredibly rewarding.

Who has had the greatest influence on your career?

My mum, Barbara. Her distinguished career in education was something I recognised as special from an early age. Parents, teachers and students alike would always speak of her in high regard, and I had the privilege of witnessing her impact on these people's lives extend far beyond her classroom walls. Her success in her career is one I hope to live up to myself.

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