



Wellesley
COLLEGE

DISCOVER **YOUR BEST**

AT THE BAY 2019



COLLECTIONS AND CONNECTIONS

A year of terrible tragedy in New Zealand has also been a year when people have been encouraged to connect with each other to stop something like the Christchurch shooting happening again. "Collections and Connections" was the theme for Wellesley's **ARTWEEK**, and we decided to use it for *At the Bay* along with "We are Wellesley", our version of the prime minister's "They Are Us".

ATB Media is a group of five Year 7-8 students, who are really cool, good-looking people with an interest in journalism, writing, photography and design. We are all also interested in the history of Wellesley and what happens during the year.

We meet on Monday lunchtimes and get used to talking with our mouths full, discussing the magazine and what will go in it. We also

specialise in interviews with sentient aliens, people who breathe and have a steady heart rate, and people who work in the Wellesley community or are connected with it out in the world. We do some editing of the interviews and articles and have taken photographs of everything from plants to giant global-dominating rabbits, and helped select other photos too. We also give our input to the Scratch designers.

The magazine is a celebration of the highlights of 2019, such as the camps, the choir trip to Auckland, the new kapa haka group, EPro8, the South Island sports trip and the annual speech competition. We have enjoyed experiencing ATB Media and seeing what goes on behind the scenes. We hope you enjoy reading it.



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LIKE BEING AN ASTRONAUT

Principal Brendan Pitman sat down to an interview with Riley and Tyler of ATB Media to discuss the year



What are your highlights at Wellesley this year?

We have spent a lot of time thinking about how we actually teach boys at this school. We have a culture where we love our boys being the centre of the school and having fun and being engaged, but we also need to look at the skills we can give you to help with where you're headed next, to set you up for life beyond Wellesley. We've thought about the skills you need beyond the traditional subjects, and whether you are confident to go to the next phase of your life, socially and emotionally, and if you have the resilience to handle it.

We ask questions like – Do the values of the school resonate strongly with you? Do you have the courage to take risks and the perseverance to get through? The staff discussions are great – we have passionate people who love working with you boys.

Other highlights have been the introduction of Kete Aronui and the new focus on te reo Māori and Māori culture, the addition of languages in the junior school, our mindfulness programme and the boys thinking about connections.

How has Wellesley worked as a family?

That is a great way to describe Wellesley. I really like that! When I arrived in 2015, I felt welcomed into a family. Everyone steps up to support one another and that's what it means to be a family. I have had a bit of a rough year and Mr G has been away too, but our absences haven't affected the teaching and learning. The teachers and the boys fiercely hold on to the school culture. They are always welcoming and quick to show kindness.

What's it like to be "dad" to 350 boys?

[Laughter] Challenging! I am a father to three girls so it is different, but it is wonderful. I love coming to work and seeing the boys – being here is my passion. If there is one thing that energises me, it is seeing the boys and interacting and spending time with them.

What new connections are being made at Wellesley?

We have done a few things this year developing our connections – with the land and places around this country, and with our links to Māori language and land through Kete Aronui. The Year 7-8 boys have engaged more with the wider community, building connections with home, places and people.

Hearing your thoughts on the Christchurch attack [made before the interview], I can see that this approach is working. You are looking beyond your family and who you are, and thinking about school, city, country and world. You boys are going to solve the world's problems so that my retirement is good!

What is your daily routine?

That's easy – there isn't one! Someone once said that being a principal is like being an astronaut – you don't know what's going to happen next, and you are constantly having to react to situation and circumstance. Things happen and my day orientates to whatever is the highest priority for the boys and the staff to make sure that everything is okay.

Two things that I always do are to go around the classes and see the boys and teachers in action, and do duties at morning tea and lunch times. It's a great opportunity to have real chats with the boys. I have two priorities: one is the happiness of the boys and staff, and all the other stuff comes second.

What do you do in your downtime, if you have any?

I spend as much time as possible with my family. I love to be able to get along to my kids' activities and spend quality time with them and support my wife. I also try to keep fit and train and am trying to get my head and body right with a bit of mindful activity. I have started woodwork. I have built a knife sharpener for the kitchen knives, and a recent project is working on a recurve bow, using some old skis off Trade Me. I am enjoying the challenge of creativity.

Thank you to Tyler and Riley for doing such a great job of this interview. It is so affirming to have these kinds of discussions and to see passion, genuine interest and maturity in my interviewers.



STAFF MATTERS



STEVE GIRVAN
Deputy Principal

NEW STAFF

LISA ALLEN

Lisa came to us having taught at Muritai for 15 years. Lisa is a fantastic teacher with strengths across the board. She teaches Year 4 and has really loved focusing on STEM, literacy and the arts. Lisa's son Harrison joined us in Year 8. Outside school Lisa enjoys family time and travelling.

GIORGINA COOPER

Gina hails from Wellington and has been back in New Zealand for two years after teaching and travelling in international schools around the world. She particularly enjoyed her experience at a British school in Rome, and is now fluent in Italian. She loves teaching and is interested in discovery learning, where the students can find things out for themselves, look into problems and ask questions. Her interests are travel, food and music.

DANIEL EDMONDS

Daniel joined us from Ngaio School, where he taught for three years. He is a superb teacher with a passion for maths and literacy, and he has developed a lovely rapport with the boys in his class. In his spare time Daniel is an avid runner, plays U85 rugby and is a talented musician.

DEBE HOWARD

Debe joined us at the beginning of the year to take over from Anne Irwin in our school office. Debe worked for 13 years as office manager at Ripe Coffee, and her personality and organisational skills are a real asset. In her spare time Debe enjoys yoga, travelling and spending time with her family.

MARK MEO

Mark was appointed to his first teaching position in Year 8 this year. He is not exactly new to Wellesley, having worked in the sports department for many years, with connections to the school as a grandson of an Old Boy and with his mother, Janice, on the staff. Mark grew up in Eastbourne and attended Hutt



Valley High. He's a passionate teacher who firmly believes in putting the interest of students first, and is an enthusiastic cricketer and football player.

ANGELIQUE POCZWA

Angelique joined our staff having taught for one year at Lyall Bay School and before that at Hawera School in Taranaki. She has also taught in London. Angelique is an enthusiastic and dedicated teacher with a real strength in encouraging her boys to produce quality writing. She enjoys yoga in her spare time, and is a talented musician with a beautiful voice.

GAPPER – ANNA PERRINS

This year we did not have the services of a GAP tutor from overseas, but we did have the delightful Anna Perrins on staff as a quasi-gapper. Anna went to Chilton and recently graduated from university. She has been an absolute marvel this year, fulfilling any task given to her with both enthusiasm and professionalism. Anna will be sorely missed. We wish her all the best for what will undoubtedly be a successful future.

NICOLE COOPER

We welcome back Nicole from a year's maternity leave after the birth of her second son, Hunter.

DANIEL EDMONDS

Daniel and wife, Justine, welcomed a baby boy, Francis, in November this year.



FAREWELLS

ANAND RANCHOD

Anand leaves us, having taught in Y8 for three years, to join the staff at Scots College. Anand is an enthusiastic and dedicated teacher with a strong interest in mathematics, having lead that curriculum area since joining our staff. Anand was heavily involved in sport, coaching both the Cricket and Hockey 1st XIs - his dedication and enthusiasm for coaching these teams will be sorely missed. Such is his passion he added morning exercise into his class programme!

ANNE IRWIN

Anne joined Wellesley in 2011, initially in IT support, although she quickly moved to the position of school administrator. She worked in this role until March this year, when she left to assist her husband with his business and pursue her travel bucket list. We will miss her cheeky sense of humour and love of shoes!

TONY ORBELL

Tony left us at the end of Term 2 having taught at Wellesley for 14 years. Tony was a highly regarded and respected colleague and teacher and was much admired by the boys he taught. Passionate about literacy and maths, Tony brought much to Wellesley through his enthusiasm, dedication and joy of teaching. Tony and his wife, Penny, and their two children have moved to Saudi Arabia to teach for a couple of years.

MARGIE BEATTIE

Margie's relationship with Wellesley dates back to the 1990s, when her late father, Sir David Beattie, served as chair of the Patrons of Wellesley and supported the first stages of the school's building development fundraising campaign. In 2007 her son, Jack, arrived as a Year 4 pupil, and Margie became an active member of the Parents' Association and then the Board of Trustees.

Such was her belief in the school that in 2010 Margie took on the role of Development Foundation Manager, responsible for scholarship and building development fundraising campaigns, alumni and centenary events, **ARTBOURNE** and Artist-in-Residence programmes. Her energy, personality and passion for the school drew many people into the school's orbit from Old Boys to community supporters to art lovers.

We wish Margie well with her future endeavours.





FAREWELLS *continues*

MICHELLE NORTON

Michelle joined Wellesley in 2000 and has been held in the highest regard by those who taught alongside her. She was a valued member of the Senior Syndicate, running a very tight ship in her Year 7 class. Professional and committed, she was generous with her knowledge and happy to share the “craft of teaching” with less experienced staff.

Michelle established water polo teams at Wellesley, and continued to nurture these serving as coach, manager and facilitator. She was also one of the pioneers of the school's Multisport programme.

Michelle's contribution to the West Coast camps was legendary. Her organisation and commitment was fundamental to building the camps into the great Wellesley tradition they have become. Only Steve Girvan has attended more West Coast camps than Michelle.

Often found hunting through the lost property to help a student in need or organising an event, she rarely stopped. Whether it be Student Council on Friday, with all sorts to follow up, a social club meeting, a production costume to sew, or a West Coast camp to organise, Michelle's feet rarely touched the ground. She never hesitated to take on a job and ensured her classroom programme was varied and exciting, as boys who have been in her class will attest to.

Michelle put the needs of the boys first. Caring, direct and on point, she loved her job and loved the boys. She is dearly missed.



A top-down view of children painting on the floor with watercolor palettes and brushes. A large red number '4' is overlaid on the image, and the word 'YEARS' is written in white at the top.



CONNECTED AND CARING

“Create, research, design, collaborate,
connect and take risks ...”



GAVIN HUGHES
Junior Syndicate Leader

Belonging to Years 0-4 is a very special time for our boys and each of the teachers feels privileged to teach them at such an exciting time in their lives. We believe that our boys should have a range of learning opportunities where they are encouraged to create, research, design, collaborate, connect and take risks while having fun.

Our syndicate was swept up with the exhilaration around the Rugby World Cup in Japan. The boys took part in an inquiry where we learnt about players and teams, and made connections between sports and the reasons people love watching and taking part in it. Some classes even had a robot Rugby World Cup, where they had to programme Dash robots to beat defenders and score tries!

We took part in the schoolwide Collections and Connections **ARTWEEK**, and all the boys had an exceptional time visiting the Dowse Art Museum to look at some amazing art collections, including that of Stokes Valley artist Guy Ngan.

We delved further into this topic, learning about our family trees, the things people collect and the reasons why.

We focused on acts of kindness in our health and well-being studies, concluding with a market day where boys brought their old books and toys to school to raise funds. The proceeds were spent



buying new toys to give to less fortunate children for Christmas. It was great to see the boys connecting the idea of helping others to their own mental health.

We utilised our stunning bush setting and helped the boys make connections to our local area, learning about the school stream, looking after our eels, studying the sea life of the rock pools and caring for the local penguin nesting site.

We have a range of students in our syndicate and a number of families. One way we ensure we keep connected is through Seesaw. Each of the junior boys has their own Seesaw digital portfolio and teachers develop the boys' digital literacy skills by helping them upload weekly posts that inform whānau of current learning, achievements and exciting school events.

VALUES AND CONNECTIONS

Riley, Zach and John of ATB Media, with Kate Cole and Libby Bloomfield

Three Year 8 boys were involved in redesigning the Wellesley Gold Cards this year, turning them into Values Cards. They were Ben McLanahan, Rishi Kharkar and Gatsby Cohen. The cards are awarded to boys who live the school values of Empathy and Respect, Risk Taking and Perseverance.

Every term the boys vote for someone in their class who they feel has epitomised the school values and should be awarded citizenship for that term. A group of Year 4 citizenship boys met with ATB Media and discussed why they feel they were awarded citizenship and what it means.

Jimmy: "I make sure my friends are okay, and we play together a lot so no one is alone."

Sam: "I try my best."

Theo: "I take risks in learning and always try my best."

On wearing the uniform.

Felix: "I feel like I belong. I just don't really like the tie."

Theo: "I feel proud to wear the uniform and I like that I have lots of badges on my blazer."

On the meaning of the school values.

Felix: "Helping others and always trying our best."

Theo: "Being kind and looking out for our friends if something isn't right."



We can feel that we are too small to make a difference, but mathematician Edward Lorenz says small changes can have large consequences, calling it the Butterfly Effect. In Years 0-4 one of the first things we show the boys is that they need to be considered and thoughtful when flapping their wings. They also learn that everything they do needs to express the Wellesley values. Through focusing on the values the boys become part of a caring and inclusive school culture.

Living the values also helps our boys to excel, thrive and be the best version of themselves. One way they live the value of Empathy and Respect is through service. The boys contribute to the school environment via the enviro groups, the local environment through Penguin Patrol, and work to support causes like Create for a Cause, So They Can and Take a Break. They take part in the 20-hour Famine from Year 6, and work towards their Service Award in Years 7 and 8.

In a nutshell, we expect our ākonga or students to treat others as they wish to be treated. Through our chapel services, mindfulness, the anti-bullying programme KiVa and a restorative approach to behaviour management, we encourage the boys to be self-aware so their outward actions are better considered.

YEARS





THE HOUSE WITH FOUR WALLS

“Each wall represents a part of our well-being: emotional, spiritual, social and intellectual.”



CHÉVON O'LEARY
Middle Syndicate Leader

In a year of connections and collections at Wellesley, relationships with friends, family and the community are important to us, so it was wonderful to have our grandparents come to visit for the day. It is a great opportunity for the boys to introduce their whānau to the school and to their friends.

ARTWEEK and our art exhibition gave us another chance to invite the wider Wellesley community into our school to share in our creativity and to raise money for other people through Create for a Cause.

Throughout the year we have a number of activities that allow the boys to build connections as a team and to stretch themselves individually outside the school environment. They take part in critical-thinking activities in the classroom and then we enter representatives into the STEM Challenge and EPro8, competing against other schools in the Hutt.

Both the Year 5 and Year 6 boys took part in DanceSplash. They practised their dance for weeks and performed at the Michael Fowler Centre in front of parents and other schools. It was great to see them give this a go.

Our annual camps provide the boys opportunities to take risks, persevere and build relationships with their peers outside the school. Sport does the same – our Colts Cricket team took part in the NZ Post cricket tournament and got a chance to play in the finals at the Basin Reserve. What an amazing experience for



them – the boys loved seeing their names up on the scoreboards.

We continue to focus on our well-being programme and encourage the boys to practise mindfulness on a regular basis. There are many benefits to mindfulness, including increased attention and reduced anxiety. We teach the boys about Te Whare Tapu Whā – the House with Four Walls. Each wall represents a part of our well-being: emotional, spiritual, social and intellectual. We need to look after each wall equally or the house will collapse.

In Years 5–6 we are delighted to provide the opportunities and support for the boys to grow in each of these areas.

TREASURING TIKANGA MĀORI

Malachy of ATB Media, with Veronica Stevens
and Kent Hainsworth

Māori culture is a highly valued and vital aspect of modern New Zealand society. A focus for Wellesley this year has been integrating it into the curriculum and raising the profile of te reo among the boys.

Deputy Principal Veronica Stevens has been an instigator of much of this change. “Te reo is something that makes New Zealand unique. It is not a language that belongs to any other country in the world. We want to celebrate and promote it in a dynamic way.”

Wellesley has taken a number of different approaches to ensure the integration of Māori culture into the curriculum. In the day sheet teachers receive each morning they are encouraged to learn a new phrase and include it in conversation while facilitating activities. When planning, teachers are encouraged to incorporate elements of tikanga and te reo Māori into their units. For example, when the major unit across the school was space, many class teachers touched on the Matariki celebrations. Specialist classes such as visual art infuse tikanga into their learning, as do assemblies and chapel services.

A senior kapa haka group has operated this year led by Veronica Stevens, Kent Hainsworth and Gavin Hughes. It meets weekly as part of the Kete Aronui elective programme. Lessons usually involve singing waiata with actions, practising haka and exploring Pacific Island elements such as Sāmoan sasa.



Year 7 student Harry Greenslade says: “I really like being able to do the haka and being able to shout out pride and joy, I guess. The haka is special to our school so it is special to me.”

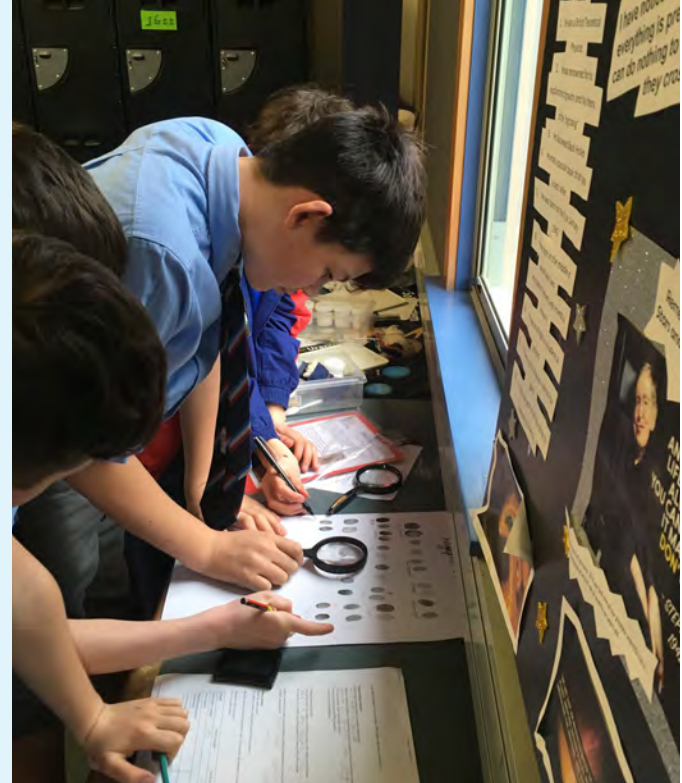
In Term 2, Wellesley hosted its first kapa haka exchange with Epuni School. The performances from both schools were of a very high standard. As well as performing items, the students shared lunch and developed new friendships.

The long-term plan is that as students use te reo throughout all levels of the school then words and phrases within the classroom environment will become more prominent and part of everyday use. It will become an integral part of the Wellesley culture.

“People get used to it,” says Mrs Stevens. “Teachers pick up on it and it grows from there.”

YEARS





BEYOND THE BOUNDARIES

“Wellesley community spirit lives on beyond the school boundary.”



ANDREW TAIT
Senior Syndicate Leader

In May a group of Wellesley Old Boys paid a visit to their old school. They had been scattered far and wide across a huge Year 9 cohort in their new school, Wellington College, but they'd come back together like magnets to share their college transition experience. Their strong bonds and infectious enthusiasm for taking on the scary challenge of a new school riveted their audience of Year 8 boys.

The Old Boys held court in the classroom, answering questions and giving tips on what to do and, perhaps more importantly, what not to do in order to survive and thrive at college. The strong connections that they had with each other, and their willingness to come back to share, made it clear that the Wellesley community spirit lives on beyond the school boundary.

There have been countless opportunities and experiences for our Year 7 and 8 boys to enjoy this year. Firstly, they were able to connect with different parts of New Zealand on camp (either the West Coast or Tongariro National Park) at the end of the first term. Opportunities to connect with and explore the local natural environment – with beach and stream studies and snorkelling in Days Bay – were plentiful. And class trips to the Police College for some forensics work gave boys the chance to see science in action.

All the boys have been given the opportunity to “give” as part of their Service Award (for no other reason than the high that comes from giving and not expecting anything in return) and of course our



Year 8 boys have continued the fine tradition of junior buddy time – playing board games, shared reading, taking part in outdoor games .

ARTWEEK was a special time for us as boys from all year groups came together to create their masterpiece, and then there was the sometimes awkward and confronting stuff. This included lessons with Andrea of Life Education Trust on drugs and alcohol, and a visit from Yellow Ribbon Ambassador Richie Hardcore, who spoke about healthy masculinity.

Much of the “connecting” in the senior school occurred under the radar: assisting specialist teachers and prospective families during Discovery Days, taking billets during a sports or choir exchange, meeting ex-pupil and Princeton University graduate Sebastian Hallum-Clarke (who is about to start working for Google), or soaking up the work habits of Artist-in-Residence Nat Hudson.

BEYOND THE BAY

Talking to Old Boys Finbar Mallett (2009–2017) & John Healy (1978–1981)

Interview by Malachy and Tyler, ATB Media



Finbar Mallett



John Healy

What do you miss about Wellesley the most?

FM: Definitely the cultural side of it and the freedom. 100% the wharf jumping and the amazing academic opportunities.

JH: Spending week days between the bush and the harbour, and jumping off the wharf. Wellesley creates such a positive vibe, broadens the learning opportunities for the boys and attracts some fantastic teachers.

What are some of your favourite memories?

FM: Wharf jumping for sure, Going to the Pav [Days Bay Pavilion] and climbing through the little tunnel at the gala.

JH: Living close to and learning about the natural environment, including camping over at Butterfly Creek and listening to spooky stories about headless ghosts in the bush!

Which teachers or other staff have had an impact on you?

FM: All of them to be honest. Every classroom teacher was very involved with the students and they definitely help you out a lot.

JH: Miss Reed in my first year in Year 5, conducting quick-fire head-to-head maths competitions. Mr Crick in Year 7, his love of the bush, his Australian twang and his attempts to teach us Aussie Rules football. Mr Hector in Year 8, his love of the bush, plenty of stories and bush/folk songs. Mr Dreadon, our principal, his love of music passed on to us.

How do you think Wellesley has prepared you for college?

FM: It sets you up very well morally and socially and it teaches you a lot about actually getting out there in college. The [Wellesley] teachers look after you and watch out for you and make sure you're doing the right thing.

JH: It gave me confidence to keep learning, to build on what I already knew and to make good friends.



In what ways do you feel you are still part of the Wellesley family?

FM: I hang out with my mates that went to other schools like Wellington College, and the Old Boys Day is always a good time to hang with friends and teachers from Wellesley.

JH: I have fond memories of the boys I went through Wellesley with, but having been overseas for so long I've lost touch with most of them. The exception is when I see Mr Hainsworth each time I visit the school and remember his fierce fast bowling!

What seeds did Wellesley plant in you – subjects, interests or skills?

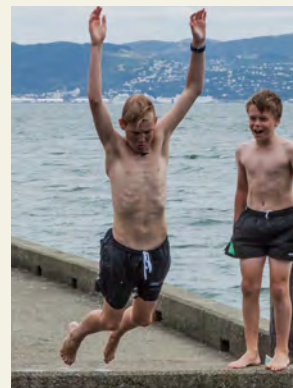
FM: Definitely sports. Sports practice on Thursday lunchtime was always a lot of fun. Rugby for sure, and definitely maths – I remember having Mr Hampton and Mr Girvan.

JH: An awareness of how lucky New Zealand is to still have so many well-preserved natural environments. Public speaking taught me to think and talk more confidently and clearly. To keep learning and get better no matter your pursuit.

Did you try anything at Wellesley that you may not have tried at a different school?

FM: Probably the rock band. That was quite an out-there decision for me, far outside my comfort zone but now I am quite glad that I took that risk and my teachers gave me a lot of support with that. Also the production, because everyone has to participate, and speeches definitely – those are really helpful going into college.

JH: Wharf jumping and tramping – it was all so handy to school.





COLLECTING AND CREATING

“Empowering them to embrace
their emotions ...”



GLEN JORNA
Head of Arts

Art connects me to the whole wide world. It's in the details of everything I see – a painting created by one of my students or an artist friend, a crack in the pavement, a cast shadow, the colour in the sky over the harbour as I drive home from work, the marks on a paint-worn street wall, or the edge of a curling street poster. This innate curiosity about and fascination with textures and marks has propelled me in an interesting direction – one where I love to collect and document found paper. I love to rip it, assemble it, connect it and then paste it onto surfaces to create highly textural and colourful artworks. There is a ritualistic process that is attached to this form of self-expression, and is one that comforts, energises and heals me, and connects me more to myself and to my emotions.

Any activity that provides a deep sense of connection can promote healing and a sense of well-being. People can find it through gardening, cooking, paddleboarding, writing, sewing. It is through my act of collecting and creating art, that I become more in tune with who I am. This deep belief in the capacity of art to connect and heal became the inquiry theme for **ARTWEEK** this year, which is also Wellesley's Create for a Cause service initiative.

Every boy and teacher across the school came together and worked in mixed-age groups to respond to the theme of “Collections and Connections”. We all collected our materials, our ideas (and our bravery), and connected for three days through the process



of creativity and the gift of service. Service to others is a key aspect of our value system at Wellesley. This experience gave everyone involved the opportunity to focus on something outside of themselves for the week; to enjoy the positive impact art-making has on our well-being and mental health; as well as to create something that supports a cause. The chosen charity was, aptly, the Mental Health Foundation, and a percentage of the sale proceeds from an exhibition of artwork by our students and Artist-in-Residence (over \$2500) was donated to this organisation. The foundation's response:

What a wonderful message this school is sending its young boys: Empowering them to embrace their emotions and also fostering the sense of community through the Create for a Cause initiative. Giving back helps to heal – well done!

Yes, Wellesley is a place where our boys are encouraged to “peel back” their layers, find out more about who they are, and in doing so discover their best. **ARTWEEK** is a programme that encapsulates this, and the art room is a place where they can do this throughout the year. Through the process of creativity and art-making, our boys have the opportunity to connect with themselves and their emotions, and create works of art that are wonderful personal expressions of themselves.





HARMONIC CONNECTION

“I could sense an energy coming from behind and then I heard it.”



CAROLYN CURRINGTON
Specialist Teacher
Performing Arts

“You know what music is? God’s little reminder that there is something else besides us in the universe; harmonic connection between all living beings, everywhere, even the stars.” — Robin Williams in *August Rush*

This connection came to life when our senior choir, the Bay Boys, arrived at Dilworth, the final school on our choir tour to Auckland. We were greeted by the head of music, who explained that the whole school were ready to welcome us with a haka. We approached in silence as the significance of the moment filtered through the group. The Dilworth boys formed a corridor to perform their haka, and the Wellesley boys walked through the middle. This demonstration of passion and focus brought many of us to tears.

We were ushered into the hall, where their choir of 24 boys came to meet us. We had a workshop together, where I taught them a couple of our songs and then we performed them for the rest of the school.

The real connection came when we were singing our penultimate song of the whole tour. I had suggested that if the Dilworth boys knew “Geronimo” – which is about making the most of life and taking a leap into it – they might like to join in. Wow! None of us were ready for what happened next.

As the Bay Boys started to sing I could see huge smiles coming over their faces. I sensed an energy coming from behind and then I heard it. *All* the boys



from Dilworth were joining in *and* doing our actions. The energy was overwhelming! Our boys performed their hearts out when they realised how they were connecting with their audience and that music had brought them there. As one boy said on our return to school, “When we sang together we were one and it lifted my soul.” This underpins the importance of music and how it creates connections despite barriers.

The choir tour was a huge success. The boys performed at four schools: Diocesan School for Girls, King’s School, Saint Kentigern and Dilworth junior campus. We learnt songs to sing together and performed some from our own repertoire. The choir captains and deputies did a wonderful job of emceeing the concerts and kept everything running smoothly. The boys rose to the occasion every time and represented Wellesley proudly wherever they went.

We have started a second choir for all-comers and given both choirs official names. The Bay Boys of Wellesley is the Years 6–8 auditioned choir that has over 70 members (48 toured Auckland) and Kōtare Voices for Years 4–6 was established with over 30 members.

It is wonderful to see the culture of singing going from strength to strength, and to be part of the journey is inspiring.

THE MUSIC TRIANGLE

“... drawn by the irresistible sounds of drums and electric guitars.”



MARY-ANNE MORGAN
Specialist Teacher
Orchestra and Instruments

After just over a term of workshops and lots of practice at home the week before, the Wellesley Orchestra performed at the annual Wellington Bands and Orchestra Festival (WEBO), held at Wellington College. What a surprise to be greeted by ex-Wellesley musicians and orchestra boys, who were part of the organising team. Our boys were the youngest group performing and earned a hearty cheer from the audience. Talk about making connections – old and new!

The Wellesley Strings Trio was formed this year by music tutor Sonia Green for three of our most talented musicians. The trio were fortunate to be part of workshops with ex-NZSO cellist Roger Brown, with the goal of performing all three movements of Haydn's String Trio in F by the end of the year. As well as providing entertainment at Shona McFarlane Retirement Village, the boys came second in the open-age section at the Hutt Valley Performing Arts Competitions.

Curious faces can be seen peering through the windows of the music room when the two rock bands practise, drawn by the irresistible sounds of drums and electric guitars. The annual Battle of the Bands is the high point for the Year 8 band. After rehearsing all year in the Wellesley music studio, they get to perform with others from all walks of life. It's an inspiration and revelation.



This year we had a Year 7 band that rehearsed weekly with Mr Edmonds, performing in assemblies and on Grandparents Day.

Apart from the joy of being able to play a musical instrument, learning music has been associated with significant positive changes in brain structure, for example in the auditory and motor areas, in processing speech, and with long-term memory and increased activation of the temporal lobe.

Over 90 Wellesley boys learn music on woodwind, brass, strings, guitar, drums, piano and voice from performing musicians. The triangle of parent, teacher and student is a little community working together. Personalised lessons help boys learn technique and develop their self-motivation and creativity. Our musicians also connect with the wider Wellesley family when they perform at our itinerant music teachers' concert and at Grandparents Day.



PREPARING FOR THE FUTURE

“... there are no failures,
only opportunities to learn.”



JO FOX
Specialist Teacher
STEM

Wellesley is blessed with idyllic surroundings. We can't help but feel connected to our local environment and our students continue to enjoy and learn from what it offers. Not every school can send their students cross the road to go snorkelling around the rocks in a new underwater world, nor build predator-protective gecko and skink habitats in amongst the dunes in front of the school, nor learn about Māori medicinal plants and be able to taste the kawakawa leaves and flowers growing outside the classroom window.

Our appreciation of the world around us saw the development of two new enviro groups this year. The winter garden, maintained by Years 0-4, was harvested and enjoyed by the students and regularly used by the school kitchen. A new recycling initiative was implemented, rubbish patrols were organised, pest trapping continued, along with maintaining a healthy stream and monitoring the local blue penguin population.

Across the school, STEM (Science, Technology, Engineering and Mathematics) is becoming more integrated within the classroom programme. Rather than sitting down and learning facts, students are given hands-on STEM-based challenges where they learn as they confront and overcome problems. Those important future-focused skills of collaborating, creativity, communicating, risk taking and problem solving are brought to the fore, and our students enjoy building on them.



Making light-up Christmas cards using LEDs and copper tape gets the students learning about circuitry. Building tiny houses teaches them design, construction and mathematics. A highlight for the Year 8 classes was building trolleys and racing them down the bank onto the field. Forces, mathematics, aerodynamics, mechanics, construction and teamwork skills were all addressed in a fun and memorable way.

This year we had teams place second and third in the Wellington RoboCup Competition, programming robots to act out a story, and our senior team won the Hutt Valley Schools STEMM Competition, for the third time in the four years it has been running. We also entered five teams into the EPro8 Competition, with its hands-on technology-based challenges.

We are preparing our students for the future. Through STEM they are empowered to know that they can make a difference. As the boys often hear me say, there are no failures, only opportunities to learn.



THE SPORTING CONNECTION

“The chance to connect with a sport that will continue beyond their years at Wellesley.”



JEREMY FIELD
Head of Sport and PE

Sport is all about connections. Connecting with other boys to form a team and connecting with other teams in competitions in Wellington and elsewhere. It brings people together and takes our boys to interesting places.

For example in Term 2 we hosted Hereworth from the Hawke's Bay and Waihi School from the South Island. It was amazing to meet grandparents coming to watch their grandchildren, who had themselves taken part in the fixture when they attended Wellesley.

In Term 1, our mighty Colts Cricket team played against Hataitai School at the hallowed Basin Reserve, winning the final of the Cricket Wellington competition. It was a highlight for the boys to see their scores up on the Don Neely scoreboard.

Wellesley senior football, rugby and hockey teams toured the South Island, playing fixtures against Canterbury schools: St Andrew's, Medbury and Waihi. We came home with some impressive wins and lots of great stories.

Wellesley has a strong set of runners who proudly represented the school at zone and interzone events. Our Year 7 group was particularly impressive. A sea of blue dominated the field at the interzone at Sladden Park, taking out the first seven spots in the race. The Wellesley hockey teams had a particularly



good season too with the seniors beating Hereworth, Huntly and Scots, and the Colts were unbeaten.

While we continue to uphold the traditions of the school through the traditional sports, we are also committed to encouraging boys to try something new such as skiing, golf or fencing, so that they all have the chance to connect with a sport that will continue beyond their years at Wellesley.

Ski teams took part in the primary schools ski championships and the mountain biking team enjoyed success at the North Island mountain bike event held in Rotorua. Water polo and underwater hockey are becoming increasingly popular at the school. Basketball, badminton and tennis continue to thrive.

Touch rugby, indoor cricket, basketball and tee ball are just a few of the sports on offer to the juniors, with the PE programme focused on developing basic skills.

A highlight of teaching at the school for me is seeing all of the boys actively engaged in lesson time, enjoying the environment unique to Wellesley life, playing cricket or touch rugby on the beach, and jumping off the wharf in warmer months.

TOP OF THEIR GAME

HOUSE CAPTAINS AND DEPUTIES 2019

Croydon

Kian O'Connell
Harris Dickinson/Torben Fear

Marlborough

Ned Dassanayake
Jude Dawson/Louis McArthur

Selwyn

Max McLachlan
Alex McAslan/Henry Patterson

Wellington

Tyler Weyburne
Ben Brunner/Arthur Fell

HEAD OF STUDENT COUNCIL AND DEPUTY

Zac Fowler
Ned Dassanayake

PRIZE WINNERS

Swabey Cup for Dux: Arthur Fell

Proxime Accessit: Ben McLanahan

Principal's Cup: Jude Dawson
and Max MacLachlan

PB Cooke Cup for Best All-Rounder:
Ned Dassanayake

John Caselberg Memorial Cup for All-Round Leadership, Endeavour, Excellence and Courage: Corban King

Ben Johnson Cup for Displaying Outstanding Character: Ben Brunner

Bishop's Medal: Ben McGrath

Tim Jamieson Cup for Living the Golden Rule:
Gatsby Cohen

Miro Art Scholarship: Jude Dawson



2019 House captains with Mr Pitman

AWARDS/COMPETITIONS

Tournament of Minds

Our team of Malachy Holborow, Nikhil Cox, Arthur Fell, Gethyn Healy, Lochie Pennington, Jonathon Weir and Edward Fell finished in first place in the social sciences discipline.

Wellington Mathematics Association's Mathswell

The Year 6 team of Cooper Gawn, Aidan Zhang, Lachlan Roberts, Hudson Todd, Ethan Luo and Nick Wallace were placed second in their zone. Despite a great effort the Year 8 team of Gatsby Cohen, Oscar Horne, Arthur Fell, Matt Gordon, Ashan Bernau and Nikhil Cox did not place.

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

Our team of Nikhil Cox, Oscar Horne, Mason Leach and James Taylor finished first in this annual competition.

EPro8 Challenge

We entered five teams - the Years 7-8 teams of Wellesley Red, Wellesley White and Wellesley Blue, and the Years 5-6 teams of Wellesley What Knots and Wellesley Wonders. Hudson Todd, Aidan Zhang, Ciaran Gibson and Noah Baguley of the Wonders won the first round to make it to the semi-finals.

RoboCup Competition

Our Year 8 team of Gatsby Cohen, Arthur Fell, Oscar Horne and Ben MacLachlan, and the Year 7 team of Baxter Langford, Hamish Hull, Neil Tonpay and Troy Johnson finished a creditable second and third in this exciting competition.

Wellesley Speech Competition

The class competition winners were Theo Jordan-Wise (Y4), Ravi Bernau (Y5), Cooper Gawn (Y6), Hugo Plimmer (Y7), Nikhil Cox (Y8).

World Vision 20-hour Famine

Wellesley College once again demonstrated its strong commitment to



Dux: Arthur Fell



Triathlon winners



Badminton finalists



The Colts



Tournament of Minds team

World Vision, raising over \$5000. Ben Brunner and Frankie Treacy were recognised with a World Vision Greatest Individual Impact Award for their efforts.

International Competitions and Assessments (ICAS)

Hamish Hull received High Distinction in both the mathematics and science papers, and Baxter Langford recieved High Distinction in English. Four boys won Distinctions in science, one in the spelling bee, seven in English, three in digital technologies and eight in mathematics.

Otago Problem Solving

Eight boys competed in the final challenge, with Gatsby Cohen achieving top marks for Wellesley.

Australian Maths Competition

High Distinctions to Jimmy Brown, Gatsby Cohen and Judah Anstiss.

NASA CASE Space School

In the school holidays Tom Wallace, Corban King, Jack Sherlock and Arthur Fell will attend CASE Space School at the Johnson Space Center in Houston, Texas.

CHAMPIONS

Swimming

- Y4 Tom McKinnon
- Y5 Angus Hall
- Y6 Aidan Zhang
- Y7 Ollie Harland
- Y8 Ned Dassanayake

Athletics

- Y4 Rafferty Holden
- Y5 Noah Turner
- Y6 George Gray
- Y7 Oli Hercus
- Y8 Charlie Hannah

Cross Country

- Y4 Tom McKinnon
- Y5 Joe Sanderson
- Y6 George Gray
- Y7 Charlie Jackson
- Y8 Sam Gates

Cricket

1st XI Cricket team once again finished second in the Wellington division of the NZ Post competition. The result was very close with Raroa Intermediate taking the honours in the game played at the Basin Reserve.

The Colts won their final of the NZ Post competition with a comprehensive win over Hataitai School. This game was also played on the hallowed Basin turf.

Tennis

Singles: Max MacLachlan

Triathlon

Team of Max MacLachlan, Joshua Harvey-Green and Bennett Moeung

Badminton

Singles: Gethyn Healy

Doubles: Gethyn Healy and Charlie Jackson

KEEP DOING WHAT YOU'RE DOING

“A real pleasure for me to give something back.”



GEOFF SHIRTCLIFFE
Chair of the Board
of Trustees

It is difficult to believe another school year has rolled around. There is a particular poignancy for me, as this time I am stepping down from the Board. This comes after a year in which we refreshed our strategic plan, made plans for implementing stage 1 of the Masterplan, further enhanced our digital initiatives (notably RollCall, a new website and student management system), and progressed te reo Māori initiatives, KiVa, the Step system and our well-being programme – all the while keeping it “business as usual” through the absences of Brendan Pitman and Steve Girvan, and the loss of Jason Green and Matt Allen from the Board.

Jason was my deputy chair and chaired the finance committee, leading a complete review of our treasury policy and delegated financial authorities. Matt’s experience and insight lead the review of our Board policies. My thanks to both men. Margie Beattie also stepped down from her role on staff, looking after the Foundation, Old Boys, marketing, branding, the Centenary celebrations and millions of other things. Her positivity and energy were infectious and made our collaborations fun.

Happily, Pippa Hogg and John Healy – both with finance backgrounds – have joined the Board. Pippa replaces me as Board chair (with David Chinn as deputy), and John is chair of the Foundation.

Often time-consuming, sometimes difficult, the work of the Board is never dull. I am lucky to have worked with such dedicated people, who are prepared to debate their views, support each other and focus on the interests of Wellesley.

It has been a real pleasure for me to give something back to the school and to be part of the education of such excellent boys at an institution sustained by the talent, passion and dedication of so many fine people, especially the boys. But above all, it is the staff (teaching and non-teaching) who make Wellesley what it is, so please keep doing what you do so well, and thank you for your support and friendship.

It will be a strange feeling passing through the school gates after senior prize-giving, knowing that when next I visit I will be a “civilian”. I am, though, looking forward to coming to a gala without being on duty. I will sample the Board’s scones (and tut-tut quietly about how they were better in my day) then spend an embarrassingly long time throwing wet sponges at Brendan and Steve. And I hope to catch up with at least a few of you. Ka kite anō.

THE SPECIAL SPIRIT

“Joining the WPA is also a great way to get involved with the school, find out what is going on and shape what happens there.”



CILLA BENNETT
Parents' Association Chair

The Wellesley Parents' Association has once again had another full year bringing the school community together.

The school calendar seems to get busier each year, particularly for our wonderful teaching staff. The WPA has continued to focus on working with the school and Foundation to support their initiatives and events. Grandparents Day and **ARTWEEK** were highlights once again, and we'd like to acknowledge the great support received from our wonderful parent volunteers.

We have also looked for new opportunities to support projects and events at school. We have provided sausages and ice blocks at the school athletics days, as well as promoting House spirit and healthy rivalry by encouraging the boys to dress up in their House colours.

It was great to see so many parents at our co-hosted drinks with the Board of Trustees in mid-October, a successful and enjoyable way to catch up. We are looking at making this an annual event in the WPA calendar.

We have supported the construction of a new sandpit as well as made a generous donation to the new playground area, which is part of the Masterplan.

Our great team of class representatives has organised class or year group events to encourage



connection and engagement within the Wellesley parent community. These are important to ensure the special spirit of Wellesley endures. I encourage all parents to support them.

Joining the WPA is also a great way to get involved with the school, find out what is going on and shape what happens there. Many hands make light work, and I encourage all parents to consider joining us or to at least come along to a meeting to see if it's for you. I have thoroughly enjoyed my year as chair and I would like to thank my deputy, Frances Crombie; treasurer, Robert Pritchard; deputy treasurer, Rochelle Parks; and our secretaries Anna Sims and Anna Vrede, as well as all of the committee members for getting involved and making this such an enjoyable group to be part of.

I look forward to seeing you at the Wellesley Parents' Association AGM on Monday 23 March 2020 at 7.30pm in the staffroom.

GIVING BACK

“Each time I visit Wellesley, I am reminded of how lucky we all are ...”



JOHN HEALY
Foundation Chair

Kia ora everyone. Becoming the chair of the Wellesley Foundation has allowed me to give back to a school that gave me, my brothers and now my son, Gethyn, so much.

Each time I visit Wellesley, I am reminded of how lucky we all are to be connected with, teach at, or be a student or Old Boy of such a wonderful school.

I previously knew very little about the Foundation, what a fantastic purpose it has and opportunities it provides, supporting Wellesley's Scholarship programme, *Promising Future for Boys*. This provides a Wellesley experience and education for boys who might otherwise not have the opportunity – not only benefiting the students but their families too. The Wellesley community benefits too from the more inclusive environment.

Over the years, through the generosity of many, the Foundation has built the financial capability to support over 25 scholars, and we are delighted to announce that three more scholars will be entering Year 7 in 2020. We look forward to continuing this very rewarding aspect and unique part of Wellesley life. The Foundation has also supported major building initiatives, ensuring a sustainable future for the school. We are very grateful to those that continue to provide financial support and also welcome anyone who would like to contribute in whatever way they are able.



Interest rates have continued to fall. If any of you are wondering what else to invest in, I can recommend financial support for the Foundation. There are many ways this can be done, and judging by the positive impact the scholarship programme has had one could argue the investment returns are guaranteed. While not financial, they are nonetheless tangible, strengthening connections with our wonderful school.

One of the highlights for the Foundation is the Artist-in-Residence programme. **ARTWEEK** in September involved our fifth Artist-in-Residence, Natchez Hudson. With someone of Nat's calibre, our boys had a wonderful opportunity to experiment, learn and produce some excellent work. A big thank you to Nat and to Head of Arts Glen Jorna, and all those who made the event possible, and to all the parents, staff and friends of Wellesley who made it so successful.

I look forward to boosting the Foundation's role, and to see it continuing to support many more young scholars in the years ahead.

OLD BOYS NEWS: THE JOY OF RECONNECTION



Luke Jones



Sebastian Hallum Clarke



ROSIE TORBIT
Foundation
Development Officer

We love hearing from our Wellesley Old Boys. For many of you there is a strong sense of pride and belonging and we encourage you to stay in touch. Email alumni@wellesley.school.nz or send us a message via the Wellesley Facebook page.

RECONNECTION

Glen Hunwick (1966–1967) visited Wellesley in January. He has had a successful career in animation for the film and advertising industries, through his company Glen Art Productions in Australia. His studio has produced major advertising brand campaigns for Cadbury, KRAFT, Samsung, TARGET, YoGo, Mars Confectionary, V Drink, Shell and Coca Cola, and a widely acclaimed short animated film called *Mutt* that Glen wrote and directed. His elder brother Graham attended Wellesley 1964–1966.

Luke Jones (Gap Student July 2012–July 2013) updated us with his news during 2019. After leaving Wellesley, Luke returned to the UK and studied industrial design at Loughborough University, London, completing his Masters in Interior & Living Space Design in Milan, Italy.

Donald Crosby Wells (1937–1943) visited Wellesley in May 2019. Donald, who lives in Melbourne, attended Wellesley College on The Terrace before moving to the Days Bay site in 1940. His father was a doctor in the Wairarapa so Donald boarded at Wellesley. He shared stories about his time at the school during WWII, including one when the boys grabbed their tin emergency kits – a square inch of chocolate, a small bandage, safety pin and bottle of iodine in the event that the Japanese invaded the harbour – and hid in the hills behind the school.

Barrie Carruthers (1941–1946) celebrated his 87th birthday in May and refers to Wellesley as his “much loved boarding school”. Barrie founded the Taranaki-based company Precision Microcircuits, which makes components for the healthcare industry, airport scanner hybrids and a power controller component used in kitchen stoves all over the world. He concluded his latest email to us with, “I have every confidence that Wellesley will continue to go from strength to strength, and may I wish the tutoring staff the satisfaction of seeing some of their current students going on to make their mark on the world stage also.”

Ken Longmore (1925–1931) turned 101 in May this year, and his daughter Mary passed on some of Ken's Wellesley memorabilia including precious copies of the *Wellesley Recorder* (annual magazine) from 1927 and 1929, which include details of Ken's impressive athletics achievements.

Sebastian Hallum Clarke (2004–2008) visited us in July. He'd just graduated from Princeton University with a Bachelor of Science in Engineering, majoring in computer science. He returned home to Days Bay to catch up with family and friends, and a group of Year 7 and 8 Wellesley boys were lucky enough to share an hour with him, hearing about his inspiring journey into the tech world. Sebastian has now secured a full-time job at Google in San Francisco, and in August started as an associate product manager. Check out Seb's website: www.sebthedevo.com



Callum Hancock and Joshua Mallett



Hugh Morrison



Matthew Sutcliffe



Fergus Grady

Joshua Langford, Henry Isac, Daniel Andrews, Aarnav Tonpay, Hugo Cohen & Barnaby Stevens from the class of 2018 visited Wellesley on their Wellington College teacher-only day in May. They wanted to catch up with former teachers and reminisce. It was lovely to see them all again and we look forward to staying in touch.

LEADERSHIP & ACADEMIC

Class of 2014 boys made head prefects in 2019 were **Callum Hancock** (Scots College), **Hugh Morrison** (Wellington College) and **Bede Brown** (deputy head prefect, Rongotai).

Class of 2014 boys made prefects at Wellington College were: **Jesse Richardson, Arlo Doak, Harper Doak, Callum Benfell, William Durkin, George Lethbridge, Paul McDonald, TJ Shirtcliffe, Christopher Bramley** and **Theo Hertzig**. At Scots College: **Joshua Mallett**, and at Rongotai College: **Dominic Coffin**.

Hugh Morrison (2010–2014) has also enjoyed cricketing success, winning the Gillette Cup as part of Wellington College 1st XI team in 2018 and is captain of the team in 2019.

Callum Hancock (2013–2014) was the New Zealand Secondary Schools Multisport U19 champion in 2018 and second in the Australian Aquathlon Championships in Queensland.

Matthew Sutcliffe (2012–2013) has been awarded the prestigious 2019 Girdlers' Scholarship. He commenced his studies in human, social and political sciences at Corpus Christi College, Cambridge, in October 2019. At Wellesley, Matthew received the Swaby Cup for Dux in 2013 and was awarded Dux at Wellington College in 2018.

Tiaki Freeman (2015–2016) was one of several students selected to attend a breakfast meeting with the visiting UN Secretary General António Guterres in Auckland in May. Tiaki was selected after taking part in an expedition with the Sir Peter Blake Trust (BLAKE Inspire). In 2018, Tiaki was awarded a scholarship for STEM, through his iwi Ngāi Tahu, and visited San Francisco where he took part in design workshops at Berkley and Stanford Universities and visited NASA, Google and Facebook.

James McDonnell (2013–2016) won the national essay competition for the children and grandchildren of New Zealand Vietnam veterans, run by the EVSA (Neville Wallace Memorial) Children's & Grandchildren's Trust. The Hon Judith Collins presented James his award and \$1000 prize money at Parliament in April.

George Williams (2003–2005) is studying how volcanoes damage buildings. He's two years into a PhD at Nanyang Technological University in Singapore, which sits in the

middle of one of the most volcanically active regions on earth. George travels to active, heavily populated volcanoes in South East Asia for his research. On a recent trip to Kelud Volcano in East Java, he ran in a 10km race to the summit, in the "foreign men" section, and he won.

ARTS

Grant Armishaw (1997–1999) and his wife have been based in Qatar since 2015 and are both part of the Qatar Concert Choir. Qatar is the host of the 2023 World Symposium on Choral Music (the 2020 symposium being held in Auckland), and Grant's choirs were involved in the successful bidding process for this exciting event that will bring world-class choral music to the Middle East for the first time. Grant is also a first officer with Qatar Airways.

Fergus Grady (1999) won Best NZ Director and Best NZ Emerging Filmmaker at the Doc Edge Film Festival for feature documentary *Camino Skies*, sharing the award with co-producer/co-director Noel Smyth. The documentary premiered at the 2019 Newport Beach Film Festival in April and went on to make its Australasian premiere at Doc Edge Film Festival in Wellington in June.

Josh Mehrstens (2003–2008) is the songwriter/vocalist/guitarist/visual artist for band Mild Orange, whose debut album *Foreplay* has a worldwide fan base. Josh



L-R: Jack Ferguson, Josh Mehrstens, Josh Reid, Tom Kelk. Credit: Cam Hay



Noah Woolf



Sage Shaw-Tait



Joshua Mallett

took guitar lessons with Rob Joass at Wellesley when he was in Years 6–8, and played in the rock band in 2007–08. Mild Orange was started in 2017 while Josh was studying at Otago University, where he graduated with a BA LLB. The band did a 21-date headline tour of Europe/UK in 2019, and Josh is now mixing the band's second album while travelling throughout Mexico/USA. They plan to tour Europe, UK, USA and Canada in 2020. Instagram: @mild_orange Facebook: @mildorange

SPORT

Noah Woolf (2012–2013) represented New Zealand in the Junior Men's Underwater Hockey team that won the Trans-Tasman Trophy in 2018. He started his underwater hockey career at Wellesley and is one of several Old Boys who have represented the country in this sport.

Ngane Punivae (2010) has been a member of the Crusaders rugby squad along with New Zealand U20s. He is heading to the Highlanders in Dunedin for the 2020 Super Rugby season but will continue representing Canterbury in provincial rugby.

Callum Harkin (2010–2011) has contracts with the Wellington Rugby Academy and the Wellington Lions for 2020. Early in 2019, he was selected to play in the Hurricanes' opening pre-season match against the Crusaders. The match, one of two pre-season fixtures scheduled before the

start of the Super Rugby campaign, gave players including Callum Harkin their debut opportunity. Coming on at fullback, Callum scored a debut try. The Crusaders won the match 34–19.

Harry Wall (2016–2017), Oscar Jackson (2013–2017), Will Greenwood (2014–2017) played in the Wellington Cricket Year 9 representative team in the 2018/2019 summer season, with Oscar as team captain. The team then played in the Year 10 tournament and went through unbeaten, with Oscar scoring a century. After a strong season they were all selected to remain with the Wellington Rep squad.

Harry Wall was also the wicketkeeper in the Hutt International Boys School team that won the New Zealand Junior Secondary Schools national cricket title.

Oscar Jackson was selected for the Wellington College 1st XI Cricket team after scoring a century for the 3rd XI.

Will Greenwood was selected for Wellington College 4th XI. Will is pictured with the Wellington College Year 9/10 combination team that played Palmerston North Boys' High School. Other Wellesley Old Boys pictured in this team shot include Ari Bonar, Duncan Mutch, Gaurav Navalkar, Dylan McArdle and Jack Riley.

Joshua Mallett (2007–2014) and Finbar Mallett (2009–2017) were selected to take part in the Scots College squad for the 2019

Maadi Cup competition at Lake Karapiro. Earlier in the season, Joshua achieved bronze in the U18 Boys single sculls 2019 North Island Secondary Schools Rowing Championships. At the 2019 Maadi Cup, Joshua achieved fifth place in the A final for the U18 Boys single sculls. Joshua is part of the Central Rowing Performance Centre regional development squad and in 2019 was named Wellington Star Boating Club's most outstanding male school rower.

Adam Raitt (2012–2017) was selected for the Scots College Maadi Cup rowing team.

Sage Shaw-Tait (2013–2014) was named Young Sportsman of the Year at the Hutt Valley Sports Awards in May, and College Sport Wellington All-Rounder of the Year in November. Sage, who attends Scots College, is a national rep in baseball, softball and sevens rugby. His team won gold in the World Secondary School Sevens Tournament in December 2018. Representing Scots College, his team won the Wellington title and came third at the National Condor Sevens. Sage went on to play for the New Zealand Schools Sevens team, which won a world title. He represented this country at U18 level in baseball, and showed his potential in the New Zealand U17 Black Sox. He was a member of the Hurricanes U17 and Wellington U19 teams.



Clockwise: Gillette Cup team, Joshua Apaapa-Preston, Marcus Playle and Murray Blandford, Thomas Watkins, Harrison Boyle.

Wellington College 1st XI winners. Seven Wellesley Old Boys were part of the Wellington College 1st XI Cricket team that secured the National Secondary School Boys 1st XI Cricket Championship (the Gillette Cup) in late 2018. **Tim Campbell (2010–2013)** scored the most runs of the Gillette tournament with 379 and was named MVP of the tournament. **Harry Hunter (2009–2013)** took ten wickets and was named MVP for the team, and **Henry Chandler (2010–2014)** took nine. The Wellington College 1st XI was also named one of two teams of the year at the 2019 College Sport Wellington Awards. Oscar Jackson joins the team as they head to Christchurch in December for the 2019 Gillette Cup.

Joshua Apaapa-Preston (2016–2017) was part of the St Patricks Wellington Futsal team at the New Zealand Junior Secondary School Futsal Championships 2019. The team beat St Thomas of Canterbury at the ASB Sports Centre to take out the national title, with Josh awarded MVP for the whole junior tournament. Josh is playing 1st XI football for St Pats.

Thomas Pou (2014–2016) of St Patricks College in Kilbirnie was named College Sport Wellington Water Polo Player of the Year for 2019.

Thomas Watkins (2009–2013) was a top swimmer at Wellesley and continued to focus on it at Wellington College. He has had consistent results including gaining selection on national teams to travel to Australia, Fiji and Italy. In October 2018, Thomas won four gold medals and set two national records in the 400 Individual Medley and 200 Backstroke at the National Short Course championship. Thomas has begun an athletic scholarship at Ohio State University, studying computer science.

Zac Jones (2010–2013) played with Old Boy **Ollie Whyte** in the 2017 FIFA U17 World Cup, and with the NZ U19 team at the 2018 Oceania Football Confederation Championship. He plays with the Wellington Phoenix Reserves as goalkeeper, and with the New Zealand U20 team. In May he went to the FIFA U20 World Cup, where his team made the round 16 stage.

Ollie Whyte (2008–2012) is a former Wellington Phoenix Academy and Reserves midfielder, who has signed a 12-month contract with Portuguese Club, Rio Ave, and is the first from the academy to go straight to a European club. Initially Ollie will play in the newly established U23 league, but his ambition is to play in the first team squad in the Primeira Liga by the end of the season.

Harrison Boyle (2011–2012) is studying law at Otago and is part of the Otago Rugby Academy. Harrison was selected to play in Otago's second Ranfurly Shield defence versus North Otago at the end of July 2019, and he has played for the Otago U19 team. Harrison fondly remembers his time at Wellesley, in particular the friendships, and the rugby team coached by Murray Blandford.

Marcus Playle (2004–2005) has been named one of New Zealand Rugby's official national referees. Murray Blandford caught up with Marcus in Hamilton, in September 2019.

OBITUARIES



John Fry

John Fry 1921–2018

Attended Wellesley 1933–1934

Born in England, John moved to New Zealand as child, attending Croydon School in Days Bay (which was soon to merge with Wellesley College). After a period with the merchant navy in Europe during WWII, John enrolled in a diploma in social science at Victoria University, the country's first professional social work course, and went on to have a distinguished career in social services. He started his career with the Child Welfare Division of the Department of Education, and in 1956 married Ruth Neligan.

John became Whakatāne's first district child welfare officer, and moved to Timaru to open an Anglican social services office. In 1972 he was appointed president of the New Zealand Association of Social Workers, of which he became a life member. In 1973, he became the first community advisor for the Christchurch City Council, where he established the Community Services Division.

Outside social work, John had a vast volunteering record, including with Civil Defence and the Prostate Cancer Support Group, and was a volunteer guide at Christchurch Cathedral until the 2011 earthquakes. He won a Volunteer Recognition Award and was a life member of the Council of Social Services in Christchurch and the Anglican Care Trust Board.

At 80, John revisited his love of cycling, riding his bike around the central city and Hagley Park until well into his 90s. John passed away aged 97, leaving three children – Rachel, Juliet and David – and two grandchildren.



Donald Baird

Donald Baird 1939–2018

Attended Wellesley 1948–1951

As a boy Don attended Wellesley College and Wellington College (1952–1956), going on to complete his Diploma of Architecture in Auckland in 1962, a year before he married Joy.

Don worked for two years at York Rosenberg & Mardall in London, designing tower blocks to replace slums and war-damaged housing. He and Joy returned to New Zealand in 1966, and Don worked for Koefed & Arnold as project architect on James Cook Hotel in Wellington in 1970, moving to Athfield Architects 1972–1983. He was associated with many residential and commercial buildings in the Wellington region and beyond.

Don's many projects included Huia and Naenae pools and Wellington Regional Aquatic; new homes in the Eastern Bays; renovations to Te Omanga Hospice, Muritai School and St Albans Church Hall; and he was instrumental in bringing the Eastbourne Cricket, RSA and Rugby clubs together under one roof.

Don is remembered as a man who deeply loved family and home, food and jazz, the All Blacks and cricket. He was president and a life member of the Eastbourne Cricket Club.

Don passed away at Enliven, Woburn Presbyterian Home, in Lower Hutt, aged 79. He is survived by Joy and their children and their families: Hannah and Sarah, Duncan (who also attended Wellesley) and Catherine, and Charlotte; and his granddaughters Gemma, Eva and Greta, who knew him as Gumpy.





Kurt Brunton

Kurt Brunton 1977–2019
Attended Wellesley 1989–1990

Kurt was a Wellesley College boy for two years, and was a member of the winning inaugural Year 8 triathlon team in 1990 (the Brunton Elworthy Tauffer Hutchings trophy has been awarded annually each year since). Kurt attended Wanganui Collegiate and Auckland University. He travelled the world extensively and was the dearly loved husband of Janelle Brunton-Rennie, and a devoted father to their daughter, Sage. After a courageously fought battle with cancer, which included immunotherapy treatments overseas, Kurt died on 7 January 2019, aged 41.

Keith Berryman 1929–2019
Attended Wellesley 1944–1945

Born in Blenheim, Keith attended Wellesley and then Wellington College (1946–1947) before returning to live and work on the family farm in Ward, Marlborough.

Keith married Margaret in 1961 and became the proud father of one daughter and three sons, grandfather to ten grandchildren and one great-granddaughter.

A keen horseman and huntsman, Keith had the chance to become a jockey but stuck with farming. He was an excellent stockman and ran three studs – Border Leicesters, Suffolks and Dorset Downs – becoming both judge and inspector for these breeds. He twice won the Walker and Hall Challenge Shield for gaining the most points at a Royal Show.



Keith Berryman

Keith and Margaret made headlines, along with other breeders, when they threatened to graze their stock on Parliament grounds because it was denied access to the ferries after a vet failed to turn up and pass them for travel. The Berrymans moved to a larger property in the King Country in 1984 and eventually retired to Wanganui in 1999. Keith was a keen gardener, providing the family with vegetables. He loved fishing, especially surf-casting with the family along the Kaikōura coast.

Keith's time at Wellesley meant a lot to him. He attended the Centenary celebrations in 2014, and such was his connection to his old school, Keith's family knew exactly what tie he wished to wear when he passed away this year.

THE SPARK IN THEIR EYES

Librarian Jane Kent was interviewed by Tyler and Riley of ATB Media



What do you love about being the Wellesley librarian?

I love the environment of the library. I'd like to think that it is the best school library in New Zealand. I love making the library an attractive place for boys to come, looking after Lumi – Mr Jorna's dog – who is something of a regular, and reading aloud to classes. But most of all what I love is when I get the right book to the right boy. I see that spark come into his eyes. I love it, especially if it is a boy who hasn't liked reading before. I know that it's the beginning and he's off and running.

Why do you think reading is so important?

There is a quote that says, "Reading will take you anywhere." When reading a book, one minute you can be with the dinosaurs and the next minute travelling in the middle of outer space. You can be in somebody else's shoes and you can experience all the joys and dangers of life without getting out of the safety of your chair.

What are your summer recommendations?

The first one is *Fing* by David Walliams. He is so funny. The first line is, "Sometimes perfectly nice parents have children who are monsters." With a first line like that it is bound to be a great read.

The second book is *The Last of the Really Great Whangdoodles* by Julie Edwards. My mother gave it to me to read when I was about 12, and it has just come back into print. It is a brilliant fantasy and I hadn't realised until recently that the Julie Edwards was in fact Julie Andrews Edwards, known for her role as Mary Poppins. It will be fun to see if it is as I remember.

Finally, the *Dragon Defenders* series by an Auckland author called James Russell. The author says that when he was a child he read a book so exciting it made his heart thump in his chest and he hopes that his books do this for other people – that is the sort of book I want to read.

[Tyler recommends the *Dragon Defender* series too!]

THE WELLESLEY CONNECTION

James Wilton Blyth (b. 1915) is the great-grandfather of current pupil Tom Evison (b. 2007).

At Grandparents Day 2019, Tom's grandmother Denny Evison kindly presented Wellesley with the cap belonging to her late father, and his copy of the 1928 *Wellesley Recorder* (the school magazine).

James attended Wellesley College on the Terrace, Wellington, from 1926–1928 and during that time was a standout sportsman. In 1928, as a member of Wellington House, he was middle school tennis champion and a member of the 1st XI Cricket and 2nd XV Rugby teams. After Wellesley he attended Wellington College, representing the school in both cricket and tennis. He joined the family business Adams & Blyth Customs and Cartage Agents in Wellington, then went overseas to fight in WWII, becoming a sergeant. He rejoined the family business after his father retired.

James married Gabrielle McAllum, a nurse in Wellington, in 1945. They had two daughters, Denny (Blyth) Evison and Lindy-anne Blyth. He always had an interest in sport and often said he would rather be playing it than watching it. James and Gabrielle were both members of the Miramar Golf Club and Seatoun Tennis Club, where they both played socially for many years. James died in 1973 aged 58 years.

We are thrilled to have linked up Tom with his maternal great-grandfather, a precious connection. Thank you to Tom's family for their wonderful contribution to the Wellesley Archives and the link to this special piece of Wellesley history. James Blyth's cap is the only one of its kind in the Wellesley collection, as is his copy of *Wellesley Recorder*.

Compiled by **Rosie Torbit** | Foundation Development Officer



FIRST ELEVEN
Back Row.—R. H. Hammond, E. Hatch, C. Dennistoun-Wood, J. M. Fraser, R. N. Jones.
Middle Row.—D. B. Page, J. J. Coyle (Captain), A. C. Munro.
Front Row.—A. J. Wyness, J. Blyth.



PROMISING FUTURES FOR BOYS

Wellesley enjoys an unrivalled natural setting for progressive teaching and learning, with facilities ranging from the magnificence of historical Days Bay House, to the modern Centennial Hall.

We hope that our wider community will be part of Wellesley's future by donating to the Foundation.

Promising Futures gives donors a range of opportunities including long-term pledges, specific donations and inner-quad brick purchases.

A gift to the Foundation will make a real difference, supporting the scholarship programme and the further development of Wellesley's inspirational places of learning.

We understand that giving is a personal decision and we are honoured that you are considering making a gift to the Foundation. Donations will attract a tax rebate annually currently set at 33%.



ENROL NOW FOR 2020 AND BEYOND

Nestled in Eastbourne's native bush, our boys enjoy the hills, the bay and the sea as their extended classroom. In this unique environment, your boy will experience a holistic education that allows him to excel in body, mind and spirit. Our specialist teaching environment will give him every opportunity to discover his potential.

To discover Wellesley, please contact
Karen Reid – office@wellesley.school.nz

The Wellesley College Foundation

PO Box 41037, Eastbourne, Lower Hutt 5047

Email: foundation@wellesley.school.nz

www.wellesley.school.nz/community/foundation



I would like to make a General Donation:

☐ Scholarship Programme ☐ General Foundation Fund

☐ I would like to discuss a bequest to support Wellesley in my will.

Brick Donation:

☐ I would like to purchase a terracotta inner quad brick engraved with my/son(s)/family name (\$1200) and I would like my brick donation to support: Scholarship Programme | General Foundation Fund (please circle).

☐ I would like to purchase a Scholarship BRICK100 (black inner quad brick) engraved with my/son(s)/family name (\$2160) and I understand that this brick donation supports the Scholarship Programme.

Engraving on the brick

[illegible]

PLEASE NOTE - Text limit 40 characters including spaces. 20 characters per line over two lines.

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2. By regular payments of \$ _____ and I will complete the Direct Debit authority with my bank. Please provide the Foundation with installment details.
3. I enclose a cheque for \$ _____ made out to the

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Friend of Wellesley | Other

Please send my tax receipt via email | post

THANK YOU FOR YOUR SUPPORT

"We are Wellesley" – this was our catch-cry this year, emphasising the school as a community, where connections are made as well as achievements. We thank all our key supporters for being there for us and helping make the school what it is.



Thank you to the Wellesley Parents' Association, whose fundraising focus for 2019 was the upgrade of the playground, ably led by chair Katy Lethbridge till March 2019, followed by Cilla Bennett. Thanks too to the plethora of other helpers for this project, including the Wellesley staff. We are also grateful to the WPA, the class reps and other parent volunteers for their hard work providing sausages and popsicles over three days for the school athletics events and organising the much enjoyed Junior Disco. And thanks to WPA member Louise Croxford, who organised the volunteers to work alongside our catering manager, Rachel Seymour, to support Grandparents Day.

The WPA was also key in making Wellesley art initiatives including **ARTWEEK**, the residency & student art exhibition, and art calendar fundraising such a success. Thanks to our key parent helpers (along with staff and Foundation members): Bhakti Mistry, Marcia Jackson, Louise Small, Amanda Mallett, Nicola Nelson, Paula Pennington, Kate Oppenhuis (along with Maddy Oppenhuis and Minnie O'Brien), Bridget Hargreaves, Cilla Bennett, Chloe Bridgeman, Amanda Gregan, Anna Sims, Frances Crombie, Anna Vrede, Kati Schroderus, Anna Howie, Louise Marks, Janelle Harland, Megan and John Healy, Julie Pratt, Ruth Treacy, Phillipa Bossley and Mandy Weyburne. We truly appreciate your support, and we couldn't have run such a polished arts programme without you all.



WHAT MAKES WELLESLEY SPECIAL?



What Makes Wellesley Special? is our whole school collaborative mural, based on the Create for a Cause ARTWEEK theme: Collections and Connections.

“We are Wellesley”, the school in the curve of the bay, and together we are the community that celebrates boys being boys and the connections we have made during the year. We acknowledge our school as a collection of boys and their achievements through the values that are at the heart of Wellesley:
Empathy and Respect, Risk Taking and Perseverance.

