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2017



Wellesley students have created their own unique alphabet and number set and these are represented throughout *At the Bay* as a celebration of creativity at Wellesley.

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HIDDEN DEPTHS

BRENDAN PITMAN
Principal

I imagine that viewing an iceberg, even from a distance, would be spectacular. On a sunny day the bright sun shining on the dazzling white must be breathtaking. Smooth to look at, the jagged ice edges would be invisible to the eye but no doubt cold and sharp to touch.



Brendan Pitman with House Captains.

Weathered by multiple forces from air and sea, the iceberg moves slowly in the passage of time, guided by the currents, its path uncharted. And the bulk of this huge form is hidden from plain sight, deep under the surface.

Our boys resemble icebergs. On the surface they are as smooth or jagged as they choose to be, with most of their personalities, passions, dreams and wishes lying beneath. Our job at Wellesley is to make sure we know the whole iceberg, understand who the boys are and make sure our influence is guiding them on their path.

Our focus remains on knowing our boys and developing them in mind, body and spirit – holistic education is what we cherish. Each year brings us new challenges and new boys to work alongside, and this year we have strengthened personalised learning, broadened our approach to creativity

and focused on what we offer in science, technology, engineering and mathematics.

This has not been without its challenges, but with the support of our fantastic staff we have seen huge growth in these areas and across the whole school. Our teachers have embraced the new challenges and taken risks to make science fun. They have utilised our new digital environment, too, while retaining the strong art, musical, cultural and sporting programmes. It's a real pleasure to watch the staff with the boys, as they work creatively to engage with the learning in their classrooms. Often these interactions show a deep understanding of each child, as well as empathy and respect.

I believe that we should be giving boys every opportunity to excel. Whatever their passions, their dreams, their interests, their hobbies, we want to be

able to focus on the whole child. We say to the boys, "You don't have to be an academic, you don't have to be sporty, you don't have to be musical or interested in the arts. But we expect you to take a risk and have a go, because Wellesley will provide all the opportunities you need, and with perseverance and guidance, we'll bring out your best."

It has been a real pleasure to watch so many boys achieving amazing outcomes at school and abroad. We have seen some outstanding achievements and not all of them are about winning. I remember chatting with a boy who came last in an external competition. When asked how he had gone, he replied with a proud smile, "We learnt a lot and now we are ready for next year's competition." Optimism oozes from our boys, even when things have not gone their way, demonstrating the resilience we want to teach them.

The future is bright for the school, with our next steps made up of what we know of the past and and what we imagine for the future. Our digital technologies curriculum looms on the horizon, and an ability to be agile, dynamic and flexible in our approach remains at the forefront of our minds. But the focus on holistic education will not fade, nor will our endeavour to strengthen what we offer the boys across the spectrum of education, with each boy at the centre of our thinking.

The boys are the reason we come to work each day and we are blessed to have them with us. Their dazzling talents and their hidden depths are important to us at Wellesley. I must commend the staff this year on their openness to take on new challenges and guide the icebergs in their care! It's been a privilege and honour to be the Principal of Wellesley for another year.



Mr Pitman

*Extracts from an
ATB Media interview.*



ATB: Mr Pitman, what do you do that makes you feel creative?

BP: Well, I started learning the piano earlier this year, that was pretty creative. I like to challenge myself to learn new things, so for the new digital technologies curriculum I looked at using coding and that kind of thing. I'm more of a scientifically based person, so don't ask me to paint a picture! Mr Jorna reckons he can show me how to do it, but really I'm more interested in the digital side of things and I like the challenges given by education outside of the classroom.

ATB: What was the best day of your year?

BP: We've had heaps of cool days this year, don't you think? We've had Grandparents' Day, we've had an Artist-in-Residence, we've had the artists' evening. You caught me on a good day because last night we had the Foundation evening, which was just spectacular. Further down the track we're going to have STEM day, so that the parents can come in and have a look at that programme, and we have the Open Day for parents to come in and have a look at the whole school – they're all fantastic days. I think coming to school every day is a good day, isn't it? That's the best day.



STAFF MATTERS



STEVE GIRVAN
Deputy Principal
Pastoral Care



Georgie Goulding

NEW STAFF

Georgie Goulding

Georgie is a first-year teacher with a Masters in Education, who is passionate about teaching and enjoys a variety of sports and staying fit. She attended Wellington Girls' College before embarking on a four-year swimming scholarship at Pace University in the United States and went on to compete in the New Zealand Olympic swimming trials. Georgie became engaged this year and is to marry Olly in January 2018.

Gretchen Elliott

Gretchen joined Wellesley in Term 2 from Queen Margaret's College. A true South Island girl, Gretchen went through primary school with none other than Richie McCaw – in fact she believes much of her sporting prowess rubbed off on him. A passionate teacher with a wicked sense of humour, Gretchen is married to Duncan, has two children and possesses a fearsome backhand!

Kent Hainsworth

Kent attended Wellesley 1977–1981 and was awarded Best All-Round Boy. He has a Masters degree in scriptwriting and a passion for music and cricket. Kent is married to Libby and has twin daughters.



Sue Jones

FAREWELLS

Christa Pitman

Christa joined our staff at the beginning of Term 3 to replace Yvonne Odinet. Having previously taught in Australia and at Muritai, Christa was a welcome addition to the staff with her vibrancy and professionalism. Christa has won a permanent position at St Mark's from 2018 – we wish her well.

Sue Jones

Sue is retiring at the end of the year having given years of stellar service assisting with learning support. Sue will be sorely missed, although our loss is her grandchildren's gain. Sue is in the unusual position of being an Old Girl, attending Wellesley 1952–53 as a junior.

Zoe Horne

Zoe joined Wellesley in Term 1 as cover for Emma Favel, who unfortunately had to take sick leave.

MATERNITY LEAVE

Kate Sinclair

Kate went on maternity leave in Term 1 and shortly after gave birth to twin girls – Heidi and Eve. Nine months on the twins are thriving as are Kate and husband, Tom.

Kate Cole

Kate was on maternity leave from the end of Term 1, and returned in Term 4 after giving birth to Elizabeth.

PASSIONATE,
CREATIVE,
DEDICATED.

FAREWELL TO ALISON GARLAND



ANNE FAMILTON AND GLEN JORNA

Alison was passionate about delivering an educational philosophy to Wellesley boys that involved them taking responsibility for their learning and striving for their personal bests.

No one will forget the creative junior productions and dances that Alison wrote and choreographed during her time at Wellesley. They were a visual extravaganza that parents and students will talk about for a long time to come.

We joked that Alison lived at school, as she was so dedicated and worked such long hours, planning and preparing all the different aspects that are involved with running Years 0–4. Nobody would have been surprised to find her waking up in the morning in the sick-bay bed in her classroom.

Walk into Alison's class at any time of day and you'd have been met with a cutting-edge environment where

students were actively engaged in their own learning. It was always a hive of activity and a visual spectacular of creative displays, with lots of laughter and boys busily involved in the use of innovative technology.

Alison taught for twenty-six years at Wellesley and willingly took on the leadership roles of Syndicate Leader and Associate Principal. Making connections with parents and pupils was a special skill of hers. Students and staff will always remember her great sense of humour. Alison left a legacy of a junior school that felt like a family – where people cared for each other and were valued. We wish her all the very best in her new role.

When we think of
Alison Garland,
three words instantly
spring to mind:
Passionate, creative,
dedicated.



FAREWELL TO YVONNE ODINOT



STEVE GIRVAN

At the end of Term 3, another long-standing member of the junior school announced their retirement from Wellesley. Yvonne started at the school in 1992, teaching Year 1 boys.

Throughout her time at Wellesley, Yvonne never lost her enthusiasm for the job and more importantly her love of her pupils.

Yvonne was passionate about teaching and was always the consummate professional. Intelligent, well-read, considered and with a sound educational philosophy, she was a rare treasure.

Yvonne had a nurturing rapport with the boys, and she was always looking for ways to enhance her class programme for the betterment of her students. The many boys who started their adventure at Wellesley under her tutelage were very fortunate indeed. They still talk about the positive influence Yvonne had on their education and lives.

For a number of years Yvonne also served as the staff representative on the Wellesley College Board of Trustees. Yvonne will be missed by all at Wellesley and we wish her well in her new endeavours.



“PLACING THEM IN THE DRIVER’S SEAT...”



ANDREW HERRICK
Deputy Principal
Teaching and Learning

“Creativity is as important now in education as literacy, and we should treat it with the same status.”

This quote from educational expert Sir Ken Robinson highlights the reason why in Years 0–4 we not only embrace creativity but specifically weave it into the educational opportunities, teaching approaches and curriculum we provide for the boys.

Discovery Learning is a weekly highlight for boys up to Year 3. These sessions provide opportunities for children

to learn, explore and create through practical hands-on experiences. Our boys are offered a wide range of activities so that they can explore their individual interests such as carpentry, water play, sandpit, dress-ups, physical play, block building, play dough, science experiments and craft activities.

Passion projects are also becoming commonplace across Years 0–4, with teachers dedicating time for students to explore topics they are personally passionate about. Rather than learning being a passive activity that is “done to” our boys, passion projects allow our boys to engage with something they care about, igniting a curiosity to learn and placing them in the driver’s seat.

For students in Year 4, we also offer our Key Competency Homework Challenges, where students are provided with a range of achievement challenges they can complete throughout the year. Based around the key competencies from within the New Zealand Curriculum – thinking, relating to others, using language symbols and text, managing

self, participating and contributing – our students select the types of challenges they believe provide the most valuable learning for them in school-based and extracurricular learning settings.

Underpinning each of the creative classroom approaches mentioned above is the core thread of student voice and personalised learning. For Years 0–4, this means providing opportunities for our children to take ownership of, and responsibility for, their learning by having a voice in the decision-making processes that determine what and how they learn at school.

Creating the environment for boys to become engaged in the learning context – secure in their surroundings and enjoying success from the multitude of activities they participate in during their time in the junior school – is our way of attempting to achieve our school vision: *Each boy has every opportunity to excel.*



YEARS

4-6



"SOLVE PROBLEMS, CREATE,
CRAFT, EXPERIMENT, TAKE RISKS..."



NICKIE SLATER
Teacher, Year 6

In an increasingly changing world, individuals with high levels of creativity and adaptability are required to solve problems not yet known to humanity.

This is why in the middle years at Wellesley we expose our boys to a rich range of learning experiences and opportunities so they can grow their individual talents, develop resilience and be open-minded to subjects or activities that they perceive to be a challenge. Our year-long focus on STEM (science, technology, engineering, mathematics) has provided an array of hands-on,

collaborative learning challenges that allow the boys to solve problems, create, craft, experiment, take risks, critically reflect on their work and most importantly make mistakes. Author Joseph Pearce said, "To live a creative life, we must lose our fear of being wrong," and in Years 4-6 we couldn't agree more. After all, your best teacher is your last mistake! Persevering with STEM challenges such as creating balloon racers, hovercrafts and bridges – and bouncing back from any failures along the way – has been a highlight of 2017 for many of our boys this year.

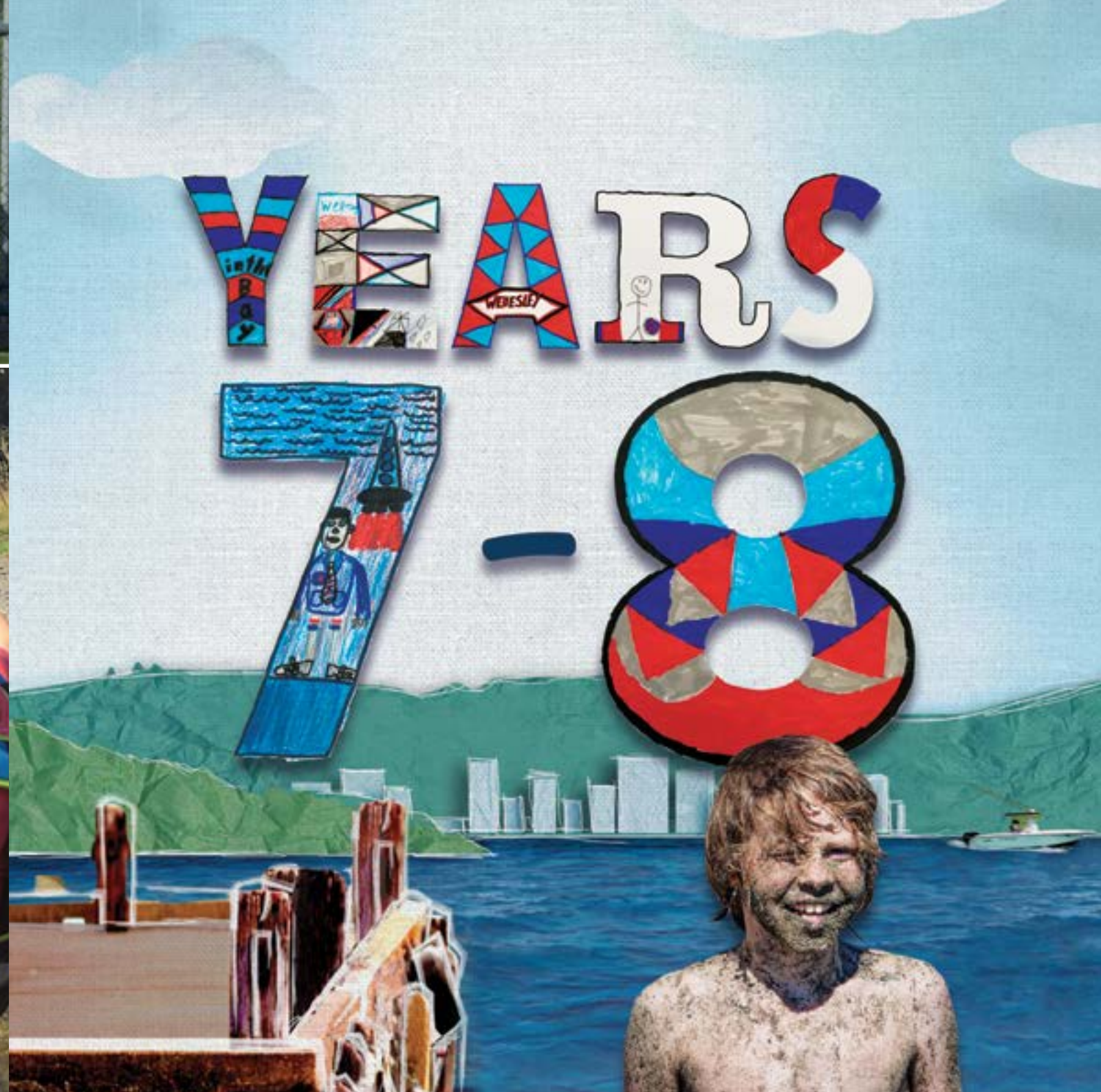
One cannot mention creativity without mentioning the fabulous arts programme. The boys have been challenged and inspired through creating sculptures and paintings, and designing motifs, as well as participating in the Pump Dance visit and events like Art Week, DanceSplash (Year 6) and Art Splash (Year 5).

Visitors to our school often comment on how confident and enthusiastic our boys are when they perform. This is because an all-boys environment allows students

to develop their individual creativity more fully – expressing themselves in ways that are specific to them and exploring their unique ideas openly and without judgement.

And Wellesley boys have a vast and diverse array of options within which to explore. From animations, plays, speeches and drawings to graphic posters, slideshows, videos, physical models and the more traditional written formats, our boys' engagement levels are lifted and their "creative buckets" left brimming.

Although creativity is often traditionally linked to the arts, the true essence of creativity can be found in any subject. From science and technology to speech-writing. Step onto the sports field, and you will see boys developing and practising techniques specific to their sport of choice, and boys who are strategising for increased performance. Opportunities to build creativity at Wellesley really are everywhere!



“CREATIVE WITHOUT FEAR OF FAILURE...”



ANDREW TAIT
Head of Years 7-8

During Wellesley’s biennial Art Week in September, a Year 7 boy chose his group (string and nail spiderwebs) and started to work on his design. What he did was so unlike a spiderweb ... yet somehow he persuaded his teacher that he should continue with it.

This boy’s creative path was unorthodox but his instinct was strong, and he would go on to finish a spectacular hand-shaped spiderweb. Allowing boys to help pick their own path is a prominent feature of the Years 7-8 classroom.

When boys enter Year 7 at Wellesley a diverse number of opportunities

suddenly present themselves – academically, and in the arts, sports and leadership fields. We like to think that whichever type of boy we teach, there will be something to enrich his experience at school beyond daily classroom learning. Something that will allow him to be creative without fear of failure.

The Years 7-8 boys have had a whopper 2017. We had swimming sports at the local Eastbourne pool, the last ever Year 8 Castlepoint camp (a change is in store for 2018), the cross country up the notorious zigzag and the summer sport fixtures of cricket, tennis and softball. In the middle two terms we switched to rugby, football, hockey and other sports including water polo, basketball, table tennis, fencing and badminton. We had visiting performers like Pump Dance Studios, WALA African percussion group and The NED Show. Then there was the Years 7-8 speech competition, the mighty West Coast trip for Year 7 boys, school athletics, a triathlon, and a memorable leavers’ dinner for the Year 8 boys and their parents.

Some highlights include four Year 8 boys travelling to the world finals of the Kids’ Lit Quiz in Toronto, Canada,

where they drew fifth, and a team of three boys making it through to the national final of RoboCup in Dunedin. Classes have visited Zealandia and Matiu Somes Island, and visiting journalists, volcanologists and White Ribbon Ambassadors have added value to the school day. STEM has been a huge focus this year with robotics, kitchen chemistry and ‘Tracking and Trapping Pests’ all prominent across the six Years 7-8 classes.

The arts have also enjoyed a special spotlight this year with our Art Week, choir exchanges, debating against Samuel Marsden, the rock band and orchestra. Many boys take up the opportunity to learn from our magnificent itinerant music teachers.

The introduction of Year 8 electives means the boys have been able to select and specialise in two options, choosing from art, performing arts, STEM, digital/ multimedia and coding. The electives have been successful in allowing the boys to be creative in something they particularly enjoy and learn with depth – spiderwebs included.





Richard Adams 2017 Artist-in-Residence

An interview conducted by the full ATB Media team, led by Harry Zangouropoulos and Jack Morrah and edited by them with Max Moir, introduction by Harry.



Image by ATB Media's James O'Brien.

Part of Wellesley's art curriculum is the biennial Art Week, and a beloved feature of this is the **ARTBOURNE** Artist-in-Residence. This year it was Richard Adams, a painter and jazz violinist, who was born in London and lives in Auckland. He excels in abstract landscapes.

Quickly befriended by the students, Richard was a helping hand in the art room and taught many students his techniques. Although Richard's gone now, he leaves behind a lasting impression, and not only with his artwork. He also had a nifty collection of Nikes and an interesting vocabulary.

ATB: When did you start getting interested in art?

When I was a boy – probably about nine, at a school not unlike this school, in England. The Art Master came about a year after I'd started at that school. He was from New Zealand and his name was Mr Gardner! I was always interested in art and he liked what I was doing and was very encouraging – so much so that I won the art prize every year.

ATB: Who inspired you to be an artist?

Probably my mother. She always wanted to paint. My mother was a violinist – classically trained at the Royal College of Music. So I also played the violin. I started that at seven.

ATB: How did you develop your painting methods?

By looking. Usually I travel a lot so I'm always taking lots of photographs.

I gather ideas on the trusty iPhone, which is now my sketch pad or my visual diary. And I might see a colour I like or a shape or a surface I like and take a shot of it, bring it back to the studio and make a picture around that.

ATB: Who is your idol?

It's changed, but today I'd probably say Turner, who was around in the 1700s. I love his surfaces and painting is all about surface and light, and I love the way he worked with light. In the sense of modern painting, there are two people: Rothko – outstanding in the 50s, he became famous with three blocks of colour; And another guy called Richard Diebenkorn, who was an American artist out of California – a really wonderful painter of surfaces.



ATB: Have you considered using other methods like Impressionism or Hyper-realism?

I used to paint photographic landscapes – photo-realism almost. And that's morphed into what you see on the walls. I worked in the film business for nine years as a scenic painter and that meant I had to paint just about everything. What we see right now, I'd have to paint that – put it on glass – so I learnt my trade as a painter in films. I didn't go to art school actually. Self-taught.

ATB: How long does it take you to make an artwork like *Pencarrow*?

That probably took a couple of weeks depending on the different layers of colour. I mean sometimes I work quicker than that ... I've been painting for nearly 40 years so you could say it took 40 years because you're learning all the time you're working.

ATB: How do you decide what to make?

I get a canvas and a piece of paper or whatever and I look at the size. Then I go to the visual diary and I usually print a shot out of there, or I might see something in one of the paintings I made last year that I really like and I might zoom in on that and make it into a picture. I do that a lot. So I'm never running out of inspiration.

I work on paper first of all, in my studio in Auckland. Some of those paper works – I do lots of work on paper because that's like sketching – are like roughs. I think: "That will make a great painting."

ATB: What are your hobbies when you're not making artworks or playing the violin?

I love travelling, walking, biking. I biked out to Pencarrow Head last Sunday – against the southerly, I might add, which was fairly tough. Coming home, though,

I didn't have to pedal as the 50k wind pushed me back home. But first I went right around – nearly to the Wairarapa. It's an area I used to see as a boy.

ATB: When did you start playing the violin?

I started learning when I was seven. I learned classical violin up to Royal School Grade 8, and then I applied for the trainees – the trainee orchestra here in Wellington for the National Orchestra – and I didn't get in because my sight reading was appalling, and you have to be a very good sight reader to be an orchestral player.

It was a blessing because I heard Stéfane Grappelli play and another French violinist – Jean-Luc Ponty – on electric fiddle, so that inspired me to play electric, jazz violin, rock violin, whatever ... but jazz in particular. So I followed that and set up a group called Nairobi Trio. We've played at jazz festivals around the world for the last thirty years.

ATB: What are your favourite colours?

Blue. I'm a primary colour man. And in fact I mix all my colours from primary colours – every painting you see here was mixed from primary. And so I'm a big fan of red, big fan particularly of blues ... everything blue. Blue spells hope for me. Blue spells horizon line and lots of my pictures have horizon lines that suggest what's over the other side. So I'd say blue.

*The **ARTBOURNE** 2018 exhibition will be held in early November.*

www.artbourne.org.nz



IN THE FIELD



JEREMY FIELD
Head of Sport

Sport is about teamwork, movement and physical activity, but it is also about creative thinking and strategy.



CREATIVE

At Wellesley we give the boys many and varied opportunities to find their passion in sport, and that involves starting out with PE lessons that help them improve their basic co-ordination, skills and control of movement.

We then use match-play and modified games to engage the boys and get them moving, while at the same time asking them to think creatively to solve any problems they encounter. From that comes strategic thinking.

Our PE programme helps develop this by offering many of the core sports of tennis, cricket, rounders, softball, hockey, football, rugby, basketball, badminton, gymnastics and athletics, but also includes activities like adventure-based learning, team-building games, Danish longball, dodgeball, matball, coneball and tally-ho.

Once boys reach Year 5 they can enter trials to represent the school sports teams at multiple fixtures across the year. Cricket, tennis and softball headline the summer matches with eight teams. In the winter term, eleven teams represent Wellesley in rugby, football and hockey. This year these teams toured Hawke's Bay and the South Island, playing fixtures against St Andrew's College, and Medbury, Waihi and Hereworth schools.

Wellesley teams take pride in their training and doing the best for their school in competition, as well as creating new connections with other schools.



THINKING



STRATEGY







IN THE ARTS



GLEN JORNA
Head of Arts

I visited Weta Digital this term. It's hard not to feel inspired in a place like that. I left feeling uplifted, my head spinning with ideas, repeating a slogan that I saw on a T-shirt: "Be creative and make cool stuff!"



I can imagine Sir Richard Taylor and his team living by those words on a daily basis, spending countless hours creating amazing things. Another Richard who epitomises this is our 2017 Artist-in-Residence, Richard Adams. His time at Wellesley was not only inspirational for the boys, but experiencing the art he created and the music he played was personally life-changing for me.

Any artistic pursuit – whether it be a piece of music, a work of art, an enchanting dance or a beautiful voice – can leave a long-lasting impression that can lift our spirits and make us stop and think. What I've come to realise is that the arts are good for us, and that painting, sculpting, dancing, drawing, singing, acting, making music, writing, performing a speech and all other creative pursuits have benefits that go far beyond pure enjoyment or cultural expression. Numerous scientific

studies conclude that the healthiest and happiest people are those who have a creative endeavour or form of artistic expression. Making art reduces stress and anxiety; it helps improve connections in the brain; it helps with focus and problem-solving; it boosts mood and can help overcome sadness. It's obvious that the world needs more of us to be artists!

We encourage Wellesley boys to become artists every day. Our boys use their hands, their bodies and their brains to create something worthwhile and meaningful to them, as well as something to be enjoyed.

I have had the privilege of witnessing boys become artists:

I see a boy deliberate over the colours to mix with his paintbrush.



AND MAKE

I see a boy step forward and sing a solo in front of a big crowd.

I see a boy improvise dance moves to the beat of drums.

I see a boy stand and make impromptu arguments.

I see a boy pick up his instrument and play a new piece of music.

I see a boy sculpt an underground creature out of clay.

And every day I see a boy's eyes light up when he creates something new...

All of this reminds me of the same thing: that there is an important place for art in this world, a place for creativity to be nurtured and celebrated, a place for boys to be artists. The boys are why we are here. We love their willingness to get involved and take risks, to be creative and make cool stuff, and we ask

that they keep on noticing, questioning, wondering and creating.

In a world that is often shrouded in negativity, the creation of art gives light to the darkness and allows us to stop, think and wonder. We need art in our lives now more than ever. Wellesley nurtures artists, and this is why it is a special place to be.

COOL
STUFF!





Mary-Anne Morgan

ATB Media interview Head of Learning Support



ATB: Tell us about your history at Wellesley.

I was teaching at Muritai School when I became aware of a teaching opportunity at Wellesley. That was just over twenty years ago. I was drawn to Wellesley's reputation for creativity, the arts and thinking skills, and to the role I could play in that. I started with a fantastic Year 6 class and before long we had a social hockey team going, which led to my coaching the school hockey team for the next ten years.

Later I taught Year 7 students in what is now the staffroom, and I was involved in performing arts, the choir and orchestra, and the school productions.

When the performing arts block opened, I took on the role of Head of Performing Arts. I taught Years 7-8 classes for two 45-minute sessions every week. The rest of my timetable was taken up with learning support, choir, orchestra, the hockey team, Year 5 maths and PE classes. The school haka and song were

composed, we started a rock band and music teachers began giving individual lessons. Back then, dyslexia was not recognised in New Zealand schools, but I trained as a SPELD tutor and found a key to helping dyslexic students.

Then it was time for something different. I started a journalism course at Massey University and changed to teaching part-time at Wellesley, while giving private lessons to piano and SPELD students. For a few years I wrote feature articles, mainly for the *Eastbourne Herald*. But the teaching at Wellesley kept drawing me back. Students with learning needs who required support became my focus.

What are you doing now?

I'm Head of Learning Support at Wellesley, with some responsibilities in the area of music. My role is complex, varied and rewarding. Doing what is best for each boy is at the heart of it, and it's exciting to see how research into the brain is changing outcomes for students.

You must have been "creative" in how you adapted to teach in each of these different areas. How do you think you've achieved that flexibility?

I'm curious, I like new challenges and I like to fill gaps where there's a need. I aim to make the most of any situation I find myself in and to keep doing the things which I'm passionate about. Life is never all plain sailing, but I keep an open mind and try to learn from my experiences.

Do you think being creative is important? Why?

I think creativity is hugely important. Technology has changed the world. We are faced with some big global challenges. More than ever, people need to be imaginative, curious, flexible, problem-solving, courageous, creative and disciplined. We also need to be happy, and I've always found creative pursuits the most rewarding. They are what make us human.



TOP OF THEIR GAME



HOUSE CAPTAINS AND DEPUTIES 2017

CROYDON

Adam Raitt

Zac Denby, Felix Rees-Moore

MARLBOROUGH

Oscar Jackson

Krishin Cox, Harry Zangouropoulos

SELWYN

Pat Green

Finbar Mallett, Sam Smith

WELLINGTON

Thomas Stevenson

Jack Morrah, Rohan Thomson

HEAD OF STUDENT COUNCIL AND DEPUTY

Samuel Halton

Krishin Cox

WELLESLEY TEAMS

Kids' Lit Quiz, International

Wellesley was represented by Harry Hampton, Ben Mitchell, Max Moir and Jack Morrah, who again won the Wellington regional finals and then went on to win the New Zealand finals in a tense competition at the National Library. The win saw the team fly to Toronto to represent New Zealand in the world finals – a truly remarkable feat. They finished a creditable fifth.

Hutt STEMM Schools Challenge – Science, Technology, Engineering, Mathematics and Manufacturing

The Wellesley team comprising Harry Boswell, Krishin Cox, Harry Hampton and Harry Zangouropoulos carried on our fine tradition by again finishing first.

Tournament of Minds

Two teams entered this year with our Years 5–6 social sciences team winning

the New Zealand final at Victoria University. This meant Ashan Bernau, Nikhil Cox, Arthur Fell, Gethyn Healey, Malachy Holborow, Lachie Pennington and Jonathan Weir travelled to Adelaide to represent New Zealand in the Australasian finals.

Mathswell

Sam Fernyhough, Harry Zangouropoulos, Harry Hampton, Sam Smith, Ben Nicholson and Krishin Cox, coached by Anand Ranchod, finished second at the regional competition.

Junior RoboCup

The Wellesley team of Daniel Andrews, Joshua Langford and Barnaby Stevens won the Wellington regional final and went on to compete in the New Zealand final in Dunedin.



COMMUNITY

World Vision 20-hour Famine

Wellesley College once again demonstrated its strong commitment towards World Vision, raising an amazing \$10,795. The money has gone to support Syrian refugees.

Choir

The Wellesley choir sang at Old Boy Hugh Turnbull's funeral at Old St Paul's, following a request from his family.

INDIVIDUALS

International Competitions and Assessments for Schools (ICAS)

Special congratulations go to Daniel Andrews, Sam Fernyhough, Max MacLachlan, Nikhil Cox, Arthur Fell, Oscar Horne, Jack Morrah, Teo Rezende McGuinness, Harry Hampton, Jack Stirling, Rex Kemmitt, Gethyn Healy,

Henry Isac and Aarnav Tonpay who all received High Distinction (top 1% in NZ) in their ICAS tests, and congratulations to the boys who gained a total of 61 Distinctions (top 10% in NZ) across all subjects.

NZ Speech Board Assessments

Almost 190 boys prepared for this assessment across Years 3–6, with 131 boys gaining Distinction and a further 54 Highly Commended.

Year 7 Father and Son House Breakfasts

House Captains were invited to give a synopsis of the history of their respective Houses to assembled fathers and sons at the Pavilion in Days Bay. This they all did with aplomb.

Eastbourne RSA ANZAC Essay

Krishin Cox was the winner of the Years 7–8 competition, with Daniel Andrews placed second. James Bain was second

in the Years 5–6 competition, with Ben McLanahan placed third.

Sports Champions

Swimming – Myles Hogg (Year 4), Ollie Harland (Year 5), Mitchell Heberley (Year 6), Finn Harland (Year 7), Matthew Allen (Year 8)

Athletics – Spencer Wyeburne (Year 4) Regan Kwan (Year 5), Henry Patterson (Year 6), Harper Ubiaga (Year 7), Oscar Jackson (Year 8)

Cross Country – Lucca Hornsby

Tennis – Tom Bevan (singles), Tom Bevan and Charles Evans (doubles)

Table Tennis – Oscar Jackson (singles), Ari Bonar and Ben Riddell (doubles)

Triathlon – Team of Lucca Hornsby, Ben Mitchell and Tim Stirling.



INTO SCIENCE



GIVE A BOY A LEG UP



JO HAWTHORNE
STEM Teacher

STEM – science, technology, engineering and mathematics – has been a focus this year at Wellesley. With an emphasis on collaboration, risk-taking and having fun, the programme encourages students to tackle a range of challenges.

In today's world it is no longer enough to simply understand science and technology, the boys also need to be able to work with others on a global scale and be innovative and creative in their solutions. Communication is the key to this, so we provide opportunities for students to collaborate.

Our goal this year has been to get our students engaged in the world around them. Each syndicate had a term to develop an aspect of the Wellesley sanctuary. Our youngest students were responsible for a butterfly garden – planting butterfly-friendly plants and tagging monarch butterflies, which were then registered online to help scientists study migration patterns. Years 3-4 learnt about native plants and pollination, and created gardens to support sustainability.

The Wellesley stream featured, with the Years 5-6 boys investigating stream health. They developed action plans, worked with our local council to improve fish passage, developed information boards to educate others and undertook riparian planting to encourage more

stream life and reduce erosion. Years 7-8 students took a closer look at sanctuaries in general and developed an understanding of ways that they can make a difference. Our boys have also been involved in community projects including building tracking tunnels, and monitoring pests, banded dotterels and little blue penguins on the Eastbourne foreshore.

With the arrival of our second 3D printer, students integrated printed objects into their class inquiries. Robotics programming continues to be available for all our students and the Makerspace elective introduces digital tools to Year 8 boys. For the third year in a row, Wellesley won the Lower Hutt junior student STEM Challenge (the extra 'M' for Manufacturing), represented Wellington at the RoboCup Junior nationals and competed in the technology competition EPro8 Challenge.

STEM at Wellesley embraces so much of what we value here, and our students continue to be excited by it.



KIT JACKSON
Chair
Wellesley College Foundation

The key responsibility of the Foundation is to raise funds to ensure the financial security of the school, and in 2017 the Promising Futures for Boys Scholarship Campaign has continued to be our focus.

We aim to raise an endowment fund of \$1.75 million so we can deliver an additional four scholarships to boys who, for financial reasons, would otherwise not be able to attend Wellesley. I'm delighted to be able to report that thanks to our generous donors, we have now raised just over \$700k. With another \$750k in pledges, which will be paid to the school over the coming years, we are just \$300k short of our target.

We were also delighted to receive a scholarship bequest from Old Boy Hugh Turnbull (see Obituaries) to, in his words, "give a boy a leg up".

We held a Foundation dinner to raise awareness amongst the school community and to help us push closer to our target. It was very well supported. The evening culminated in an auction and address by Old Boy and Campaign Patron Marc Ellis, who explained the reason for his generous support of the Campaign in his normal enigmatic style!

This year's ARTBOURNE Artist-in-Residence was another huge success and the Foundation is grateful to Richard Adams for his time and enthusiasm with the boys and staff. Collaboration on projects like this between the school and the Foundation re-emphasises that we are all working together for the betterment of Wellesley. A percentage of the proceeds received from the sale of Richard's artwork was donated to the Foundation.

I'd like to take this opportunity to thank all those involved with the Foundation, the Trustees, the Campaign team and the Wellesley staff for their tireless work and support in yet another busy year. I'd also like to wish our departing scholars all the very best as they move on to secondary school. We look forward to hearing of your progress over the coming years. We know the school has enjoyed having you as part of the Wellesley community.

For further information
www.wellesley.school.nz/promisingfutures

WELLESLEY
ECOSYSTEM



HARD
WORK
& FUN



GEOF SHIRTCLIFFE
Chair
Board of Trustees

For the Board, 2017 has been a mixture of business as usual and new frontiers. Business as usual has encompassed the monitoring (and modest restructuring) of the school’s finances and operations, supporting Brendan and his leadership team in their day-to-day work, continuing to refresh and update our policies and procedures, and supporting efforts to improve the prioritisation and efficiency of the school’s expenditure.

It has also included work on short-term infrastructure needs, which will see the Years O-4 roof replaced over the break.

The most significant new frontier has been the work of the masterplanning committee, as we embark on the first stage of preparing the school for its next ten or fifteen years of physical development. Early next year we’ll present parents with a draft masterplan, following which we will look to finalise the plan and set about implementing its vision. There are difficult choices to be made and boldness to be embraced, but the school must keep investing in its physical infrastructure. As we have seen with the Centennial Hall and library, when investment is done well huge benefits can flow.

Sadly this year we farewelled Megan Richards, who has served as a Board member for as long as the trust deed permits. Her calm and patient good sense, knowledge, dedication and relentless good humour have been invaluable and will be sorely missed. We will be communicating separately about the specific skill sets the Board seeks for new members.

As always, the people to whom we are most grateful are the staff. Their relentless positivity sets precisely the example we want for the boys. So, too, do the dedication they have to their own learning and professional development and the enthusiasm they show for

embracing change and finding ways to deploy new skills and knowledge to make Wellesley even better. The school is fortunate to have a teaching cohort and a non-teaching support team that are passionate, dedicated, understanding, patient, knowledgeable and fun.

Wellesley is much more than simply a collection of staff and students. It is a special ecosystem. The parent helpers on school camps; the PA with its fundraising, friend-raising and information evenings; the Foundation members working to future-proof the school and scholarship programme; the development office supporting the Foundation and keeping the school in touch with past pupils, parents and staff; the ARTBOURNE volunteers; the Artist-in-Residence; the Old Boys who visit; the donors whose generosity supports the Foundation’s work; the Board members guiding the school’s future; Brendan, Steve, Andrew and their senior leadership team working to implement the strategic plan; and the boys themselves, whose passion and pride for Wellesley remind us all why we are part of this special institution.

On behalf of the Board, I thank you all collectively for your contributions to the Wellesley ecosystem. I wish you all a relaxed, happy and safe Christmas, and look forward to seeing you in 2018.



JO HEALEY
Chair
Parents’ Association

It has been another busy year for the Parents’ Association, with our first meeting in February to plan activities and events, closely followed by our March AGM.

I stepped into my second term chairing the PA with Angelique Sparnaay-Martin as my deputy, supported by a superb secretary, Darrin Mitchell, with Michelle Newington as his deputy, and an outstanding treasurer, Rochelle Parks, with Louise Croxford as her deputy. This team would not be complete without the unwavering support of several key people – Alan Blundell, Chloe Bridgeman, Glenda Startup, Katy Lethbridge, Phillipa Bossley, Rachael Wilson and Wendy Haywood. My thanks to all the other parents who have attended meetings through the year and to the parents who have acted as class representatives.

A huge thanks to the school staff who have supported the PA so well. Our Principal, Brendan Pitman, has attended all our meetings, giving us insights into the school, and we have had incredible support from the Wellesley Development Team and the Wellesley office.

With the gala coming up next year the PA held a smaller number of events in 2017. These included Wellesley at the Basin in April, which we supported with a raffle, sausage sizzle, Mr Whippy and refreshments. We also had:

- CyberSafety Guest Speaker for parents, 6 July
- Junior School Disco, 16 June
- Disco, 27 October
- The Entertainment Book

- Organisation of class parent representatives undertaken by Katy Lethbridge

Michelle Newington has been a driving force behind all our events, including supporting the school at New Parents’ Drinks, Grandparents’ Day and many other school activities, organising morning and afternoon teas, decorating, and much more. Due to family commitments, Michelle is leaving the PA and I want to extend thanks to her for all she has done.

So now we look to 2018 and our gala on 11 March. Bring your family and friends to make this an incredibly successful fundraising event for us all. Meanwhile, we need more parents volunteering to help, and everyone sending their donations to us in preparation for what will be a great fun day.

It is with sadness that I advise that this is my final year as Chair for the PA. As a family, we’ve been with Wellesley for almost nine years and our boys are now heading off on the next phase of their education. We have loved being part of the school and it has been a privilege to be engaged with and lead the Parents’ Association.

Our AGM will be 7.30pm, Monday 26 March, 2018, in the school staffroom. We welcome new and old members to be part of electing the committee and discussing plans for the year.



THE ART OF
RECONNECTION

OLD BOYS' NEWS



MARGIE BEATTIE
Director
Development and Foundation

For most Wellesley Old Boys, there is a strong sense of belonging and pride in being part of the school. So we'd encourage you all to keep us in the loop.



You can do this by updating your details via Friends of Wellesley on the school website, on our Facebook page or by email, or visiting during term time! We love hearing your news and the boys love hearing your stories.

RECONNECTION

John Ford (1962–1967) and his wife, Stacia, visited for the first time since he left for England fifty years ago. John read politics, philosophy and economics at Oxford. He worked in asset management and is now involved in philanthropic projects including Opportunity International and New Hope.

Warren Miro (early 1950s) met with Margie Beattie, Director of Development and Foundation, in London in July to discuss provision of the Warren and Victoria Miro Contemporary Art Prize/

Scholarship for the school's most promising young artist.

Warren and his elder brother, Laurence, were term boarders at Wellesley during Hoppy Stevens' tenure as Principal. Warren recalls liking teacher Ivan Bowden and has fond memories of a science experiment using liquid nitrogen, a live mouse and a hammer! He won the tennis cup and still plays actively. Warren says that as a boarder, there were times when he felt homesick and miserable, but he acknowledges now that the school provided him with a good foundation for life.

Warren graduated from Auckland University with a law degree and left for London in 1968, where he has lived ever since, becoming a businessman and supporting his wife's Victoria Miro art galleries in London, Venice and Hong Kong.



Victoria and Warren Miro



Michael Browne

Jeff Faulke (1963–1965) attended Wellesley with his two siblings, Glen and Robert. He contacted the school this year and recounted his own memories of Wellesley and those of his late father, Thomas, and late uncle Peter. Family member Virginia van Dooren visited the school, further reconnecting us with the family.

Damon Teagle (1968–1975) was named Dux in 1975, following his father's identical achievement thirty years earlier. Damon lives in England, working as Professor of Geochemistry, Ocean and Earth Science at the National Oceanography Centre in Southampton. Damon's father, Seagry Teagle, attended Wellesley with his two brothers, Dauntsey and Somerford (who became Chief of Defence). All three men have had been successful in fields as diverse as academia, business, defence and motor racing.

Luke Eagle (2011–2016) is a keen sportsman, and on his behalf his grandmother **Diana Robilliard** donated two paintings of Sir Richard Hadlee. They are by South Island artist Dr John Gillies.

John Wylie and **John Stichbury**, both Old Boys from the 1950s, helped us identify pupils in group photos from that time. Thanks, gents, keep up the good work.

ARTS

Michael Browne RCA (1940–1944) received the Governor-General Art Award 2017 for long service of an outstanding artist, the first time it had been awarded in eight years, and a retrospective of Michael's work was held at the Academy Galleries at the end of 2017. His paintings are collected globally by both private collectors and public institutions, including Te Papa

and Government House, and Michael has shared his talent with Wellesley through **ARTBOURNE** and Art Week, and tutoring painting.

Michael studied at the Ilam School of Fine Arts, winning a scholarship to the Royal Academy in London and further scholarships to study in Paris and Amsterdam. Back in England, he was appointed Head of Painting and Vocational Art at Hammersmith and Chelsea Art School, returning to New Zealand in the 1990s with his wife, Jenny.

Josh Dominikovich (2004–2007) is studying for a commercial music degree at Massey University. Josh plays drums and guitar, composes and sings. He has a number of ongoing musical projects, including film scoring, but is also focused on his own venture Bruiser. Josh remembers the influence of teachers Mrs Morgan and the late Mr Mexted, and the



Josh Dominikovich



Oliver Whyte 2011



Oliver Whyte 2017



Awatea Randall

Renee Randall

visiting musicians who showed him a life with music was possible.

Nick Purdie (2000–2003) has performed in New Zealand this year in *Legally Blonde – The Musical*, *Sister Act* and *The Play That Goes Wrong*, and managed the international touring production of *Joseph and the Amazing Technicolour Dreamcoat*. He flew to London in November to produce and manage *Cinderella on Ice*, part of London's Hyde Park Winter Wonderland.

David Coventry (1979–1982), a contemporary of current Year 8 teacher Kent Hainsworth, published a debut novel that was a finalist in the 2016 NZ Book Awards. *The Invisible Mile* (Victoria University Press) is about the New Zealand/Australia team in the Tour de France 1928.

GLOBAL ADVENTURES

Richard Parsonson (2000–2005), **Sam Anastasiou** (2003–2005) and

Hugo Stephens (2002–2005) competed in the Mongol Rally – a two-and-a-half month adventure race spanning twenty-five countries. The aim was to raise money and awareness for the Graeme Dingle Foundation, which develops confidence in Kiwi kids aged 5-18.

ACADEMIC

Oliver Sutcliffe (2010–2011) was named one of the country's top ten students in 2016, winning an NZQA Premier Award for gaining four outstanding scholarship results including top classical studies student. A Wellington College student, Oliver was Dux of Wellesley in 2011.

BUSINESS

Ian Stewart (1965–1967) is a consultant for leading law firm Buddle Findlay, where he has worked for most of his legal career, apart from two years at Slaughter and May in London. Specialising in financial and banking law, Ian has been named a leading lawyer by

IFLR1000 and listed in *The Best Lawyers in New Zealand*. In the weekends Ian works on his family's Martinborough olive grove. During his three years at Wellesley (two terms as boarder), Ian was Head Boy and a Hutt Valley sprint champion. He played in the 1st XV and learnt tennis from Mrs Barns, a game he still enjoys.

Bart Cox (1982–1990) was featured recently in the *Dominion Post*, with kaimoana he'd sourced from Matiu Somes Island. The founder of Wellington eatery Sweet Mother's Kitchen, Bart has turned into a forager, hunter, environmentalist and DOC ranger.

Tim McNamara of Dot Loves Data and **Simon Smuts-Kennedy** of Hills Hats were finalists in the 2017 Wellington Gold Awards along with **Maria Johnson** of Little School, a past parent of four Old Boys. None of them won their category but they were delighted to be chosen.



Ian Stewart



Sage Shaw-Tait



Sage Shaw-Tait



David Coventry



Zac Jones

SPORT

Ezra Esekia-Savea (2015–2016) is enjoying his secondary schooling at Rathkeale and continues to make speeches, sing in the choir and play rugby. He has been selected for the Rathkeale Colts and the Wairarapa Bush Under-14 team.

Awatea Randall (2012) had a big year this year. An all-round sportsman, Awatea played in the HIBS 1st XV and was named in the New Zealand Under-18 underwater hockey team. He is also proud of passing te reo NCEA levels 1-3 in Year 11.

Sage Shaw-Tait (2013–2014) has been named in the New Zealand Under-15 softball team and was presented with his playing jersey by his father, Craig Wallace, who was in the New Zealand team in 2011. Also at the presentation were his mum, Kiri Shaw, a former New

Zealand captain and Under-19 women's coach, and his grandmother Naomi Shaw, another former New Zealand captain and coach.

T J Va'a (2008–2009) continues to play for the wider Hurricanes and Wellington Lions squad despite still recovering from a serious knee injury in late 2016.

Jacob Masseurs (2009–2012) was Deputy Head Prefect at Wellington College and named in the New Zealand Secondary School Boys Football team again in 2017. He is also a member of the Wellington College 1st XI and the Wellington Olympic team.

Zac Jones (2010–2012) and **Oliver Whyte** (2008–2012) were both selected in the New Zealand Under-17 football team as goalkeeper and striker respectively and played in the 2017 FIFA Under-17 World Cup in India. Zac and Ollie are now playing for Phoenix Youth.

Tupou Sopoaga (2004–2005) is back in New Zealand playing as a flanker for the Southland Stags and as cover for the Highlanders after six years playing league in Australia. Tupou is a former Wellington schoolboy rugby star and brother to All Black Lima Sopoaga and Old Boys **Zeke Sopoaga** (2006–2007), hooker for the Southland Stags, and **Toka Sopoaga** (2010–2011), a member of the Southland Under-19 team.

Ngane Punivai (2010) was named in the Canterbury squad for the Jock Hobbs Memorial Under-19 Tournament. **Jock Hobbs** was a Wellesley Old Boy (1970–1972). Studying commerce at Lincoln this year, Ngane is a former Christ's College player of the year and member of the NZ Secondary Schools Rugby team.



THE SEEDS WERE SOWN AT WELLESLEY



DO YOU RECOGNISE
ANYONE IN THIS PHOTO?

ARCHIVES



KENT HAINSWORTH

Kent Hainsworth was a student at Wellesley from 1977–1981. In 2017 he returned to the school as a Year 8 teacher. In order to motivate his class to write a passage for the Leavers' Service, Kent wrote about his time as a pupil at Wellesley.

My memories of being a student at Wellesley are strong even after thirty-six years, and the interests and passions the school ignited are still with me. My teachers Ms Read, Mr Clitheroe, Mr Crick and Mr Hector were all great storytellers with a keen sense of humour. They encouraged the quirkiness in my writing and years later I was able to make a living from it.

Mr Dreadon encouraged musical experimentation with instruments and patiently listened to each group's "creation" during music lessons. He also encouraged listening to classical and rock records in his classes, and I still remember him telling me that the correct way to pronounce the composer Prokofiev's name was to pretend you were sneezing. Although my passion for music did not come to the fore until secondary school, the seeds were sown at Wellesley.

I loved the traditions of Wellesley, the old buildings and the bush setting. Cricket was a part of the culture that suited me

just fine because I lived and breathed it at the time. I remember the school coming down to the field to support the 1st XI and the feeling of pride that playing brought with it.

The culture of Wellesley was always about catering to individual interests and although in those days there was no such label as personalised learning, the school achieved it consistently. I remember Mr Crick's gentle storytelling at chapel – tales about the Good Samaritan and underdog sportsmen such as Murray Halberg, and the tuneful and gentle hymns that hit a spot years later when I heard them at a wedding in a tiny chapel in the Cotswolds.

Wellesley had a hugely positive influence on me and I am so glad to be able to spend some time in the school by the sea once again.

Back row (left to right): Vicary, John Brice, Dick Rapley, Paul Heywood, Hugh Morrison, Eddie (Cobber) Kain, unknown, Peter Jacobson, unknown, Whatley. **Middle row (left to right):** Unknown, unknown, Gibbons, Tony Lewis, Kimball, unknown, Alistair Struthers, Peter Lewis, unknown, unknown. **Front row (left to right):** Gilbert Marshall, unknown, unknown, Miss Skelly, Evans, Sandy Gregory, unknown, unknown.

This is a photo of Croydon School circa 1933, supplied by Anne Horner, John Brice's daughter (see Obituaries). The names and information we have are from John.

We are keen to fill in the gaps, although given the age of the photo it is unlikely that we will receive direct evidence from those depicted. Any information from relatives or friends would be appreciated. Please email alumni@wellesley.school.nz or call **04 576 2274** and ask for the Development Team.

Notes

Hugh Morrison, killed day before VE Day off Bergen 1st Fleet Air Arm; Eddie Kain, first fighter pilot ace in WW2; Gilbert Marshall, paratrooper in WW2; Sandy Gregory, barrister in Sydney.

OBITUARIES

It is with great sadness that we honour and farewell some of our Wellesley family.

Hugh Douglas Turnbull ONZM 1914–2017
attended Wellesley 1929–1932
Head Prefect, Dux

Hugh was born in Canada, and his New Zealand father enlisted for the Canadian forces, enlisting again after injury with the British forces in East Africa. The family settled in the Kenyan highlands to farm, a tough life with little food or money.

In 1928 Hugh and his brother were sent for by their Wellington grandparents to be properly educated before it was too late. Their mother followed, but their father never returned to New Zealand.

Hugh was put into Primer 1 because he was fluent in Swahili but otherwise illiterate. He worked tirelessly to catch up and excelled in sport. In 1932 he was Head Prefect and Dux, Captain of both the 1st XV Rugby and 1st XI Cricket, and a member of the army cadets.

Hugh graduated from Victoria University with a law degree, then in 1939 left for a holiday in Europe. When war broke out, he enlisted with the British Army, completing the Royal Artillery Officers' course. He was promoted to Captain and Major before becoming a pilot in 1943.

Hugh met Vie Connaughton at a soldiers' dance, and six weeks later they were married. With the end of the war, Hugh



Hugh Turnbull

worked on legal cases involving allied military personnel and German citizens, including early work on the Nuremberg Trials.

Hugh and Vie returned to New Zealand and raised four children: Anthony, Ruth, Michael and Judy. Hugh received a Master of Commerce and was appointed Assistant Compiler of Statutes, with two years to complete a revision of New Zealand legislation. At the age of 89, he finally retired.

Without a father figure of his own, Hugh worked hard at being the best father, grandfather and great-grandfather he could possibly be. His motto was *Work hard, keep fit, enjoy life and all it has to offer.*

Ivan Bowden 1930–2017
teacher 1955–1963

Ivan was a well-loved teacher at Wellesley College from 1955–1963. Born in Timaru, he had an identical twin brother, Rex, who died in 2009.

Ivan and Rex attended Timaru Preparatory School before heading to Timaru Boys' High School, where they both excelled at hockey and cricket. Ivan went on to Dunedin Training College and studied for a BA at Otago and Victoria universities.



Ivan Bowden

Ivan felt lucky to be employed at Wellesley College in 1955 under Headmaster William “Hoppy” Stevens. He lived at Days Bay House as a housemaster and took the boys for cricket and rugby and on weekend bush walks.

In 1963 Ivan not only secured a job teaching English and geography at Rongotai College, but he also secured his sweetheart, Jean – marrying her in December.

Ivan coached the top-level rugby and cricket teams at Rongotai, working with future national sportsmen Clive Curry in rugby, and Bruce Edgar and Ian Smith in cricket. Ivan also became passionate about stage lighting and productions, producing school dramas. His nickname was Ivan the Tinkerer, although he agreed it was best to get someone else to fix something if you didn't really know how!

Ivan's mantra was *It's best to illuminate your own life by helping others.* A fitting sentiment for one of life's dedicated teachers. Ivan is survived by Jean, and John and family.

John Cyril Brice 1919–2016
attended Wellesley 1930–1933,
Head Prefect

John first attended school at Marsden, becoming a boarder at Croydon School,



John Brice

where he was Head Prefect and Captain of both the 1st XV Rugby and 1st XI Cricket. He went on to study at Nelson College.

John joined the RAF in 1939 as a pilot officer, while in the United Kingdom and Northern Ireland on a working holiday. He was stationed at Leuchars in northern Scotland and transferred to the RNZAF in 1944. He was awarded the George Medal for bravery in 1941 for rescuing his rear gunner from a burning plane.

John married Grizel, a Scottish WAAF officer, and they settled in Australia after the war. His children Lindsay, David and Anne talk of his proud war service, hands-on involvement with all aspects of family life and passion for swimming. John and Grizel moved to Hobart in 2000 to be closer to family, but Grizel passed away shortly after.

In 2001 John commenced Masters swimming and set many records. He competed in the FINA Masters World Championships in Perth in 2008 and the World Masters Games in Sydney in 2009, winning gold, silver and bronze medals, and setting a national record for his age group. He was listed annually in the FINA World Top Ten List.

John is survived by three children, four grandchildren and two great-grandchildren.



Colin Clere

Colin Temple Clere LLB, MNZM 1927–2017
attended Wellesley 1935–1940

Twenty-two years after graduating from Wellesley, Colin became founding Chair of the school's Board of Trustees. He negotiated the purchase of Wellesley by the Anglican Diocese of Wellington from Hoppy Stevens and appointed Trustees and academic staff. His son, John, was a pupil from 1961–1969, and his grandsons William and Forbes Leckie attended in the late 1990s.

Colin studied at Wanganui Collegiate and then attained a LLB from Victoria University, marrying Miro Moss.

Colin worked at the firm of Luke Cunningham Clere, joining his father, Frederick Temple Clere, one of the founding partners of the firm. Colin spent his entire legal career there, becoming senior partner from 1975–1995 and later a consultant. He was the Honorary Solicitor for the Duke of Edinburgh Award, Wellington City Mission, the Laura Fergusson Trust and the Multiple Sclerosis Society of New Zealand, and Advisory Trustee for the Karori Reservoir Sanctuary Trust (now Zealandia).

Colin worked with the Department of Conservation and other government departments in drawing up the lease of the Old Government Buildings for the Victoria University law faculty in 1996.



Dr Ronald Grieve

He was an Honorary Life Member and former Chair of the Commonwealth Trust, council member of the Duke of Edinburgh Trust and national Chair from 1990. In 1999 he received his MNZM for long-standing services to Duke of Edinburgh.

Colin is survived by his second wife, Hilary, three daughters and a son, a stepdaughter and stepson and their families.

Dr Ronald James Kay Grieve 1937–2017
attended Wellesley 1945–1949
Dux

Ron felt a deep sense of belonging at Wellesley, starting in 1945 as a day boy and boarding from his second term. He writes, “I loved boarding and my five years were amongst the happiest of my life.”

Ron credited Hoppy Stevens with giving him much of his love of learning, especially for English literature. He excelled in the subject, gaining top place in a national scholarship. Ron said, “I'm particularly grateful to Hoppy for instilling in me a love of learning which has never left – that is the greatest gift any teacher can give a pupil.” Ron engraved an inner quad Foundation brick with THANK YOU HOPPY. He visited the school twice in the last few years, travelling from Auckland.



Bradley Joliffe

Ron was Dux of the school, and he was also 100-yard champion, Captain of the 1st XI Cricket and a capable boxer.

He studied English at Victoria University and medicine at Otago, graduating in 1962. While in Dunedin he met his first wife, Sally, and in his last year they moved to her home town, Auckland, where Ron worked in various disciplines in hospital departments.

He and Sally divorced, and Ron set up a busy practice in Glenfield on the North Shore, working there until his retirement. Irene, his second wife, described him as “a pioneering and dedicated doctor”. He took a special interest in alcohol and drug addiction, rehabilitation and cardiovascular screening, many years before it was considered good practice to do so.

Ron had one child from his first marriage and adopted Irene’s three children.

Bradley Evan (Brad) Joliffe
1976–2017
attended Wellesley 1983–1988

Brad died unexpectedly on 30 January, 2017, aged 41 years. He was the beloved son of David and Petal (Waikanae), brother of Greg and Philippa and brother-in-law of Alex. He was uncle to Caitlin, Oliver and Liam; special nephew of Vicki and Mark and special cousin of Ryan, Luke and Max.



Hugo Judd

Neville Hugo Sale (Hugo) Judd QSO, CVO
1939–2017
Wellesley Board of Trustees 1994–1999

Hugo served on the Board of Trustees while his three sons Tom, Sam and Jojo attended Wellesley in the 1990s. He was known for his wit, charm, sociability and nose for trade opportunities.

Hugo was born in Vancouver to Kiwi parents. Emigrating to New Zealand with his family after WW2, he was educated at Cathedral Grammar, Christ’s College and Canterbury University, where he competed in swimming, gymnastics and skiing.

After studying Russian and German at Oxford University, Hugo was recruited by New Zealand Foreign Affairs in London and served as a diplomat in Europe and Asia, including Chargé d’Affaires in Moscow (with his wife, Catherine Isaac) and Ambassador in Vienna, eventually becoming Deputy Secretary of Foreign Affairs in Wellington. He was Official Secretary to four Governors-General from 1993 until his retirement in 2004.

With his partner, Sue Morgan (a relationship that gave him three stepdaughters), Hugo retired in Mapua, where he founded the local chapter of the New Zealand Institute of International Affairs. Hugo will be sorely missed by his family, his vast circle of friends and former colleagues.



Alister Macalister

Alister FitzGerald Macalister QSM
1922–2017
attended Wellesley 1932–1939
Head Prefect
Wellesley Board of Trustees 1971–1975

Alister was described in his last report from Wellesley College on The Terrace as ‘one of the best all-round boys we have in the school’ and a natural leader. He became Head Prefect in 1939. Unusually he took a course in shorthand and typing as well as studying the more traditional Latin and history. Alister played cricket, football and tennis and was boxing champion. Three of his sons went to Wellesley in Days Bay and Alister was Chair of the Board of Trustees from 1971–1975.

Alister’s law studies at Victoria University were interrupted by WW2. He served as a submariner in the Royal Navy and was among those who took the surrender of four German U-boats in Norway on VE day. Alister resumed his studies after the war, was admitted to the Bar in 1949 and worked at his father’s firm Macalister Mazengarb for the rest of his legal career.

Alister’s knowledge of navigation served him well. He was honorary solicitor to the New Zealand Air Line Pilots’ Association and the New Zealand Company of Master Mariners, and he was integral to many disaster inquiries



Alister Macalister

including the *Wahine* and Mt Erebus. He left law to become chief investigator for the Police Complaints Authority until his retirement.

Alister sailed a yacht, *Nirvana*, was commodore at the Royal Port Nicholson Yacht Club from 1972–1975 and a life member. He received a QSM in 2013 for his work raising money for visually impaired children.

Alister is survived by his wife, Shirley, and their children and grandchildren.

Brian Cecil Mexted
1928–2017
friend of Wellesley

Brian was the father of admired and long-standing Wellesley teacher, Roger Mexted, who died in 2011 aged 49, and was himself a great friend of Wellesley and a true gentleman. Roger remembered Wellesley in his will, with the Mexted Scholarship for a boy who shows promise in the creative arts in Years 7–8. After Roger’s death, Brian kept in touch and visited Wellesley on many occasions.

Brian was raised in Tawa with his brother, Graham – a former All Black No. 8 like his son Murray – and sister Norma. The family home was on a site now occupied by Mexted Motors. Schooled at Wellington College, Brian played cricket and rugby and excelled



Brian Mexted

at tennis, winning the senior singles cup three years in a row. Brian took over his father’s carrier business, which he ran for twenty-nine years. From there he joined his brother at Mexted Motors until his retirement.

Brian married June in 1958, and they raised Roger and Gil in Tawa, moving to Paraparaumu in 2001. Brian joined Rotary in 1966 and went on to hold a range of positions, becoming a Paul Harris Fellow – an international Rotary award given to people for outstanding service. Brian had a passion for tennis, poetry and gardening. He is survived by his daughter Gil and family.

Richard Barton Rainey OBE
1929–2017
attended Wellesley 1937–1943

Richard had happy memories of his days at Wellesley College on the Terrace. He studied at Wanganui Collegiate and Victoria University of Wellington, following his father, John, into a legal career.

Richard and his wife, Molly, moved to Nelson in 1957, where he joined the law firm Pitt & Moore. He loved the Nelson region and all it had to offer – professionally, musically and recreationally.

Richard was recognised as an authoritative and thoughtful lawyer.



Richard Rainey

He held many other professional and community roles, including District Inspector of Mental Health for Nelson and Marlborough, President of the Nelson District Law Society, a council member of the New Zealand Law Society and Chair of the New Zealand Law Practitioners Disciplinary Committee. He was recognised for his outstanding community service and awarded an OBE in 1991.

Richard and Molly were stalwarts of the Nelson Cathedral congregation where Richard sang in the choir. He was a huge supporter of the Nelson School of Music, performing and teaching there. He served on the Trust from 1964 and was Chair from 1968–1986. For many years Richard was the Chancellor of the Anglican Diocese of Nelson. He loved the outdoors and enjoyed a wide range of sports and activities from tennis to skiing to fishing.

Richard is survived by Molly and four sons: Jo, Bill, Pete and Tom, and ten grandchildren.

The full version of all obituaries can be found on Wellesley’s website:
www.wellesley.school.nz/alumni/old-boy-obituaries



CREATING



BOYS



THANK YOU

FOR YOUR SUPPORT

2017 was an action-packed year again for Wellesley. We had a stunning Wellesley at the Basin cricket day and said goodbye to two treasured junior teachers, Alison Garland and Yvonne Odinot.

In August we had Art Week with the theme of “what lies beneath”, plus Artist-in-Resident, Richard Adams, culminating in his and the boys’ ARTBOURNE exhibition, and a couple of amazing Parents’ Association discos.

Later in the year the Foundation held a well-attended evening to thank donors and raise further funds and awareness for the Promising Futures for Boys Scholarship Campaign. Images were captured for most events by community photographer Phil Benge.

Huge thanks to our key supporters



Wellesley at the Basin

Max Motors, Wellesley Parents’ Association, Amanda Mallett.

Art Week/ARTBOURNE

Richard Adams, Michael Browne, Katy Lethbridge, Cilla Bennett, Michelle Newington, Rachel Petit, Nicola Nelson, Amanda Mallett, Kati Schroderus, Bridget Poppelwell, Pub Charity, Bhakti Govind of Hot Chilli Designs and Amanda Mallett.

Promising Futures for Boys Scholarship Campaign

Fran Hornsby, Ruth Lavelle Treacy, Phillipa Bossley, John Healy, The Nickel Family, Andrew Herrick, Steve Girvan, Rosie Torbit, Kit Jackson, Angelique Sparnaay-Martin, Amanda Mallett, Jonathan and Helen Sinclair.

PA events

Discos / Michelle Newington, Angelique Sparnaay-Martin.
Richie Hardcore event / Bhakti Govind of Hot Chilli Designs and Max Motors.

ATB MEDIA

HARRY ZANGOUROPOULOS

At the Bay is a long-standing tradition at Wellesley. Throughout my eight years here, I have enjoyed flicking through it, finding my friends and reliving the memories of the great year that’s been.

For the second time now, students from Years 7-8 have been invited to help out, with guidance from Margie Beattie (chief organiser), Mary McCallum (editor) and Phil Benge (photographer). Many teachers have contributed to the articles.

The thirteen of us in ATB Media have learnt a lot about journalism in the making of the magazine. We have interviewed people, edited articles, taken photographs and chosen many of the images that capture the sense of the Wellesley community. We have all learned from the experience and it has been a fitting end for those of us who are leaving Wellesley. We hope you enjoy this edition as much as we have enjoyed making it.

Thanks, boys, it’s been a blast working with you as you are such good sports. Just like Mr Pitman at Senior Athletics Day!

Regards, Margie, Mary & Phil



Left to right: Teo, Max, Harry, Finbar, Harry, Harry, Oscar, Freddie. **Absent:** Jack, Sam, James, Sam and Ollie.



O U R

VALUES

