Les Misérables performance

Inside Saints

From the Acting Headmaster

Celebrating 170 years

Year 12 celebrations

Animal residents in the Junior School

Celebrating the bond between fathers and sons
Thank you
The School would like to thank everyone involved in preparing this issue of ‘Saints’, including the students and staff who supplied articles and photos.

Photography
The School would also like to thank the following photographers whose photographs contributed to this publication – Event Photographers, Focus School Portraits, Emily Rogers, Jason Fitzsimmons Photography, Focus School Portraits, Joel Roosa Photography, Peter Fisher Photography, Richard Beale, Rob Lane and the many staff who took pictures throughout the year.

Front cover
James Donlan, as Enjolras, takes centre stage with Luke Williams and Thomas Jose in the musical production of Les Misérables.

Pictured left:
Ned Mount with his grandfather during the morning activities of Grandparents’ and Special Friends’ Day.
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In returning to the School where I was a student, I did not anticipate the emotions and memories that would be stirred up as a result.

In a similar way, the Year 12s who left at the end of Term 4 experienced a range of emotions as they thought about the important role the School played in their lives as they grappled with separation from this beautiful place. For many, St Peter’s College has dominated their whole lives so it was right that they left with deep and perhaps even conflicting emotions. Acknowledging our emotions is important; many were sad to leave whilst at the same time feeling ready to go on to the next chapter of work or study.

Upon reflection, the vast majority of my memories and feelings about the School are extremely positive. Indeed, at times I find myself quite moved by events that occurred a long time ago but that are now fresh in my memory as a result of returning to my alma mater. Nevertheless, there were some practices and behaviours that occurred when I was at School that would not be acceptable today. As Joe Thorp, Chairman, Council of Governors has written in his article, it is important for the School to look carefully at its facilities and practices to ensure we stay ahead of the game. The challenge is to determine which aspects of our heritage need to stay and which parts need tweaking from time to time.

While it is usually clear when buildings need refurbishment and renewal, it is perhaps more difficult to identify when established cultural practices need to change. Thankfully, like all great schools, St Peter’s College is not afraid to address these areas and significant positive changes have occurred since I was a student. Specifically, I’d like to reference some changes that have occurred within the Houses. It is true to say that, regardless of the era, most students identify most strongly with their House, there is no doubt that the Houses are and have always been, a strength of this School.

While alliance to House has always been strong, there has been a gradual strengthening of the importance of the pastoral aspect of Houses over the years – reflecting the expectations of modern society. For example, there are now smaller mentor groups within each House which ensures each student is seen, heard and known. This also means that pastoral programs such as the Courage, Adaptability, Respect and Empathy (CARE) program can be delivered effectively. Furthermore, we have recently decided to relieve Heads of Houses of some of their teaching load. This change will enable them to immediately respond to important issues relating to the wellbeing of students and will also provide additional time to ensure the pastoral care program is delivered even more effectively. Pro Deo et Patria.

Ben Hanisch
Acting Headmaster

From the Acting Headmaster

Pictured below:
1. Thomas Ganzis shows team spirit.
2. MacDermott work together at the annual Pyramid of Cans
3. Mr Jon Inge with Will Varga, Kush Goyal, Benjamin Harding, Josh Dunstan at the annual Battle of the Bands
Interregnum or continuum? That is the question I put to Acting Headmaster Ben Hanisch and the staff as I addressed staff at the end of Term 2.

The Council of Governors has been very pleased with the way Ben; David Hine, Acting Deputy Headmaster; and David Scott, Acting Head of Senior School have led Saints and continued the improvement journey.

The changes that have been made, and those still under consideration by Council, are designed to ensure a focus on our core purpose – the education and development of our students:

• The Outdoor Education team has been reorganised and we are very grateful to Will Freesmith for his leadership that has seen the program continue and improve.

• The leadership structure in the Boarding House has been reviewed and changes are underway to provide an enhanced level of support to the boarders in their home away from home.

• The primacy of the Head of House in providing pastoral care for students has been reinforced with a reduced teaching load to enable the Heads to devote more time and energy to this critical role.

• A review of the structure and governance of the relationship between the School and old scholar sporting clubs to ensure we have engaged alumni who remain in contact with us and use School facilities in a structured and planned fashion.

• Creation of a dedicated music centre in the Hill Wing and a languages hub in the remodelled ground floor of the Gordon Building with offices for Heads of Houses in Old School House.

• The long overdue refurbishment and refit of the Lloyd changerooms.

• A new adventure playground for the Junior School, to be completed over the Christmas holidays.

• Progressing the development of the Building Master Plan which is being amended following the purchase of the former Sanitarium site. This will be finalised with the new Headmaster in early 2018.

• With the full support of Council, very clear expectations about behaviour have been communicated to the boys and to our community.

In addition to the activities listed above, the normal busyness of School life continued unabated in Terms 3 and 4. I know that many of you have kept Ben in your prayers during this time and the Council of Governors are very grateful for your ongoing support for Ben and the School. We thank Ben for his dedication and hard work – he has done a tremendous job in running the School for the past six months.

Joe Thorp
Chairman, Council of Governors

Pictured below:
House pride shown by the Young and School & Allen boys at the Summer House Sports Day
It was a great privilege to present the 2017 Confirmation candidates to Archbishop Geoffrey Smith on Sunday 24 September 2017.

Confirmation is a sacramental service in the Anglican Church during which the Bishop or Archbishop prays that the person will receive the gift of the Holy Spirit. The person confirms the promises made at their Baptism. For boys who were baptised as infants or young children, it is a chance to make the Christian promise for themselves. For everyone, it is a sign of belonging to the wider Church community, represented by the Bishop. It is a symbol of growing in the Christian faith and an important moment in a journey of devotion and spirituality.

At St Peter’s College, Confirmation prepares students to receive Holy Communion at our Senior School Eucharist on Maundy Thursday and St Peter’s Day, as well as in parish churches on any Sunday. We also hold a fortnightly Sunday evening Eucharist during term time for boarders.

The students participated in a Confirmation preparation camp at Finniss for two days the week before their Confirmation service. We explored aspects of Christianity such as life in the Church, reading the Bible, praying with meaning, the sacraments, and having confidence in God.

The camp also involved a number of outdoor activities such as kayaking, orienteering and the ‘leap of faith’ where students jump off a high point and trust absolutely in the safety harness. It was a joy to witness one of the students who was afraid of heights and very nervous about the ‘leap of faith’. He showed great courage and faith in the staff member holding the harness and in the equipment itself by leaping off the wall. He was an example of faith to all of us – and he went back for a second time!

The highlight of the camp was the wide game, resulting in a team-building activity on the water and a final water balloon showdown. This was followed by a campfire in the evening, when discussions ranged from reflections on the Holy Spirit to the place of faith in our personal lives.

At the Confirmation service it was wonderful to present the students to the Archbishop, knowing that they had grown and matured in their understanding of the Christian faith and in their support and appreciation of each other.

It was an honour to be part of the following students’ Confirmation journey:

Fraser Balnaves, Ben Brierley, Theo Dimitri, Harry Dunn, Jamie Graves, Rory Lethbridge, Tom McFarlane and Nicholas Rayner.

The Reverend Dr Theo McCall
School Chaplain

Pictured below:
1. The newly confirmed with Archbishop Geoffrey Smith, Fr Theo and Rev Ben: Fraser Balnaves, Ben Brierley, Theo Dimitri, Harry Dunn, Jamie Graves, Rory Lethbridge, Tom McFarlane and Nicholas Rayner.
2. Preparing to take the leap of faith.
3. Working as a team on the wide game.
Founders’ Day Celebration

Throughout 2017 the School has celebrated its 170th anniversary and acknowledged our rich history with activities culminating on Founders’ Day. Held at the beginning of Term 3, the service brought together the Junior and Senior Schools in a collective celebration.

With 300 staff and almost 1,500 students in attendance, everyone gathered in the Burchall Sports Centre to recognise this special occasion. As is tradition, boys learnt about key figures in the School’s history, honoured and remembered in the names of the Houses. This included benefactor and philanthropist Benjamin da Costa and Albert Brooks, a former master-in-charge of the Prep School.

To mark the occasion all students and staff received the booklet ‘A Celebration of Saints’ which rejoices in the surprising stories, tall tales and remarkable truths about the School’s history. Students also enjoyed popcorn from the School as a small gift.

Ben Hanisch
Acting Headmaster

To receive a complimentary copy of ‘A Celebration of Saints’ please email community@stpeters.sa.edu.au
Celebrating 170 years

St Peter’s College’s 170 year history is full of interesting milestones and memories. The photos below are from an anniversary exhibition in Athelney House, showcasing just a few of the moments and occasions which have contributed to the Saints we know today.

Pictured:
2. 1884: First edition of the St Peter’s School Magazine is published in June.
3. 1890: A new coat of arms is created. The blue shield with gold crossed keys represents the School’s patron saint of St Peter and the keys to the gates of heaven.
4. The School’s sixth Headmaster: Reverend Henry Girdlestone (1894–1915). He turned St Peter’s College from a small struggling school into a large and prosperous college. The Girdlestone Oval was later named in his honour.
5. 1900: A cadet corps is established. The company of cadets aged 14 to 19, consisted of boys from Saints, PAC and Adelaide University.
6. 1910: Preparatory School opens under Assistant Master F Ware (1910–1923) for boys aged six to eleven.
7. 1935: Headmaster Reverend Guy Pentreath initiates the Great Building Scheme which includes a new Headmaster’s House, a new boarding house, changing rooms, transformation of the gymnasium to a central dining hall and Big School Room into a library, as well as improvements to the Big Quad and Little Quad.
8. 1953: Cedric Hayward Memorial Gates erected and dedicated at the Hackney Road entrance, in honour of Cedric Hayward, an old scholar and Governor.
9. 1957: Memorial Arch and Cloisters in Big Quad erected in memory of those who died in World War II.
I write with mixed emotions as I prepare to leave Saints for a new role at Adelaide University, and I have been reflecting on the impact of the wellbeing and positive education program on our students and the School.

What is wellbeing?
In 2011 Saints was one of the first schools in Australia to use psychologist Professor Martin Seligman’s definition of wellbeing, which consists of the following five elements:

- Positive emotion
- Engagement
- Accomplishment
- Relationships
- Meaning

At its core, wellbeing is the combination of feeling good and functioning well, and includes the presence of positive emotions, good social relationships, a sense of competence, and feeling engaged in life.

Positive education
Positive education is about building wellbeing within educational communities. The most successful programs use a systematic framework that includes leadership and management, policies, teaching practice, and evidence-based teaching programs. St Peter’s College has firmly embedded positive education into all areas of School life and we are internationally recognised for our efforts.

Student perspectives
A 2016 wellbeing survey was the largest in the School’s history and asked students to comment on how St Peter’s College could enhance a culture of wellbeing, including what worked well and areas for improvement. The data we received was overwhelmingly positive with boys writing about the ways in which positive education had assisted them. This was notable where boys said that they feel better equipped to speak up when they need help and support. Students also expressed a growing sense of responsibility to look out for their mates. Junior School students in particular enjoy positive education, believing that it makes them better students and is part of what they love about the School. The survey results have helped refine the wellbeing program to ensure we continue to teach skills that boys can draw upon during stressful and difficult times whilst providing a strong foundation in lifelong resilience. As a whole, positive education has played an important role in shifting the St Peter’s College culture towards the vision to be a world-class school where all boys flourish.

Sharing our learning and experience
Wellbeing is a societal issue and from the outset Saints deliberately shared its wellbeing strategy and positive education programs with other schools. It is because of the significant efforts of Saints that over 8,500 students have studied preventative mental health programs, focusing on their strengths and the skills for resilience. I am most grateful to David Kolpak, Head of Junior Years – Wellbeing and Administration, and Sean Inman, Acting Head of Senior Years for leading the Junior and Senior Schools’ positive education teams.
The Wellbeing Journey at Saints

Our staff have published three ground-breaking books; Future Directions in Wellbeing Education, Organizations, and Policy (2017); Flourishing in Faith: Theology Encountering Positive Psychology (2017); and Evidence-based Approaches to Positive Education in Schools: Implementing a Strategic Framework for Wellbeing in Schools (2015). Moreover, the boys have created events including the beyondblue round of sport, the national student leadership summit and forged links with low SES schools which have been replicated by other schools across the country.

The next phase of the wellbeing program
St. Peter’s College is the first visible wellbeing school in Adelaide and the program will enhance and enrich our existing wellbeing strategy and positive education programs across the School. The program will be implemented from 2018.

Final reflections
The broader educational community is increasingly recognising the need for preventative approaches to mental health and the positive education programs at St Peter’s College provide such a preventative model. Over the past seven years, the School has successfully developed a wellbeing strategy, implemented numerous positive education programs, and developed a method for measuring and monitoring student wellbeing.

Tragically, in Australia, more young men die as a result of suicide than road deaths. Our wellbeing strategy is a pre-emptive approach that has the potential to immunise the boys against experiencing depression and other mental illnesses, and provide them with tools and skills to deal with life’s difficult moments. It is evident from the data that positive education is having a strong and affirmative impact on the School.

The sense of mission, the dedication and talent, and the care and compassion that abound at Saints make this a remarkable community, and it has been one of the great privileges of my professional life to be a part of it. I am optimistic about the next chapter that will be written in Saints’ wellbeing journey.

Mathew White
Director of Wellbeing and Positive Education
Since 1998, St Peter’s College has been one of over 4,000 schools around the world to offer the International Baccalaureate (IB) Diploma Program (IBDP). The program is for Year 11 and 12 students, providing a rigorous and broad academic program which aims to:

“… develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect … These programs encourage students across the world to become active, compassionate and lifelong learners …”

International Baccalaureate

It is this spirit of curiosity, critical thinking, academic rigor, international-mindedness and intercultural understanding that appeals to and reflects the values of St Peter’s College. For 15 years, Saints has been graduating young men whose learning in the IB has inspired, challenged and matured them. In fact, we have seen over 550 students complete the Diploma Program since its introduction. Arguably, with the introduction of both the new SACE and the Australian Curriculum, the focus in all learning has shifted in favour of critical thinking, collaboration, and cultural and ethical competencies. However, that has not dampened our enthusiasm for the IB as a particular pathway for our Year 11 and 12 students. Why not? There are several key reasons.

A rich curriculum

The IB demands a liberal education, where students emerge as well-rounded, free-thinking and confident citizens of the world. Students speak at least two languages and study literature, sciences and humanities. They serve others, undertake independent research, collaborate on their learning journey, and learn about the world of knowledge and themselves. It is a rich opportunity for teachers and students. I have taught the IB for many years in my English classes, enjoying sharing the world of literature with many young men. For me, it is a program of study unlike any other – it is both deep and broad, and at times confronting. Students learn so much about humanity, culture and artistic endeavour through the variety of literature on offer.

Beyond the classroom

The IB promotes learning beyond the classroom; indeed, it mandates that all students participate actively in life outside academic study. It requires all students to be active, creative and act in service of others via the Creativity, Action and Service hours. Students are shaped by this balanced approach to learning, reflecting on it each year in written responses they craft. Here is one recent example:

“…I enjoyed the liberty and responsibility of creating my own opportunities. It was refreshing to have freedom in how I went about my learning and growth … Newly-rooted passions and interests have granted me new hobbies and outlets that I greatly enjoy, as well as having a profound impact upon my perspective of the world and the beliefs that will influence how I go about my life.”

Reuben Symon, Year 12

Study of knowledge

The program is framed by the study of knowledge itself – its acquisition, construction and use – in the compulsory core subject called Theory of Knowledge. Students wrestle with sophisticated metacognitive ideas and come to appreciate that knowledge itself must never be taken for granted or viewed as simple. This critical and synthesised thinking is a life skill.
Why Study for the International Baccalaureate?

**Independent thinkers**
The IB fosters an incredible independence of thought and whilst students collaborate in many ways, their independence as students is taken seriously. They learn how to learn for themselves, ask good questions, find creative solutions, and approach learning in a way that works for them. Building these skills across the two-year program is important and is reinforced through the writing of an Extended Essay. The 4,000-word dissertation, in an area of the student’s own choosing, represents the very best of them as developing scholars.

**Benefits for all**
Perhaps the most compelling reason we offer the program is for the students and staff. Their reflections on the program, year after year, make us determined to promote it as a pathway. Here is a sample of this year’s students’ feedback:

“I love teaching the IB because you get to teach an academic subject to students who are passionate about learning. Being a worldwide course, the IB allows teachers to connect with fellow educators from all over the world to share resources and ideas.”
Ciaran Geraghty – Teacher - Senior School

“What I love is that the students who study IB are much less encumbered by assessment after assessment, and we have much more time for learning experimental physics. I also love that Theory of Knowledge pops up in classes all the time and allows for interesting discussions.”
Karl Grice – Head of Faculty - Science

All students in Year 10 at St Peter’s College select their Year 11 and 12 pathway (IB or SACE) in the middle of each year. We encourage Year 9 students, and even those in younger year levels, to begin asking questions and thinking about the potential of the course.

Emily FitzSimons
Director of Learning & Teaching Excellence

“I believe that [the IB] has challenged my capabilities in a raft of different ways, preparing me for a more independent style of life outside school. I have particularly enjoyed the depth and complexity of the different subjects…”
Daniel Munro, Year 12

“Studying the IB has allowed me to partake in a broad range of topics and subjects which would not be offered otherwise. The IB has allowed me to make the most of my education, while at the same time belonging to a close-knit group of motivated students.”
Aaron Wu, Year 11

“The best part of the IB experience is its freedom to learn and improve… and it prepares you extremely well for your future by teaching you skills and values to survive in the world.”
Manas Prasad, Year 11

“IB has been an incredibly rewarding experience for me; it has allowed me to explore a wide range of subjects and go further with these subjects… Doing IB has forced me to branch out and get involved with more activities inside and outside the School…”
Maxwell Fisher, Year 12

The IB is a wonderful community for teachers. Our IB teachers participate in high-quality, regular professional development, and are encouraged to also teach Theory of Knowledge, supervise Extended Essays and support boys through their CAS programs. A few of our IB teachers offered the following reflections:

Pictured below:
Daniel Munro, Aaron Wu, Reuben Symon, Manas Prasad, Maxwell Fisher: 2017 IB students and quoted in the article.
The True Meaning of Leadership

Every year as Term 3 comes to a close, Year 11 boys can apply for leadership positions including a School or House Prefect.

Students write a letter to their Head of House outlining how they meet our designated criteria including commitment to the School and its values, service record, and examples of demonstrated leadership. It is a stressful time for many and the majority of applicants are likely to be disappointed. Going through the process is important as dealing with disappointment is in itself a valuable life lesson. It certainly shouldn’t deter boys from applying for positions in the future – on the contrary, it should steel their resolve to continue to look for ways to improve themselves and seek opportunities to lead others. Leadership opportunities are also not just confined to Year 11; opportunities exist in sporting teams, bands, productions, classes and on outdoor education journeys.

A white blazer does not define leadership nor is it defined later in life by the position you hold. So what does define leadership? I believe that courage is the most significant aspect of being a leader.

While not every boy will be a leader, every boy has the opportunity to lead and every boy has the chance to demonstrate courage. In my view, the most valuable leadership lesson our students can learn is how to stand up to your peers for what you believe is right.

Unfortunately, we have witnessed occasions this semester when some students have made significant errors in judgment. However, these moments have also provided an opportunity for boys to lead by example and with integrity. Social media challenges us as educators and parents, and can also be a confronting space for boys. If students see comments or images on social media that they know are disrespectful, they should stand against it and call out the behaviour. All boys – student leaders or not – can do that.

Real leadership is standing up to poor behaviour. Remember that the standard you walk past is the standard you accept. We want our boys to stand up to poor behaviour. If they see the wrong thing happening, we want them to show true leadership and stand up to it, and state that it isn’t right. And if we can encourage our boys to lead like this, we are going a long way to developing their true leadership capabilities.

David Scott
Acting Head of Senior School

Pictured below:
1. Jack Balasis leads the First XI Soccer team during the intercol.
2. Christian Artacho stands in front of the victorious First V Basketball team in the intercol.
3. Oliver Marshall engages the Junior School boys.
Creating a sustainable St Peter’s College is a pivotal goal of the School’s strategic plan ‘Our Preferred Future’.

The School aims to reduce its carbon footprint and running costs with clear energy efficient strategies. Environmental sustainability is one of the world’s great challenges so with a local and global context in mind, Year 7 boys recently engaged in an interdisciplinary unit of study that investigated what financial and environmental sustainability means and how we can contribute to these ideals.

After hearing a presentation from Jason Haseldine, Director of Finance and Administration, students embarked on a tour of the School with a focus on energy consumption and measures to reduce carbon emissions. Boys looked at the differences between renewable and non-renewable resources as well as energy sources. They were asked to identify benefits of using specific non-renewable resources and suggest ways to reduce overall energy use.

Boys researched the viability of their chosen strategy to make their recommendations. They considered details like the ways in which renewable energy produces electricity, benefits and limitations, and the ways in which each strategy could influence the School’s running costs and environmental impact. Findings were presented to their peers, with all boys striving to be selected for an audience with the School’s Council of Governors.

This unit of work is an excellent example of the real-world learning we provide for Middle Years students. By considering a challenging problem, engaging in sustained inquiry, making authentic connections to their own lives, and presenting public products to real audiences, boys begin to understand how their learning can be applied in the real world.

In project-based learning, the teaching of skills, knowledge and content is integrated into the production of work delivered to people outside the classroom. Coupled with this, boys had to explain the rationale behind their choices, their research strategies and the outcomes of their findings. I’d like to thank the Year 7 teachers who contributed to this unit, the staff who supported the boys with information and tours, and the Council of Governors who actively engaged with the process. Well done to students who produced high-quality presentations and took some great steps to help Saints become financially and environmentally sustainable.

James Tamblyn
Head of Middle Years

Pictured below:
1. Mr John Wright with Year 7 students: Anay Pradhan, Alec Disney, Christos Angelopoulos, Kian Mylankal and Nick Bowes during their sustainability tour of the Burchmall Sports Centre.
2. Christos Angelopoulos, Anay Pradhan, Alec Disney, Kian Mylankal, Nick Bowes and Mr John Wright discuss a sustainable future at St Peter’s College.
Boarders’ Weekend Recreation Program

Living on a campus as spectacular as St Peter’s College certainly comes with a great deal of benefits. Apart from the aesthetically beautiful buildings and fields, our boarders have the advantage of a short walk home from classes at the end of the day, and close proximity to some of Adelaide’s finest attractions including the Adelaide Oval, Botanic Gardens and Rundle Mall. The boys also make good use of their out-of-School-hours access to the School’s ovals and Sports Centre.

While weekends can be filled with sport and time to relax following a busy week, we also offer an extensive and enriching weekend recreation program. Highlights this year have included a surfing trip to Middleton, fishing and camping at Finniss, bubble sports on Main Oval, mechanical bull riding within the Boarding House as well as a number of social outings with other local boarding schools. Providing students with a wide range of experiences targeted at different age groups is a carefully considered component of the boarding program and ensures variety and engagement with boys regardless of their age. Time away from family can be challenging for our boarders so it is important they have the opportunity to immerse themselves in all that the School and boarding at Saints can offer.

The weekend recreation program is also an essential element of our orientation for new boarders. It provides the newest boarding students with an opportunity to get to know others and often pushes boys out of their comfort zone in a supported environment.

While we happily provide an extensive recreation program, going out on leave is another important element of boarding. The boys are honest and genuine young men who sacrifice being at home with their family to attend our wonderful School. Having the chance to spend a weekend with a day family provides boarders with new opportunities and the ability to forge strong friendships with boys outside the Boarding House. I encourage current day families to offer to take a boarder out for a weekend; I know boarders would appreciate the opportunity. If you would like to know more about hosting boarding students please email me at rpearson@stpeters.sa.edu.au.

Ray Pearson
Head of Boarding

Pictured right: (Left to right) Tobey Ledger and Hugo Hart surfing at Middleton.

Pictured below: 1. Hamish Ferguson rides the mechanical bull in Boarding House.
2. Lahkai Councillor plays Archery Attack on Main Oval.
3. (Left to right) Mr Rob Green, Ben Stuart, Lahkai Councillor, Scott Taat, Tobey Ledger and Liam Vanschalk fishing camp at Finniss.
4. (Left to right) Charlie Heithersay and James Bryson surfing at Middleton.
The word ‘valedictory’ is the anglicised derivation of the Latin ‘vale dicere’, meaning to say farewell.

While saying farewell is usually a brief exchange of words, our Year 12 valedictory process is a little more extensive, lasting over two weeks and consisting of meetings, rehearsals, chapel services, morning teas, barbeque breakfasts and lunches, celebration games and activities, two musters and a guard of honour – culminating in Speech Day (with the Governor of South Australia as special guest) and an inaugural Valedictory Dinner at the Hilton Hotel.

We invest so much time in saying goodbye to our Year 12 students because we recognise the significance of this event for both boys and the School. The emotion on the faces of the boys and staff during the guard of honour was tangible proof of that significance registering with everyone.

The School introduced a valedictory dinner this year to provide teachers, boys and families with a final social occasion to mingle and enjoy a fine meal, whilst listening to some of the special memories and experiences from the boys’ time at Saints. Three Year 12s described their personal journeys through St Peter’s College and each boy took a slightly different perspective – one from the Junior School, one from the Boarding House and one from the Senior School. The boys spoke with warmth, candour, pride and sincerity, and finished their speeches with messages of gratitude. Saying thank you was the recurring theme throughout the valedictory process so this was a most fitting way to end proceedings.

Judging by the feedback we have received so far, the dinner was an overwhelming success. We now hope to build upon this success in future so that the dinner becomes an important part of the annual valedictory program.

Sean Inman
Acting Head of Senior Years
Memorial Hall was transformed into the ‘City of Lights’ on Friday 29 September, for the Blue and White formal. Extravagant decorations and an upbeat, busy atmosphere truly captured the theme of Paris.

Organising the event began in Term 1 and was an interesting experience and steep learning curve. From the meticulous and detailed safety measures through to organising the amusement ride and choosing a food menu, each detail gave us invaluable event-management experience.

As the guests arrived on the night they strolled along the red carpet to the sounds of an accordion player and were greeted by mime artists, can-can dancers and fops. The grand reveal into the hall unveiled a colourfully decorated, bustling Parisian café setting, complete with a large, central drinks bar and food carts.

As guests explored Memorial Hall and the side marquee, which housed the dancefloor and photo booths, they got a taste for French culture and atmosphere. The outdoor entertainment included dodgem cars and table tennis.

The night was a success and a great experience for all Year 11s, 12s and their dates; one we’re sure they won’t forget.

Organising an event of this scale is no easy task and we would like to thank everyone we worked so closely and tirelessly with to make the event a success, particularly Rebecca Foster and Ketrah Eaton from the Advancement Team. It was a memorable night and true testament to the efforts and expertise of those that helped to plan, construct and facilitate the 2017 Blue and White.

Lachlan Randello, School Captain, and Daniel Nisyrios
School Vice Captain
Pictured:
1. Blue and White entertainment, can can dancers and fops.
2. Tom McClure and guest.
5. Mrs Christine Iadanza, Ms Lauren Brenton, Ms Annette van Rensberg, Mrs Marie Daziani, Ms Vanessa Traino, Ms Xiaoning Wang.
7. Harvey Brennan and guest.
8. Matthew Worley, Isaac Tennant and guests.
9. Daniel Nisyrios, School Vice Captain, Lachlan Randello, School Captain and guests.
10. Lachlan Winter and guest.
11. Ethan Miller, Will Smithson-Tomas and guests.
13. Charles Colovic and guest.
15. Robbie Symonds and guest
16. Christopher Burton and guests.
17. Daniel Nisyrios, School Vice Captain, Lachlan Randello, School Captain and guests.
Singing a Different Tune

This year the music program at Saints has seen many changes and to quote Barack Obama: “Change will not come if we wait for some other person or some other time. We are the ones we’ve been waiting for. We are the change that we seek.”

I began as the new Director of Music in early 2017 and I have spent my first year exploring and embracing the importance of change, especially within music. I have been questioning what is important in music education and how the School can offer musical experiences that enrich and add meaning to boys’ lives, from the ELC right through to Year 12.

I am a firm believer that everyone should have the opportunity to learn a musical instrument or study singing. Music is about communication and, through performance, boys can creatively and emotively express themselves.

Our 2017 concert series, attendance at music festivals and Generations in Jazz in May has been an excellent platform for our boys to do just that. Highlights at Generations in Jazz include our Big Band winning second place in division 2 and Big Band 3 attending the event for the first time. In addition, Christopher Burton in Year 12 was selected to play in the Generations in Jazz super band on second trumpet – an enormous achievement.

Another major change this year has been the annual concert, which has been renamed the St Peter’s College Music Festival. More than 300 boys performed in June in four venues across the Senior School, playing concurrently. Memorial Hall, Memorial Hall foyer, Big School Room and the Chapel were a hive of activity throughout the evening. This allowed the audience to wander around these venues, watch a variety of ensembles and indulge in the festival spirit. Kristian Chong (DAC ’91) and Annouvong Liensavahn (MAC ’04) were our guest artists and our finale featured 250 choristers and instrumentalists performing an original composition by composer Carolyn Morris, commissioned by the School specifically for the event.

Philip Walsh
Director of Music

Pictured:
1. Christopher Burton
2. Billy Dowling
3. Ridho Redford
4. Year 5 preparatory Band – Director: Neal Holmes
5. Middle Years and Chamber Choir
6. Year 6 Band
7. Chamber Choir
8. Middle Concert Band – Clarinet: Daniel Jesudason, Alto Saxophone: Nicholas Koh with Adam Li: Trumpet
9. Tom Oldfield
10. Director Senior Concert Band – Mr Andre Ryjoch
11. Rohan Barbara, Christopher Neill, Eton Williams, Henry Allen, Fred Butcher, Albert Chim
There is an enormous amount of work that goes into creating such productions, both back- and on-stage, but entertaining audiences and seeing the smiles on people’s faces makes the effort worthwhile. I believe that being part of such a complex production is the best way to learn the skills of contributing to a team and working together.

Everything was meticulously planned – to the point where everyone knew what they were doing for each second and minute of the two-hour performance. The actors did not just act and the crew did not just set stages; everyone pitched in to ensure we put on the very best show. To complete something so monumental and have people applaud your hard work is something I will remember for the rest of my life.

James Donlan
Year 11
James played the role of Enjolras

There is joy felt by every member of a musical production when it is finally performed, and well worth the hours of hard work from staff and students alike.

It was a great privilege to be a part of the joint cast with Walford Anglican School for Girls and the experience of singing in Les Misérables is one I will never forget. The friendships created and the talents of a large group of people working together were amazing experiences. It was inspiring to perform in front of the largest audience ever to fill Memorial Hall.

Pictured:
1. The cast sing ‘One Day More’.
2. Kush Goyal sings “Epilogue” as Jean Valjean.
4. Alexander Bampton as Marius with Indi Neumann as Cosette sing ‘Heart full of love’.
5. Chisomo Banzi as Monsieur Thenardier sings ‘Innkeeper’s Song’.
6. The cast perform ‘The People’s Song’.
Earlier this semester we were privileged to be visited by Yalari’s Founding Director Waverly Stanley.

Yalari is a not-for-profit organisation which identifies Indigenous students who are doing well at primary school and gives them the opportunity to be educated at some of the best boarding schools in Australia. Through the gift of education, Yalari provides Indigenous young people with ideas and skills to help them pursue their goals and dreams.

At St Peter’s College, we are honoured to work in partnership with Yalari by playing a part in educating seven Yalari students. During his visit to Saints, Waverly enjoyed a special lunch with Indigenous students in the Senior School and addressed staff and students at muster, where he spoke about his life’s journey and history of Yalari.

The organisation plays an important mentoring and cultural role for its scholarship recipients and in September several of our Yalari students participated in the Cherbourg walk in Queensland. The commemorative walk takes place over five days and covers 100km, retracing the steps of those who were forcibly taken from their land and displaced. Students are counselled by Aboriginal elders as they take part in this spiritual experience. Programs like this play a significant role in helping our Indigenous students to be proud and connected to their ancestry whilst building their futures.

This year is a particularly significant one because Tye Bedford will be our first Yalari student to graduate Year 12 at St Peter’s College. Tye joined Saints in Year 7 and found it vastly different to his home in Hall’s Creek, in the Kimberly, WA. Hall’s Creek has a population of about 1,200 people – about the same size as the School, so it is no wonder he found it daunting and overwhelming for many of those early years. Tye has been a wonderful role model to the younger Indigenous students and is a humble and gentle man. As a talented footballer with the AFL Port Power Academy, Tye is hoping to be drafted with Port and we sincerely hope he fulfils his dream.

Frances Zubreckyj
Indigenous Coordinator

About Waverly

Waverly grew up in the town of Murgon, 300 kilometres north-west of Brisbane and attended Murgon State School. It was at this school that his Grade 7 teacher Mrs Bishop, recognised Waverley’s potential and felt he deserved a chance for a brighter future. Mrs Bishop was instrumental in helping Waverley obtain a scholarship to attend Toowoomba Grammar School. Waverley acknowledges that his successes and experiences were shaped by the education he received. To provide others with the same opportunity and with a desire to create generational change in Indigenous communities, Waverley and his wife Llew Mullins, founded Yalari in 2005 and established the Rosemary Bishop Indigenous Education Scholarship.

Pictured below:
1. Indigenous students (left to right) Jack Dyer, Scott Taat, Hugo Hart, Adan Taat, Lahkai Councillor, Ryan O’Callaghan (Yalari Captain), Calvin Hunter, Tye Bedford and Quilon Councillor enjoyed a luncheon in Headmaster’s study, with Yalari founder Waverly Stanley.
2. The football team for the inaugural Indigenous round. Unfortunately Tye Bedford, Captain, was injured and couldn’t play. Tye is pictured in his School uniform.
Winter Intercols – Historic Rivalry Tested

There was great anticipation among students, staff and parents in the lead-up to the winter intercol season. For boys, there is a real sense of pride in representing the School in a rivalry that goes back to the 1870s. The games themselves were played at a higher level of intensity than a normal fixture because students wanted to do their best and ensure a win against PAC.

Despite the competitive nature of every event, our boys ensured that an atmosphere of mutual and genuine respect prevailed. I’m very pleased that students truly lived by the saying “winning with grace and losing with dignity”. Congratulations to every student who participated and thank you to all the coaches, teachers and parents who worked so hard to help, support and cheer for the students.

Grant Wyman
Director of Sport and Athletic Development

Winter intercol results

Basketball: The game was never in doubt as David Quan controlled the ball up and down the court and Mackenzie Huefner and Christian Artacho (Captain) were too big and strong for their counterparts. Geordie Muller attacked the boards with gusto and contributed to the scoreboard. The final score was 41–28 to Saints.

Chess: Twelve boys on each side played outstanding games of chess but PAC prevailed with a final score of 12–0. Ben Brierley, Henry White (Captain) and Chathula Kiripitige all played past the 150-minute mark for their contests.
Debating:
The 27th intercollegiate debate was extremely close and well contested as the Saints team took the negative side on the debate “that the Australian public should be able to cast binding votes on major social issues”. The five-member team of Edward Andreyev, Laurie Brown, Indran Mukherjee (Captain), Shiva Mukherjee and William Ritossa, were awarded a narrow win and retained the John Bannon trophy for the 14th consecutive year.

Football:
Despite a tough and competitive game, the final scores were PAC 14–14 to Saints 9–15. Well led by Tom Lewis, Dylan Stephens and Tye Bedford, all boys played to the best of their ability.

Hockey:
PAC controlled the ball for most of the game but Saints’ efficiency around the goals enabled us to score two goals to PAC’s one. Paxton Silby and Fred Gray (Captain) were outstanding and goalkeeper Willem Daniel saved countless shots.

Rugby:
Captained by Thomas Lane, the team tried hard but PAC was the better team on the day, and the final score was 17–38 to PAC. William Irwin, Ben Gough and Thomas Copson played particularly well.

Soccer:
Saints was defeated by PAC 2–1 in a game which was full of action. Keshav Shrestha and Adam Slimming played well, Jack Balasis (Captain) led by example and William Hack looked threatening on many occasions when he charged forward.

Table tennis:
A resounding win for Saints at 17–7. Aaron Wu (Captain) was exceptional in his fourth table tennis intercol match while Longchen Li played amazing shots under pressure.

Pedal prix
This year we had three teams in the pedal prix program at category 1 ("Venom Junior") for boys in Years 6 and 7, category 2 ("Venom") for Years 8 to 10 students, and category 3 ("Vector") for the fastest riders who are generally in Years 11 and 12.

Pedal prix has been annual sport for some years and is an excellent way for boys to develop teamwork skills, an understanding of engineering and mechanics, and to improve their fitness and health.

The season culminated with the 24-hour race in Murray Bridge and all three teams participated. Strong winds meant a late start but our teams performed very well. Vector finished third after 20 hours of racing while Venom finished 29th and Venom Junior 26th in their respective categories. Well done to all boys who participated in trying circumstances and congratulations on a great year of racing.

Pictured previous page:
1. First XV rugby intercol.
2. Aaron Wu - table tennis intercol.
3. First XI Soccer Intercol.
5. Second V basketball intercol.

Pictured below:
1. Fraser Connel - pedal prix.
2. Rhys Godfrey - pedal prix.
4. Fred Gray - First XI hockey intercol.
In the first term of this year a Year 1 boy walked up to me and said, “Mr Hine, can I please ask you a question?” “Of course you can,” I replied. He then quizzed, “How come you’re everywhere?” Taken aback by the question, I deduced he was asking why I was seen around the School so much by so many boys. I responded by telling him that the best part of my role was interacting with students and staff and how much I enjoyed doing this at Saints. “Ok”, he said as he ran off to play with his friends.

This inspired me to think about my role and the importance of high visibility for boys, staff and parents in the Junior School. It is a philosophy I have always strongly subscribed to but it is only after speaking with a dad at a recent soccer game that I became aware of a leadership approach commonly known as ‘leadership by walking around’, which allows you to keep your finger on the pulse.

It is absolutely critical that the Head of a Junior School is seen as totally engaged and connected with the School community. As teachers, we often say that ‘things are caught, not taught’. If we say one thing and do another, children are extremely perceptive in realising the disconnection between what is said and what is done.

For me, with my strong focus on inspiring our boys with the essential life skills of respect and manners, I will only be successful if I am in amongst the boys constantly demonstrating those skills. So whether it is visiting our dynamic teaching and learning environments, attending concerts or school sport, leading school assemblies, or being present at the weekly Chapel services, I try to demonstrate that communication and being approachable and accessible are important hallmarks of my leadership style.

It allows me to stay in touch with what is happening in a diverse number of areas in our School’s life. Importantly, it also space allows me to communicate with the boys daily and acknowledge their outstanding accomplishments. The excellent behaviour of our boys and their active engagement in learning and School activities allow me so much freedom to ‘lead by walking around’.

David Hine
Head of Junior School and Acting Deputy Headmaster
Technology Adventures in the Junior School

The Junior School is exploring new tools and strategies to empower students to fully engage in a connected and technology-rich world. Technology is changing education and allowing educators to personalise learning, encourage collaboration and prepare students for the future workforce.

The new Australian Technologies Curriculum aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students investigate, design, plan, manage, create and evaluate solutions. It also encourages students to critique, analyse and evaluate problems, and then identify and create solutions.

The Junior School provides opportunities for students in all year levels to learn how to code various devices, ask questions about how technology works and solve real-world problems.

Beebots in Year 1
This colourful, easy-to-operate, and friendly little robot is used to teach sequencing, estimation and problem-solving. Boys designed their own tracks and worked in teams to program their Beebot to complete the course.

Dash robots in Year 2
Dash robots can dance, play musical instruments and launch objects at targets. Their only limitations are students’ imaginations and their ability to block code. Trial and error, and de-bugging codes are introduced in a fun way.

LEGO robotics and pneumatics in Years 3 and 4
Years 3 and 4 students take it in turns to be the builder or coder, whilst learning about team work and collaboration. They follow instructions to build their Lego model then program it to perform assigned tasks and challenges.

LEGO education EV3 robotics in Years 5 and 6
Boys in Years 5 and 6 build on their knowledge and skills using the EV3 robotics system. They are able to create programs incorporating variables and mathematical algorithms and use advanced sensors to guide the robots through various challenges.

Spheros, drones and 3D printers in Year 6
Through play and discovery, the students in Year 6 have the opportunity to work with a variety of devices. The spheros challenge and inspire our boys to develop solutions to more complex problems and scenarios, whilst the only limitation with 3D printing experiences are their imaginations. Boys have created bookmarks, Lego pieces, School name badges, wind turbines as well as hermit crab shells for the newest creatures in the Science Lab!

The drones are new and we are only just beginning to discover their full capabilities and possibilities.

Coding Club
Some of our very talented Senior School boys have been running a Coding Club for keen Year 6 boys each Monday lunchtime. They have introduced more complex coding and students are learning how to build their own websites.

Ceri Slinger
Head of Junior Years - Learning & Teaching Excellence

Pictured below:
1. Boys watch as the drone takes off.
2. Seth Irwin and William Sanders in Years 3 and 4 build lego robots.
3. Hamish Scott-Young and Harvey George in Year 6 use the EV3 robotics system.
4. Araz Kajani, William Harper and Andrew Lucas in Year 1 work with Beebots.
Mind Lab

Mind Lab is an exciting program that was introduced into the Junior School three years ago. It is offered as part of the Year 4 and 6 curricula and is also a co-curricular activity for boys in Years 3 to 6. Mind Lab began in Israel in 1994 and consists of three stages:

1. Engaging in a game and developing game playing skills.
2. Learning thinking tools to help analyse game-related situations.
3. Transferring and applying the thinking to real-life situations.

Mind Lab uses hands-on strategy games to develop cognitive, emotional and social skills through play. Structured game-playing sessions, which are entertaining, engaging and exciting, enable students to learn life skills and to deepen their creative and critical thinking capabilities.

Through game play our boys learn to problem solve, think creatively and develop their memory for sequencing and classification. Opportunities are provided for boys to collaborate, to solve conflicts and to act with healthy competitiveness. These opportunities help them to learn how to cope with emotions whilst developing self-confidence and self-esteem. Each game also requires an understanding of how to accept and tolerate differences while actively searching for the common good.

As an extension to the co-curricular program, boys have the opportunity to participate in the Mind Lab Olympics. There is a competition between various schools in South Australia to become one of the top two schools in the state, which then represent Australia at the Mind Lab Olympics. This year, the olympics were held in Crete, Greece, and Saints was one of two teams to represent Australia.

The competition consisted of two full days of intense strategic play, where students were required to compete against each other for team points and to become an individual game champion. The boys showed great perseverance, judgement and self-regulation in the face of stiff international competition.

The boys learned to engage in conversation with students who don’t speak English as a first language and visited another country to learn about their culture. These opportunities all combined to make the Mind Lab Olympics an incredible experience for our boys.

David Kolpak
Head of Junior Years – Wellbeing & Administration
Changes within the ELC

Every moment of every day is full of potential for learning in the Early Learning Centre, including arrival in the morning, working with others as well as alone, and inside and outside experiences. All of these contain infinite possibilities to learn more about one's self, others and the world around us.

To acknowledge the reality of many families where both parents work and to be accessible to as many boys as possible, we are making some changes to our ELC. From 2018, the day rate for the ELC will be $80 (not rebatable) and the centre will be open for longer hours, from 8.00am to 5.00pm. The ELC will continue to be open in term times, for 38 weeks of the year, and fully rebatable vacation care is available for boys aged four or more during the holidays. These changes will be effective from the beginning of the 2018 school year and will apply to new and existing families.

Planning for the changes is well underway, with educators and School staff working together to ensure the quality of the program is maintained and there is a smooth transition to the extended day. Since the ELC was established in 1998, we have been guided and inspired by the principles of Reggio Emilia. As we reconsider the ELC day, we are again revisiting many of these ideals.

In the report, ‘Re-imagining Childhood: The inspiration of Reggio Emilia education principles in South Australia’ (available online), Professor Carla Rinaldi challenges us to keep the rights of children and the quality of their education at the heart of our thinking, decision making and planning. She highlights the fragmentation of some children’s days when they are faced with a patchwork of experiences with different people and in different places as parents juggle family and work. It is hoped that through the extension of the ELC day, children will have increased opportunities to build constant and lasting relationships and a sense of security with peers and educators.

The day will be organised to maximise continuity of educators wherever possible, creating predictability and certainty for boys and families. Routines support this and will be an important aspect of knowing the educators, what needs to be done and what will happen next. It is anticipated that the afternoon program will involve further use of the ELC gardening and cooking programs as we sustain the energy and sustenance of boys into the late afternoon.

Sheryle Yorston
Head of Early Years

Pictured below:
The School Crest.
Ryan Li, Oliver Tang and Asher Brittingham with Mr Ben Cooper.
Pictured:
1. Shoy Yadav, Orlando Ng and Advik Sinkar learning together.
2. Ryan Li
3. William Fudge
4. Shrihan Mahinderkar
5. Lachlan Bell
7. ELC C at work in the studio.
During Term 3 the Junior School hosted its annual Art Exhibition. The exhibition celebrated student artwork and was influenced by Australian art, artists and techniques. Titled ‘Australian Art’, the exhibition was opened by our 2017 Junior School Art Captain, Wyl Godfrey.

A rich and diverse number of Australian artists were studied throughout the year including Robert Hannaford, Margaret Preston, Sidney Nolan, Tjanpi Desert Weavers and Jenny Kee.

Students studied each artist’s significant influence on visual art in Australia and the ways in which the artists created long-lasting legacies through visual imagery. Traditional techniques including painting and sculpting, allowed the boys to appreciate the artworks and their context in Australian history.

Junior School students used many visual art media in their works, showcased throughout the exhibition, including painting, drawing, printmaking, ceramics, fabrics and textiles, digital media, photography, collage and sculpture. Artworks represented a diverse range of subject matter and the presence of Australian Aboriginal art formed a substantial part of the display.

The exhibition had an inspiring impact, as our students re-captured and appreciated moments of Australian art history. Thank you to everyone who attended and viewed the exhibition whilst it was on display.

Sally Houston
Art Teacher

Pictured below:
1. Year 1 paintings inspired by John Olsen.
2. Year 1 painting inspired by Sidney Nolan’s Ned Kelly series.
3. Year 6 pottery inspired by artist Gwyn Hanssen Piggott.
4. Year 5 dot paintings inspired by Aboriginal artists.
5. Year 3 woven sculptures inspired by the Tjanpi Desert Weavers.
The science laboratory in the Junior School is a gem in the learning environment at St Peter’s College. Students visit the space to engage in hands-on science activities with their class teachers and often a visiting scientist from Frank’s Lab on Legs.

Over the past two years the School has developed the space into an interactive environment for Junior School boys to learn about and care for a variety of animals. We have a number of residents including central bearded dragons, shingleback lizards, a short-necked Murray River turtle, leafy stick insects and an axolotl. We have also investigated the lifecycle of the brown-spotted marsh frog and released our fully-grown frogs into a local pond.

As leaders in the Junior School, Year 6 students have had the opportunity to be part of a Nature Society. The society meets during lunchtimes to interact with, feed, maintain the enclosures and generally care for the animals. The aim of the society is to encourage students who are passionate and knowledgeable about animals and to build their confidence when interacting and caring for them. Engaging with nature is also an important part of our wellbeing program.

I have been delighted to see this program develop and give boys across the entire Junior School the opportunity to observe our animals. It is my hope to expand this program in the future and if you have the time, please drop in and visit the Junior School science laboratory to meet our residents in person.

Ben Storer
Year 6 Coordinator

Pictured below:
1. Will Lawrence talking to Charlie Hele about the shingleback lizards.
2. Jasper Hermann, preparing a meal for the lizards.
3. Hamish Grace with the leafy stick insects.
4. William Greig and Will Lawrence with two lizards.
One of the most eagerly anticipated events on the Junior School calendar, Book Week was once again filled with engaging events and activities, and more than 70 boys and their families participated in this year’s Book Week competition.

The Library Committee students reflect on the events:

**Book Week assembly**

On Monday 21 August, the Library Committee hosted the annual Book Week launch for 2017. The theme was “escape to everywhere” so committee members dressed up as pirates and sailors, pulling along a trailer full of treasure. The Junior School Prep Band, led by Mr Neal Holmes then played ‘Zephyr: Get on the train to everywhere’.

Each year, the annual Book Week Competition is held in the Junior School. Boys are challenged to make an optional entry using recyclable materials and entries had to be based on the topic “escape to everywhere”. Students expressed their creativity and ingenuity by entering a total of 56 entries, which included a class entry. The equal first prize winners from each year level were:

Huxley Papps-Burford, Easton Papps-Burford, Thomas Tsoutouras, Jason Penkoff, Liam Nguyen, Seth Nguyen, Frederick Sils, Ted Adams, Archer Papps-Burford, Charles Nguyen, David Penkoff, Oliver Sils, Yongjian Huang, Safinn Gue, Frederick Kidman, William Dean, Evan Nguyen, Tristan Lowe and Kelvin Jian.

Congratulations!

Gunin Singhal, Year 6

**Read Around with Dad**

We started the annual ‘Read Around With Dad’ event with a morning tea for the dads in the library, and we chose our books. Mr Hine’s speech mentioned the record number of books borrowed in 2017 – more than 26,000! My group had a good laugh with the book called “Just Stupid”. We think that all the dads and boys had a great time and we hope it is as big a success next year.

Oscar Hanisch and Myles Wilson, Year 6

**Book Week Parade**

At 8:45am on Friday 25 August, all students from Reception to Year 6, dressed as a character from their favourite book, participated in the Book Week Parade. Each year level paraded around the basketball court to music. You could easily see that each boy put a lot of effort into his costume. When boys finished the parade, the teachers did a lap, with librarians dressed as astronauts, ready to escape Earth and go to the moon (obviously the best costumes). The funniest bit was Mr Hine as a security officer with a cap that read “socks up” (compliments of one of the fathers who didn’t want Mr Hine to miss out). Mr Hine announced that we had 100% participation in the Premier’s Reading Challenge, an amazing achievement! You could tell that some boys were really disappointed that the parade had ended but you could also tell that it was the highlight of their week.

William Barone, Year 6

Sue Dansie
Junior School Librarian

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1. Boys dressed as characters from their favourite books.
2. Mr Hine dressed as a security officer.
3. Teachers doing a lap with librarians dressed as astronauts.
4. Students participating in the Book Week Parade.
Pictured:
1. Harry Bruce.
2. Charles Alexander, Thomas Alexander with their family.
3. Mrs Sue Dansie, Mrs Jacqui Jenkins, Mrs Suzanne Sexton, Mrs Rebecca Golding (JS Library Staff).
4. Sebastian Gilbert and his grandmother.
5. Mr Richard Davey with his class of colourful book characters.
7. Mrs Emily Rogers, Mrs Fiona Grieve, Ms Jo Tierney, Miss Lauren Giles, Seth Nguyen.
A Willingness to Support Others

From time to time I receive a phone call from a colleague asking whether I know anyone who might be willing to help a boy.

It might be a current family who have hit hard times or it might be for a promising boy who has gained a place at Saints and received a scholarship, but still cannot afford to take up the position. These are always hard conversations. The demand often outweighs the available resources however compelling the situation may be.

However, time and again I am deeply moved by the kindness and generosity of others: one such phone call earlier this year precipitated an immediate response from a donor based in the UK. On hearing the circumstances over a late night phone call, he didn’t hesitate to provide a second, full tuition fee bursary for a current student at Saints. His willingness to support others, from so far away and many years after leaving Saints, demonstrates the profound effect our School has on those who walk through its walls and fields. The response from the family and student was an emotional one. Their profound sense of relief and gratitude is one of the most poignant moments of my career. Not everyone is as fortunate and it makes me more determined to encourage others in the Saints family to do whatever they can to help others.

I ask you to think about whether you are in a position to give back in a way that will allow others to benefit from the support or opportunity that you or your son were given. Both merit-based scholarships (determined through exams, auditions or competition results) and bursaries (needs-based scholarships) depend on support from the community.

I believe our School community is so much the better with a diverse student body, for being accessible to all regardless of circumstance and that the ethos of a School like ours is to help others. Large or small contributions aside – we can and should do something according to our means to help those within our community that need it.

Scholarships and bursaries have the most long-lasting and profound effect on a boy’s life. If you would like to provide a life-changing opportunity through the gift of a Saints education, please contact me at 8404 0528 or krobertson@stpeters.sa.edu.au, or donate online at www.stpeters.sa.edu.au/community-engagement/give

Kate Robertson
Chief Advancement Officer

Pictured below: Jake Lang (centre), Foundation Scholarship recipient, with Jasper Williams and Charlie Moore.
**RHC Rischbieth Scholarship**

Dr Richard Rischbieth (MAC '44) established the RHC Rischbieth St Peter's Scholarship Fund in gratitude for the role the School has played in the lives of generations of the Rischbieth family. The first scholarship was awarded in 2000 and on behalf of the family, Anne Arnfield shares what this scholarship means:

“A Saints scholarship opens the mind and spirit to countless experiences, people and opportunities which the recipient may not otherwise have enjoyed. Our father’s legacy was made in gratitude and established a scholarship to help young men reach their educational potential.”

**St Peter’s College Foundation Scholarship**

The generous support of many members of the Saints community enabled the St Peter's College Foundation to offer its first scholarship in 2015. The recipient was Jake Lang who joined the School in Year 10. Now at the end of his Saints education, he shares how the scholarship has changed his life.

*What have you enjoyed most about your time at Saints?*

Throughout my time at Saints I have thoroughly enjoyed the sense of community and care shown by everyone. I have also enjoyed the mentoring I have received from my mentor Mr Fabbro and Head of House Mr Jehle. I relish the friendships I have developed during my time at Saints.

*What has been your proudest moment at Saints?*

Playing in the winning basketball intercol team in Year 12 is my proudest moment. It was a great reward for the team and coaches, and is an experience I will never forget. It was an honour to be part of the game and play in front of a large crowd of passionate Saints boys and old scholars.

*Why do you feel it is important that scholarships are offered at Saints?*

I believe that it is imperative that scholarships are offered because they enable young men to reach their full potential. Scholarship recipients also contribute a great deal to the School and community as they fully participate in all that is offered with a positive attitude and commitment.

*What would you like to say to the donors who made your scholarship possible?*

Thank you to everyone who donated and made the Foundation Scholarship possible. It has been an honour to attend such a prestigious school for the past three years. I will take with me many amazing memories and friendships that I have developed throughout my time at Saints. I greatly appreciate everything that the scholarship has allowed me to achieve and I believe that my time at Saints has put me in a position to achieve my goals in the future.

If you are interested in finding out more about funding a named scholarship or would like to make a donation to the Scholarship Fund, please contact the Development Manager on 8404 0518 or foundation@stpeters.sa.edu.au or donate online at www.stpeters.sa.edu.au/community-engagement/give

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**Foundation Award**

The St Peter’s College Foundation is calling for nominations for a Foundation Award. Foundation Members (current donors to the Foundation) are eligible to nominate those who have given meritorious and outstanding service to the Foundation.

Information is available from the Development Manager, foundation@stpeters.sa.edu.au or 8404 0518.

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**Notice of Foundation Annual General Meeting**

The 33rd Annual General Meeting of the Foundation will be held in the Oval House Boardroom, St Peter’s College on Wednesday 23 May 2018 at 6.00pm.
In the Know: Our Staff

Joseph Mangong
Groundsperson

How long have you been at Saints and what was your first day like?
I started at Saints in 2010 in the Junior School and soon after moved to the Senior School and commenced working full time. I now work around the entire grounds but mostly concentrate on the maintenance and care of the Junior School facilities. I love working at Saints; our team is so supportive and works well together on large events and tasks. I remember when I first started at the School, Keith Barlow, former Grounds Manager, and Manut Angok, Groundsperson, showed me around the campus and introduced me to the team. I immediately noticed the friendly and supportive nature of the Saints Grounds Team.

What is your favourite spot on campus?
That’s easy to answer; the ovals! I take pride in seeing the all the football and soccer ovals looking well maintained.

What do you like most about your role?
Every day is different, I might have a task that needs to be completed but because we are controlled by the weather, sometimes my day changes at a moment’s notice. There is never a dull moment!

If you could swap with someone for the day, who would it be and why?
I’m not sure I would want to swap because I love my job. I enjoy chatting to the ELC boys who are always interested in what we’re doing. I love throwing balls to them, they are great kids.

What is an interesting fact that no one knows about you?
I have a young family at home and I am a father to two girls and two boys, ranging from 18 months to 9 years old. They keep me on my toes!

Marcus Tickner
Teacher

How did you come to be a teacher at Saints and what attracted you to working here?
I had worked in my previous school in the UK for a number of years and I felt it was time for a change. My wife asked what I thought about spending 12 months teaching in her home town of Adelaide. She convinced me that the scary stories about snakes and spiders were largely exaggerated and that the sharks didn’t venture into South Australian waters. Convinced by her assurances, we packed up, headed for these sunnier climes and ten years later, I’m still here.

As I was a fresh-faced Englishman I knew nothing of Saints’ prestigious history. I applied for a job, arrived for an interview, felt immediately at home and was soon signing on the dotted line.

What role do you play in the development of a Saints boy?
I believe learning is a lifelong pursuit and I have achieved part of my purpose if my students are inspired to actively pursue knowledge. I hope to enable a Saints boy to be a proactive learner who seeks to develop the positive character traits that will help him to survive and succeed.

What is an interesting fact that no one knows about you?
In the late 1800s, my great grandmother married a thatcher who suffered the unfortunate terminal inconvenience of toppling off a roof. Widowed and with no way to support herself, she and her three children entered a Dorsetshire workhouse. Thankfully, she was rescued from the grim establishment in the 1890s by a Mr White who subsequently married her and fathered two more children, the last of whom was born in the last year of Queen Victoria’s reign. Violet White was my grandmother. Thanks to a mishap at altitude and love in difficult circumstances, I am here at St Peter’s College in 2017.
Junior School Friends of Saints
Senior School Friends of Saints

Bringing families and students together
Following the successful quiz night late in Term 2, the Junior School Friends of Saints (JSFoS) launched straight into another busy semester.

The JSFoS committee provided a Devonshire Tea at Grandparents’ and Special Friends’ Day and later in the term hosted a thank you morning tea for staff to coincide with World Teachers’ Day. The traditional JSFoS sausage sizzle was well received at the Year 3 to 6 Athletics Carnival, with nearly 1,000 sausages served to our very hungry young athletes.

The JSFoS breakfast is a long-standing favourite among families in the Junior School. The boys and their families enjoyed hearty alfresco breakfasts of bacon and eggs, pancakes, fruit and cereal. Parents mingled over coffee whilst children burnt off their early morning energy playing in our beautiful grounds.

Finally, the committee were pleased to donate new drink fountains with bottle filling facilities to the boys in Years 5 and 6. We have also donated $40,000 towards the new Junior Primary adventure playground; a project that will bring endless pleasure to our most junior boys for many years to come.

Thank you to the parents and staff members who have so generously supported the JSFoS this semester.

Sophie Nitschke
Chair, Junior School Friends of Saints

Fostering relationships in the Senior School
The Senior School Friends of Saints (SSFoS) continued to foster relationships within the School community with a range of events held in the second semester.

A highlight for the Senior School community was the biennial quiz night held in August in Memorial Hall. This year a masquerade-themed evening was attended by 220 parents and friends, and featured an interactive quiz master, with lots of fast paced and interactive games, fabulous raffle prizes, music games and the usual trivial questions. There was much laughter and frivolity and it was a wonderful evening with many creative and artistic masks worn.

SSFoS hosted 340 fathers and sons at our annual Father-Son Breakfast in September. This event continues to grow and is a very important date on the calendar as it helps foster a warm and loving relationship between fathers and their boys.

We were blessed in Term 3 with a stunning sunny 26-degree day for the Athletics Carnival. The hard-working committee provided many sausages and onions, chips, popcorn and drinks for athletes.

We thank all the wonderful parents on our committee who contribute many hours of their time and to the organisational skills of Rebecca Foster and Ketrah Eaton in the Advancement Team, who coordinate and contribute a lot of work behind the scenes. Without this team effort, our events could not take place.

I look forward to another busy and productive year in 2018.

Samantha Allan
Chair, Senior School Friends of Saints

Pictured below:
1. Left to right: JSFoS Committee members Lisa Foreman, Jen Roberston and Minoo Joseph preparing fruit for the boys at the Year 3 to 6 Athletics Carnival.
2. Left to right: Tim Moss, Sara Wurm and Jacqui Milne sizzling sausages for the boys at the Year 3 to 6 Athletics Carnival.
3. Food, fun and friends at the SSFoS Quiz Night.
Celebrating the Bond Between Fathers and Sons

Following the success of the inaugural event in 2016, the Senior School Friends of Saints was proud to re-present the Father-Son Breakfast for families in the Senior School.

Timed to follow Father’s Day, the breakfast was the perfect opportunity for fathers to be part of their sons’ lives and to celebrate the important relationships they share.

Fathers, mentors, godfathers, stepfathers, uncles and family friends were invited to accompany Years 7 to 12 students and enjoy a hearty breakfast. Approximately 340 guests attended on a crisp, sunny morning.

Ben Hanisch, Acting Headmaster welcomed fathers and sons and spoke about the value of important conversations between men and boys, even if they are difficult. It was a poignant and helpful reminder about the dialogue needed to build great men.

With the Father-Son Breakfast proving so popular for the second year in a row, the SSFoS is planning a Mother-Son Breakfast for March 2018.

Rebecca Foster
Alumni & Community Relations Manager
On behalf of the Senior School Friends of Saints

Friends of the Chapel

The Friends of the Chapel continue to care for the Chapel and enjoy the chance to participate in services. We always welcome new members and would love to see new faces at our meetings. Meetings are held once a term, and dates are available in the School calendar. For more information contact Father Theo McCall, School Chaplain on tmccall@stpeters.sa.edu.au

Community Cookbook

For the first time in 20 years, the Senior School Friends of Saints are proud to present a community cookbook. Containing submissions from parents, teachers, old scholars and students, this beautiful book is the perfect gift for family and friends.

Copies of ‘Come to Our Table: Cooking and Eating With Saints’ may be purchased for $39.50 via www.trybooking.com/326836 or in person at Oval House Reception.

All proceeds will be donated by the Senior School Friends of Saints to projects benefiting Senior School students.
It has been a busy year for the St Peter’s Collegians’ Association. The objectives outlined in our strategic plan were central to our planning and the content of various communications and programs delivered throughout 2017.

In addition to a suite of more than 25 annual events and reunions held in Adelaide, over a dozen alumni functions were held further afield, with gatherings taking place in the Gold Coast, Brisbane, Darwin, Sydney, Melbourne, Canberra, Hong Kong, London as well as the South East, Riverland and Fleurieu regions. It is tremendous to see that absence makes the heart grow fonder in our old scholar chapters.

In Week 1, Term 4 we welcomed more than 130 graduates to the old scholar community at our New Members’ BBQ on Main Oval. The 2017 cohort enjoyed a sausage sizzle, met the committee, and were invited to sign up to various old collegians’ sporting clubs. We look forward to embracing our newest alumni and the enthusiastic contribution they will no doubt bring.

In November we reintroduced a former age-old tradition with a twist – CBD lunches. It is our intention to offer these functions several times a year, providing an opportunity for networking via an informal and relaxed gathering at an appealing price point with other like-minded old scholars.

SPOC sporting clubs unite hundreds of alumni every week, on and off the field, and provide a meaningful and lasting connection to our alma mater, as well as a healthy rivalry with the Old Reds! Kudos to the many volunteers who continue to turn up every week throughout the sporting season.

I wish to thank the Executive Committee colleagues and SPOC sporting club representatives for their outstanding contributions. I would also like to acknowledge and thank the School and Advancement Team for their continued support and collaboration. I especially thank President, Tony Keynes (SCH ’70) and Treasurer, Paul Willoughby (HWK ’64) for their tireless dedication as office bearers and their ongoing commitment to our collegiate body. I also extend heartfelt appreciation to our partners, Hewitson Wines, Charles Berry & Sons Funeral Directors, Evans & Ayers Chartered Accountants, and Klemich Real Estate who support our ability to offer such a wide array of activities. What you do is more than important – it is fundamental to our success and truly makes a significant difference.

Finally, we remember the achievements of our alumni throughout 2017 and celebrate their successes while remembering those who have sadly passed. Together we look forward to celebrating many more achievements in 2018. Pro Deo et Patria.

Nick Rathjen (WDK ’07)
Chair
SPOC Sports and Reunions

Pictured:
1. 30 Year Reunion - Class of ’87, about to commence their School tour
2. Old Blues Lunch Committee on the steps of Memorial Hall: Michael Milne (DAC ’60), Tony Keynes (SCH ’70), Tom Muecke (FLL ’58), Richard Scott Young (DAC ’54), David Thomas (DAC ’58)
3. SPOC Basketball’s winning B Team with scorer William Strangways (HWK ’57)
4. Players, members and friends of SPOC Tennis
5. Saints Athletics’ Lane Whittaker (S&A ’15) takes 1st place in the Open State Decathlon
6. One of our oldest old scholars - centenarian, Dr Colin Ashton (DAC ’35) pictured with William Proudman (Year 12), Daniel Nisyrios, School Vice Captain, and Lachlan Randello, School Captain, at St Peters Town Hall. The City of Norwood Payneham & St Peters kindly hosted a civic reception to recognise and commemorate Saints’ 170th anniversary.
7. SPOC Soccer goalkeepers
8. The SPCA Committee: Members at the Volunteer Recognition event: Nick Grieve (YNG ’91), Paul Willoughby (HWK ’64), Tony Keynes (SCH ’70), Jon Silcock (YNG ’81), Callum McNair (HWD ’10)
Old scholar dates for the diary

SPOC Golf Day: 16 February 2018
SPOC Tennis Intercol: 21 February 2018
SPCA AGM: 2 April 2018
Old Blues Luncheon: 11 October 2018
Class of 2008 – 10 Year Reunion: 2 November 2018
Class of 1998 – 20 Year Reunion: 9 November 2018
Class of 1988 – 30 Year Reunion: 16 November 2018
Class of 1978 – 40 Year Reunion: 23 November 2018
Class of 1968 – 50 Year Reunion: 30 November 2018
A thing or two at 
Book Week

2018 Open Mornings

Term 1
Thursday 22 February
Thursday 5 April

Term 2
Tuesday 19 June

Term 3
Tuesday 21 August

Term 4
Thursday 1 November

Pictured above:
Ted Adams, James Teo, Alexander Catinari, Alexander Ibrahim.