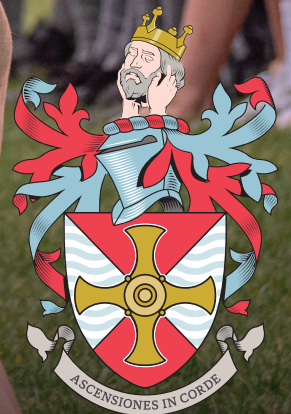


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Lindisfarne College
Community Magazine

ISSUE 2, DEC 2022
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Cover photo: House Tug of War Winners, Aidan House.

CHARACTER EDUCATION FOR BOYS FROM THE RECTOR



We conclude 2022 with an immense sense of pride in what has been achieved by the students and staff of the College, after one of the most turbulent years in education for our country. Successes in all the cornerstones have been attained in spite of the pandemic's best efforts to knock us off course, particularly at the beginning of the year, and we now look forward to refocusing our efforts on our core business of providing an optimum character education for boys.



Rector, Stuart Hakeney
pictured with 2023 Head Boy
William Duncan

I am well aware of the spotlight that is currently being shone on single sex schools, in a world that quite rightly promotes diversity and the celebration of difference. Boys' schools in particular come under greater scrutiny when challenged on the topic of respect towards women and whether an all-boys' school is the best environment to nurture in our young men positive, respectful attitudes and behaviours regarding the aforementioned matters.

The reasons why a male or group of males might act disrespectfully towards another person (regardless of their gender) are, I would argue, a lot more complex than the gender of the school they attend. However, I agree that school culture does have an influence on the mindset of a young person, given that they spend so much of their time immersed in that culture, and therein lies an excellent opportunity: to nurture in our boys the kinds of attitudes and behaviours they will need in order to become genuinely good sons, brothers, husbands, fathers, friends and at the same time be equipped with the relational skills and values required to become good employees and, perhaps one day, good employers. This is what we mean when we talk about a character education for our students at Lindisfarne College.

Boys' schools and positive, inclusive cultures that respect women and value diversity are not mutually exclusive. On the contrary, I believe boys' schools can lead the way on this issue by taking ownership and working proactively to engender healthy attitudes and behaviours amongst our young men.

This is something that we already do through our messaging to boys in assemblies, chapels and in the many teachable moments that are available to us on a daily basis in the classroom and in the various co-curricular activities that occur throughout the working week. However, we must do this in a more proactive and deliberate way through the programme of work that will shape our holistic student wellbeing framework.

Boys' schools are still immensely popular in New Zealand in no small part due to the fact that we have maintained a commitment to the promotion of high standards and expectations with respect to academic performance, co-curricular involvement, student behaviour, personal presentation and an insistence on showing respect and courtesy towards those within and outside our community. As a special character Christian boys' school, we work hard to promote our Christian values, which provide an extra dimension to our character education.

Our special character should in fact be our "Superpower" as former principal and current Director of Assist Consultants, Simon Heath, reminded us when he spoke at this year's Presbyterian Church Schools' Conference. I believe that as a Christian school for boys we should be able to "double down" on our special character as a boys' school and craft young men of character who know what is to be, as the late educationalist Celie Lashlie described, genuinely "good men". We are not there yet, but then let us not forget that we are working with young people who are far from the finished product. They will make

mistakes, hopefully learn from them and as a result continue to grow their values of respect, kindness and empathy and learn to celebrate difference in the community.

It is this very environment, I would argue, that places boys' schools in an excellent position to "clean up our own backyard" with respect to addressing the kind of behaviours that disrespect others and perpetuate examples of toxic masculinity that neither serves boys' fellow human beings nor grows their own humanity. We must draw on what makes us strong as boys' schools by maintaining similarly high expectations of ourselves with regards to the relational behaviours our boys exhibit and challenge them to excel in this aspect of their lives, in the same way that they excel in the classroom, on the sports field and on the stage.

While there is always more work to be done in this area, I do witness on a daily basis many examples of young men within our Lindisfarne community, who demonstrate wonderful values and who provide outstanding examples to their peers through their words and actions. I wish to acknowledge the efforts that parents make to foster and promote such values long before their children enter the school yard.

I have tremendous faith in young men and I firmly believe the all boys' environment we provide, coupled with clearly articulated family values, create the best context in which to challenge boys to be better and to realise our shared vision of crafting young men of character who go on to lead lives of significance and success.

Dux and Creative Imagination Award



Quinn Le Lievre

We are pleased to announce the 2022 Dux is Quinn Le Lievre. Quinn has undertaken six subjects at Level 3 this year (most students take five subjects in Year 13) and has attained an outstanding grade point average of 99% across his best five subjects. An incredible 100% of his internal credits for Level 3 have been awarded at Excellence level and over the three years of his NCEA study, he has earned an academic tie with distinction and academic colours with distinction for both Level 2 and Level 3.

In addition to his Level 3 exams this year, Quinn will be sitting six Scholarship examinations. Not only an outstanding scholar, Quinn is also an accomplished musician as demonstrated by his performance at prize giving this year and his title of Hawke's Bay Young Musician of the Year which was awarded in 2021. Congratulations Quinn on your hard work and dedication!

Good Man Award



Jonty Good

To the Year 13 student who in the judgement of the Year 13's of the College shows the qualities depicted in the Good Man Window: "Compassion, generosity, humility, respect, humour, principles, reliability, trustworthiness, service, courage, confidence, honesty, innovation and adventure".

Galations Trophy



Harry Brenton-Rule

Awarded to the student who in the opinion of the staff displays the following qualities: patience, kindness, faithfulness, humility and self-control.

Herrick Award and Bruce Ruddenklau Award



Tuawhio Porima

The Bruce Ruddenklau Memorial Award: awarded to the Year 13 student who in the judgement of the boys of the school shows the qualities: "Tolerance, concern for others, fair play, sportsmanship and determination".

The Herrick Award: presented to the student, who in the considered opinion of the staff, exhibits many of the qualities rewarded in previous awards and is judged to be the best all-round young man in the College. This is the most prestigious award of all.



Lovepreet Padda

Awarded the Best All-rounder/Athlete, Year 13 Best Sportsman of the Year, Most Appearances - Football, Best 1st XI Batsman - Cricket, Best Batting Performance in any team - Cricket



Leo Guo

Awarded with Musician of the Year and Proxime Accessit
(To read more about Leo's achievements go to pages 28-29)

Major Junior Awards

Our Junior prize giving was held on 7th December, the last day of the Term Four for 2022. Here are a few of the major awards which were presented at this special event.



Henry Leipst

Striving, Learning, Achieving as a Year 9 Student - Shane Andrieux Memorial Trophy



Harry McNamara

Outstanding Contribution for Intermediate School - Todd Bradley Cater & Robert Bowyer Cater Trophy



Fergus Benefield

Years 7/8 Intelligent Behaviours - P.M.A Cup

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DRIVING FACTORS WHEN CHOOSING A SCHOOL

For parents, choosing which school to send their children to can be a difficult decision and it is usually one to which people give a great deal of thought. From the College's perspective, it is always interesting to know the reasons why parents have elected to send their sons to Lindisfarne. Some may be influenced by someone in the family having gone to the College or by the reputation of the College in the community or even by particular subjects offered at the College. The underlying reasons may be quite different from the obvious ones, so it was very interesting to get the feedback from a survey that was done recently to discover what is unique about Lindisfarne and why parents choose to send their sons here.

There are certainly a lot of factors to consider in choosing a school but parents have similar motivation in making their choice and that is to find the school in which their son will be happy and thrive. This may require different things for different students but there are some common features that most parents look for. Within the surveyed group, the element that mattered most in selecting Lindisfarne was the commitment of the staff which was selected by 93% of respondents. Close behind this were the school values and the small class size, with other highly rated factors being high standards and expectations and strong, positive leadership.

It is very validating for Lindisfarne to know that the things that are valued at the College are also valued through the wider community. Some of the comments made by parents clearly showed that they understand and appreciate the education their sons are receiving:

"Lindisfarne has outstanding teachers who genuinely want the boys to succeed in education and life",

"Our boys went through Lindisfarne and all three are well-rounded young men who contribute to the communities that they live and work in."

"I am very impressed with how my son is turning into a well-rounded, awesome young man".

Although there was general congruency in the survey answers, there were some deviations in the responses from the different groups. Current students felt that the discipline of the College was too strict whereas some parents and past students felt that it was not strict enough. Past students also had a stronger association with the values of the College and committed staff than current students who rated smaller classes highly. When asked if they would recommend the College and why, the responses from current students clearly showed their priorities:

"I would recommend Lindisfarne because I learn a lot and the food is good"

"Because of the positive interactions with my peers, teachers and other staff."

"Because it is a great school with awesome teachers and boarding is just a great time"

It was also interesting to note in the survey that staff perceptions of the College were closely aligned with those of the parents, particularly in regard to quality education and class size.

Prospective parents also rated class size highly but it is even more highly rated by current parents who have obviously been able to see the direct benefits of smaller classes for their sons.

Many parents who completed the survey were able to give specific examples of the benefits that Lindisfarne has given their son:

"The learning support our son received has exceeded our expectations. Lindisfarne walk the talk",

"Our latest incident with my son's concussion during mock exams has shown that the teaching, management and health staff all work as a team and they bent over backwards coming up with a plan to help".

At this busy time of the year when teachers are running rolling tutorials for boys who are writing exams as well as organising camps and current classes, when management is dealing with complex daily issues as well as planning for next year and when the kitchen and admin staff are dealing with special events and fluctuating numbers, it is an added bonus to know that the values and priorities of the College are understood and supported by the wider Lindisfarne community.



LACHIE HUDDLESTON (09-15)

PILOT-NH90-3SQN, NO 3 SQUADRON RNZAF

The allure of being a pilot is something that is intensely attractive to both young and old but the reality of learning to fly a plane is extremely challenging and usually unattainable for most people. The few who achieve this lofty ambition have to work extremely hard to get there and the romance of flying is swiftly overshadowed by the hard work, tenacity and dedication required to become a pilot, especially a military pilot. Very few Lindisfarne boys have been selected to train as a pilot with the Royal New Zealand Air Force so the College is extremely proud of Old Boy, Lachie Huddleston who is the most recent Lindisfarne alumni to join the RNZAF as a pilot officer. Lachie has been kind enough to tell us about his career choices and the adventures he has had since leaving school.

"I left Lindisfarne at the end of 2015 and worked as a contractor before traveling and working for a year. I joined the Royal New Zealand Air Force in mid-2017 as a pilot. I completed officer training in Blenheim, quickly followed by specialist role training in Auckland, which included survival, escape and evasion, aviation medicine and parachute courses. Once I was posted to Ohakea in the Manawatu, I commenced Wings which is an intensive 18-month flight training course. The training involved flying a T6-C Texan II aircraft through various phases, learning basic and advanced handling of the aircraft, instrument flying, low level navigation, formation flying and aerobatics. Leading your mates in a formation of Texans at 250ft (70m) and 240kts (450km/h) all around the country never got old.

After Wings, I was posted to Number 3 Squadron, which is the RNZAF's rotary wing. I completed a conversion course onto an A109LUH helicopter and flew both as a co-pilot, then a captain for two years. Now I am flying the NH90 helicopter, which is a dream come true. The NH90 does a lot of work with various agencies, including the Police, Rescue Coordination Centre, Search and Rescue, Department of Conservation, Ministry of Primary Industries, and of course the Navy, Army and Special Forces. My role is a line pilot, meaning from day to day I do various flying tasks around the country with all of the aforementioned agencies, and some more on the side. While we are not on task, we are training in various flying roles, including aerial gunnery, formation, 50ft low flying, winching techniques, underslung loads, fast roping, mountain flying and night operations on night vision goggles.

The Air Force has provided a pretty cool opportunity to achieve my goal of being a helicopter pilot, whilst doing some unique stuff along the way. After leaving Lindisfarne, I knew that I wanted a high-paced, agile, and forever changing job. School showed me that I performed best when challenged, so I wanted to take



this into whatever career I had. The Air Force offered this, and more. No two days are ever the same. One day I could be winching some people out of the bush in the Kawekas, the next day I'm off to Tonga to provide humanitarian aid after a volcanic eruption and a month later, straight into a formation of three helicopters on night vision goggles delivering a bunch of special force operators to a mall car park in central Auckland (All of that actually happened, it was a hectic start to the year). To learn to fly helicopters on my own was going to take a long time and be very expensive. By joining the Air Force, I have been able to achieve that in a much shorter time period whilst traveling all over the world, doing some really fun stuff and getting paid the whole time.

The selection process for any aircrew trade is tough. You have to prove you really want it, because they invest so much into your training. Each intake, they could easily get a few hundred people applying for only a handful of spots. The key, like any job interview, is to make yourself stand out. I spent the last couple of years at Lindisfarne building up my CV, based around service and leadership. I was in no means the smartest, fittest or most skilled person to apply as a pilot, but I created a point of difference which certainly helped.

Lindisfarne is great because in so many ways it prepares you to stand out from the crowd a bit more than the rest, without you really realising it (Obviously the bright orange blazer helps!). During my seven years at the College, I did things like the Year 10 buddy programme, Year 12 mentoring, being in various sports teams, getting up in front of the class to give a presentation, doing a reading in chapel, helping to organise events like the school ball, doing the Duke of Edinburgh Hillary Award, and it all felt like a normal part of school. I feel this subtly created that point of difference by introducing me to service and leadership early. This has not only helped me with life in general, but also helped to get me into the Air Force and prepare me for being an officer in the military.

I have very fond and entertaining memories of the College. 'De-ionising' is one that has stuck with me for a long time. Mr Richardson's way of dealing with any slight inconvenience was to 'de-ionise us', and the locations of 'de-ionising' were always so creative: 'de-ionising' in the middle of the homestead lawn, 'de-ionising' under a tree while it was raining, 'de-ionising' whilst balancing on the classroom windowsill, 'de-ionising' standing on my desk in the middle of the classroom. All that time de-ionising and I still don't really know what it is. Great times!

If I could say anything to current Lindisfarne students, it would be: Take your time. School is great, mainly because when you leave school and leave home you have to start paying for stuff like an adult. Who knew feeding yourself was so expensive? After school, whether you know what you want to do or not, don't be in a rush to leap into it. Take some time off, work for a bit, travel for a bit, do some cool things and make some cool stories to tell at a school reunion. Driving tractors to earn money to spend in Europe was the best thing I ever did. Not only did it give me some cool stories, it also gave me some life skills and a new perspective on the world which really helps my work now."



CHAMPIONS

WHAKIHUWAKA

Heremia McGarvey - Pei Te Hurinui Jones Senior Māori National Champion at Ngā Manu Kōrero Nationals 2022

The College was delighted to announce that, for the first time in our school's history, one of our students, Heremia McGarvey, placed first overall at the National Ngā Manu Kōrero Competition held recently in Wellington. Ngā Manu Kōrero was one of many events disrupted by COVID-19 over the past few years, forcing them to host the competition online. Despite the challenges, the quality of speakers this year was exceptional.

As well as being overall National Champion in his section, Heremia was also awarded first in Impromptu Speech, and Best Male Speaker in his category. This is a great honour for Heremia, his whānau and the College and we congratulate him on the hard

work and dedication he has displayed in preparation for this prestigious competition. Heremia follows in his dad's footsteps as he too was a recipient of this award in his high school years.

The Ngā Manu Kōrero competitions which are held around New Zealand are an important showcase for students to display their oratorical skills and they attract a line-up of exceptionally talented competitors. Heremia had, earlier in the year, won the Senior Māori section of the Hawke's Bay regional competition and recordings of his speeches were submitted for the national competition to be judged with the winners from the other regions. Many of the other competitors in Heremia's section were from Kura

Kaupapa Māori (total immersion Māori schools) from around the country.

The College took the opportunity to celebrate Heremia's success alongside our shooting team in a full school assembly during term Four.

E te Manu Kōrero, E te Manu Tāiko e Heremia, Kua tatū atu koe ki te matatihi o Ngā Manu Kōrero.

Nōu te whiwhi, nō tātau te hōnora. Kua rangatira katoa mātau i a koe.

Nei tō rahi e mihi nei e mihi nei.



Shooting Team Claims National School Clay Target Championship Title

Our Lindisfarne shooting team won the National Schools Clay Target Championships which were held on the 1st and 2nd October in Christchurch. It is the first time since 1994 that the College's team has been the national champion. The Lindisfarne shooting team lost 12 of its 18 members last year so many of this year's team are relative novices but all of them achieved outstanding results to take out the title. The 'A' team of Jonty Bothamley, Owen Read, Jack Hamilton, Nathan Campbell and Sam Rasmussen

came a creditable 7th in the South Island Championships on Saturday 1st October but went up a gear on Sunday to finish tied for first position with Huanui College from a field of 57 schools. In the resulting shoot-off the boys shot a further five targets each and with just one target dropped, they defeated Huanui and took the title for 2022.

A five-person North Island team (including Lindisfarne's Nathan Campbell) was selected from all the competitors to

take part in the inter-island teams shoot which the North Island team won. 4 of Lindisfarne's 'A' team members also qualified for the five-person open inter-regional Fish and Game competition in which they came third. The team was accompanied by Coach Mike McCormick and Team Management Ralph Harper and Robyn McCormick. The College is extremely proud of this amazing result from the boys.

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BOOK OF FAME

JUNIOR PRODUCTION

It is always inspiring to see students step out of their comfort zones to accept a challenge head on and this was certainly the case with the Year 7&8 's production of The Book of Fame. This entertaining play is based on the novel by Lloyd Jones adapted for the stage by Carl Nixon who very generously gave his permission for it to be further adapted for younger actors. Though the play was originally intended for a small cast, Director, Mrs Kathy Atkin, made sure that many more Intermediate School boys got a chance to be included.

The central action is the 1905 All Blacks "The Originals" tour of Europe and the success and stardom they achieved. Although it is a play about rugby, it is more about identity and how this tour changed the way the All Blacks and New Zealanders in general were perceived but, more importantly, how it changed the way we saw ourselves.

There is no doubt that this play was a challenge for everyone involved. Director, Mrs Atkin and Producer, Miss Jeffery had to deal with producing a play at a very busy time of year impacted by exams, and other end-of-year events. Many of the Year 9s and 10s who were originally involved, dropped out because of other commitments, leaving a core of dedicated Year 7 and 8s who had to learn vast quantities of difficult lines. Yes, there were a few stumbles and missed lines but the boys retained their composure and stage presence through it all. They captured much of the poetry of the

original text and highlighted the dialogue with carefully choreographed actions. One of the pivotal scenes is the missed try against Wales and the boys managed to create a real sense of expectation and tension leading up to this.

The element of teamwork was an obvious feature of this production, but some performances warrant individual mention. Both Xavier Labat and Xavier Fitness, who carried the bulk of the dialogue, did extremely well to maintain the pace throughout. All the "All Blacks" gave convincing and consistent performances and Rupert McKimm and Hayden O'Sullivan were equally plausible in the "Management" roles. (Interestingly, it has emerged that Hayden's great great grandfather was one of the real "Originals"!) Cameos from Cameron Liddy and Jamison Chheur threatened to steal the show on several occasions and created light touches of humour. There was a real sense of enjoyment from

all on stage and this was echoed by the response from the audience.

Mrs Atkin has done an amazing job of producing great performances from a very inexperienced cast and she was ably assisted by Miss Jeffery as Producer. Miss Jeffery also went to great lengths with the costumes by creating digitally cut stencils for the very convincing All Blacks jerseys. Thanks must also go to the senior boys who came back to help with lighting and sound, Philip Larkin, Sam Young and Lachlan Wooldridge

One of the lines delivered by Billy Stead (Xavier Fitness) towards the end of the play is "We who had come to discover, found ourselves discovered and, in that process, discovered ourselves." Is equally applicable to the boys who took part in the play who have undoubtedly discovered a new aspect to themselves through being in this play.

THE BIG APPLE COMES TO LINDISFARNE

Hawke's Bay is synonymous with apples, so it is the perfect theme for a recent project designed to celebrate both local horticulture and local artists. The Big Apple Project was intended to make public spaces into free, accessible art galleries featuring the work of local artists. The project has highlighted, not only the pivotal role that the apple industry plays in Hawke's Bay (and New Zealand) but also how important it is to support our artists and see their work in public spaces. The apples which were painted or sculpted by artists in the community have been displayed all around Hastings, Flaxmere and Havelock North and were auctioned in October as part of the Hawke's Bay Arts Festival.

Lindisfarne College, through the generosity of the Lindisfarne Foundation, has been lucky enough to acquire one of the apples and it is now proudly displayed in the library at the College. Our apple is called 'Cultivated' and it has been painted by Justin Kite (Ngati Kahungunu) who drew his inspiration for the work from the visual composition of Egyptian hieroglyphs. Justin's work uses simple lines and shapes in a style which certainly suggests Egyptian artwork but which is overlaid and enhanced by iconography far more familiar to contemporary viewers. The students who have seen 'Cultivated' over the past few weeks have been fascinated by the range and variety of the icons depicted and have asked many questions about why various elements have been included. These are the kinds of conversations that works of art are intended to generate!

'Cultivated' joins the collection of other distinctive and beautiful artwork displayed around the College including carvings, sculpture and murals. Mrs Rachel Harland, Head of the Arts Faculty feels that it is very important for the students at Lindisfarne to see artworks in the context of their own environment and to draw inspiration from the work of accomplished artists. "The way the boys see and interpret 'Cultivated' will increase their



The Apple with the Artist Justin Kite, photo supplied

understanding of art beyond simple realism and show them how disparate elements can be combined. The sculptural element also encourages them to see that art does not have to be two-dimensional," said Mrs Harland.

The Arts Faculty at Lindisfarne has gone to great lengths over the years

to give our students a wide range of different experiences including having artists in residence and opportunities to be involved with street art workshops. The installation of 'Cultivated' is yet another way to expand our students' concept of what 'art' can create.

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TIM CORNWALL

TIME TO REFLECT

The busy activity of daily life usually gives little opportunity for introspection and consideration of the past but as the end of the year approaches, many of us find our minds turning reflectively to past events. This is the position that Year 13 student, Tim Cornwall, finds himself in as he nears not only the end of the year, but the end of his time at Lindisfarne. After being at one school for seven years as Tim has, there is a lot to consider before embracing the next exciting stage of his life.

The fresh-faced, considerably shorter student who arrived at Lindisfarne College in 2016 is very different from the Tim Cornwall of today. He started Lindisfarne knowing only three other boys but he was already an avid hockey player and that helped him settle down and make new friends. He recalls, "The teachers really helped us make the transition to a new school especially Mr Doyle who was really into his hockey and cricket." Other things that had an impact in Tim's early years were the opportunities to get involved with public speaking, bible reading and inter-house debating. Tim recalls that he was not very good at public speaking but frequent chances to practise this over the years have made a difference and he is now a very competent public speaker.

Tim has benefited from the opportunity to follow an accelerated programme for NCEA and do selected subjects a year earlier than usual. This has given him a chance to pick up a broader range of subjects higher up the school and

he thinks this is an important point of difference at Lindisfarne. Tim's academic record is a stellar one and he has achieved an academic tie, academic colours with distinction and a GPA of 90% across all four years of NCEA study.

For Tim, however, as for many boys, what happens on the sports field is at least as important as what happens in the classroom and hockey has always been a major part of his life. He has played representative hockey since Year 7 and has been in the 1st hockey team for four years. It was a great disappointment for Tim that he was concussed for this year's inter-school tournament and had to sit out this last significant event. In the true spirit of the four cornerstones of the College, Tim is also in the pipe band and has been a prefect.

Apart from his considerable achievements at Lindisfarne, Tim rates the camaraderie and connectedness of the College as one of its most important elements. Through playing

club hockey, Tim has met up with Old Boys like Nathan Gunson and Jake Renton and has realised that their shared pride in the College and stories about their common experience have created a strong connection. For this reason, Tim has worked hard to create the same connection with current juniors of the College.

As his last year of school comes to an end, Tim notes, "All the Year 13s are approaching the end of school, we're all on the same journey and there is a special bond between us. We should now be asking what we can give back to the College after everything we have received. So many teachers have been willing to go the extra mile for us and we are now reaping the benefits". Tim also encourages all boys at the College to appreciate and take advantage of the special bond that Lindisfarne forges and to strengthen that connection as they move forward with their lives.



LINDISFARNE CONNECTION

HELPS KEEP THE POWER ON

Jill McDonald and Chris Lambourne, Donna Awatere Huata and Wi Huata, Hamish Lee and Tim Kershaw make up a diverse group of people, linked together by their association with Lindisfarne College: Jill is on the College Council, Donna and Wi are past parents whose sons Tane and Mokoia attended the College, Hamish went to Lindisfarne until Year 10 and Tim is a past Head Prefect of the College. There is, however, another very important link between them and that is their involvement with a project designed to alleviate energy hardship for whanau in Hawke's Bay, Rotorua and hopefully beyond.

Jill and husband Chris who has a background in the electricity industry, moved to Hawke's Bay five years ago and were immediately struck by both the sunshine and the hardship evident in the region. A particular area of difficulty for many lies in energy costs which have gone up 42% in the last decade and can have a significant effect on the health and well-being of whanau. With the support of St Andrew's Presbyterian Church, where Jill is the minister, she and Chris conceived the idea of a solar farm to help families in Flaxmere pay their power costs.

This concept put them in touch with Māori Climate Change Commissioner, Donna Awatere Huata and her husband Wi, and together they established the not-for profit organisation Manaaki Energy. Through the Ministry of Business, Employment and Innovation, Manaaki Energy has been able to secure \$400,000 worth of funding to instal 46 rooftop solar energy systems on Māori owned houses and they have gone about this in a way that sets a high bar for collaboration and consultation.

Jill explains the impact that this project has had: "This project has been one of the most transformative things I have ever been involved with, as we have all brought our gifts to the table in order to make change. Learning to do things in the Te Ao Maori way has been incredibly life giving. We took time to connect, sing, pray and eat together first. That was a significant part of the mahi and it was life giving for all who were involved. "

Wi Huata is equally enthusiastic about the project and explains in a video about Manaaki Energy that Manaaki means to give mana to others, to honour others and to extend hospitality, respect and kindness to others. This project seems to represent all these things in both its conception and execution.



The next Lindisfarne connection to Manaaki Energy came through the friendship between Tane Huata, Hamish Lee and Tim Kershaw, who had all been Lindisfarne boarders together. Hamish started a solar energy company Greener in 2017 and more recently, recruited Tim after his return from a jet set lifestyle doing video production for superyachts. Hamish and Tim met with Donna and Wi Huata and became an integral part of the project. Hamish brings a wealth of experience and knowledge of solar systems to the project and Tim's project management skills have been deployed to considerable effect.

Everyone involved with Manaaki Energy is pleased with the work that they have done in delivering cheaper energy to the households where they have installed their solar systems but they are aware of the limitations of this project which could only work for home owners who had houses suited to the solar panels.



They hope now to extend the project to creating solar farms which will have a far wider impact on communities and give people more control over their energy costs. The concept of solar farms is well-developed overseas and they are becoming more understood and appreciated for their economic and environmental benefits, locally.

Manaaki Energy is a project which has at its core the key values that Lindisfarne espouses: respect, integrity, kindness, humility and especially service and it is truly inspiring to know that the Lindisfarne connection helped to bring it to fruition. It should stand as an example of what can be achieved when a group of people works together.



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Our Year 12 Cadetship recipients L-R: Toby Powdrell (Smedley), Charlie Newman (Waipaoa), Bugs Butler (Smedley)

GATEWAY TO BROADER OPTIONS

The Gateway programme was started at Lindisfarne this year and is a different approach to learning, giving boys an opportunity to stay in school but acquire some real-world skills at the same time. It is designed to ease the transition between school and the workplace and keep students engaged in relevant study. Connections are established between students and employers and after completing some relevant theory work, boys are encouraged to spend up to one day a week working in the chosen job. They are required to complete Gateway coursework in addition to their school-based subjects and their performance is reviewed by the employers involved. Students are selected for the gateway programme through interviews with Mrs Biggs (Learning Support) and Mr Ahern (Careers) and places are hotly contested.

One of the employers who has got on board with the programme is Old Boy, Charles Yule (2007-2013), who heard about it from another Old Boy, Peter Tod (1970-1974). Charles was keen to get involved as there is an acute labour shortage in the agricultural sector at the moment with very few young people taking up the available jobs. Not only does the Gateway programme provide an extra hand on the farm for one day a week but it gives progressive farm managers like Charles an opportunity to showcase the industry to young people and give them an idea of what can be achieved in the agricultural sector.

Charles went to Lincoln University and received a degree in agriculture. After managing the family farm for a while, he noticed that the large corporate farm next door was advertising for a manager and successfully applied for the job. He has been thoroughly enjoying the different experience of managing a large commercial enterprise with all the challenges of more staff,

stock and acreage. Charles feels quite strongly that agriculture offers a range of different career options and that students should be made aware that tertiary education is not the only pathway they need take in agriculture or other fields.

Charlie Newman was given the opportunity to work with Charles Yule and it has been a real success for both. From Charlie's point of view, he has been able to learn new skills in a practical way which suits his learning style. He admits that it has been a juggle to manage schoolwork and the Gateway project but, because he was motivated, he found a way around this, as he describes, "At times I found it hard but I worked out I needed to put some time aside during the prep time so I could catch up on work and also fill out Gateway papers." Charlie has learnt a great deal through the programme and gained useful credits to enhance his CV. The other tangible benefit is that Charles was able to act as a referee when Charlie

successfully applied for an agricultural cadetship at Waipaoa Station.

The benefits to Charlie of the Gateway programme have been immense but apart from the extra labour, there have been other real advantages for Charles as farm manager. He has seen his staff take on more leadership in mentoring Charlie and it has given them opportunities to exhibit their skills and develop their ability to manage people. Charles hopes to continue his involvement with Gateway because of the mutual benefits but warns that students should not see the programme as a day off school. Participants are expected to do a full day's work and respond positively to guidance. If successful, as Charlie has been, this can be a really valuable experience which leads to authentic learning. It may also create useful connections in a chosen industry and be a real asset in the job market.

BOARDING AT LINDISFARNE

THE FAMILY CONNECTION

One of the aspects of Lindisfarne that is most highly rated by students and parents alike is the fact that teachers work hard to build strong and positive relationships with their students. This is extremely important in the classroom but it is equally important in the boarding environment which acts as a home away from home for half of our students. To know that they have boarding staff who genuinely care about them and have their interests at heart can make the world of difference to our boarders. Nearly all of the boarding staff at Lindisfarne are teachers in the College which further strengthens and enhances relationships throughout the College.

Many of the boarding staff who live on site have young families and interacting with the boarding masters and their families adds another positive dimension to being a boarder at Lindisfarne. All our boarding masters agree that having their own families on site can have a positive impact on the boarding environment. As Matua Pomare puts it; "Having a family gives the hostel environment a 'family feel'. The boys are great with the kids and vice versa the kids enjoy having the boys around." Jared Fritchley describes the atmosphere on the boarding campus as a bit like living at a large campground where there is always someone available for a game of cricket or touch. He recalls Hugh Renton racing skateboards with son, Ollie, on many occasions and during lockdown, the Fritchleys took international student, Paint, home with them.



Matt Ahern thinks that having families around also gives the boarders an opportunity to view the boarding masters in a different context: "They build stronger connections and relationships with staff by getting to know their families. They see us spending time together and interacting positively." Mr. Fritchley agrees with this: "The boys see me daily interacting with my family. When necessary, I correct my kids' behaviour in front of the boys, the same way I will correct their behaviour in the dorms if it's inappropriate. I believe the boys see that consistency, therefore they don't think I am being hypocritical treating them any different to my own kids."

The demands of being a boarding master are heavy and do not go away after the last bell rings on Friday afternoon. Many of the staff involved comment on the 24/7 aspect of the job and are also quick to acknowledge that they have had to make sacrifices in their own family life to be available in the boarding hostel. They also have to deal with some complex and difficult situations as Mr. Ahern describes, "We get first-hand experience of working through some extremely difficult times in some of our young people's lives. The demands on hostel staff are very high with such a large

number of stakeholders, and we are often found working through issues that could never be put into a job description."

In spite of all this, there are considerable advantages to being a boarding master and the most obvious of these is that it creates an opportunity to see the boys in a way that is quite different from the way their teachers see them. Mr. Fritchley says one of the best parts of the job is time away from the demands of the classroom: "Having heaps of time to talk with the lads after school, at meals and in the evenings is great. That's hands down the best part. Not being serious, just having a laugh with them. Also being able to get to know the boys on a personal level, rather than knowing what they understand in your subject area as a teacher. You get to know a wider range of the boys being involved with all the boarders as we only ever teach a small bunch of boys in any one year. You have a real opportunity to rely on them and guide them as you have so many opportunities and the time to talk with them about decisions they have made and things they could have done differently. I believe we have a bigger influence in guiding boys in the hostel than in the day school."

Mr. Ahern also enjoys seeing the boys grow up and develop into responsible seniors; "Seeing our senior students interacting with and creating positive experiences for the juniors is always a highlight. It supports a positive culture and embodies everything that we are trying to achieve as a school, developing young men of good character".

Inevitably those seniors leave school and that is always a bit sad for the boarding masters as Mr. Fritchley describes; "It's always sad saying farewell to boys when they move on from Lindisfarne and the hostel. You have got to know them on a personal level, and you have built up trust and respect together, and then they leave you."

Although they do leave, an indication of how much boys have enjoyed the boarding experience is how often they come back to visit and chat about their time as boarders. Many of them bring their families or send their sons to Lindisfarne and it is wonderful to see the family atmosphere being perpetuated with a new generation.



LINDISFARNE LIFE MEMBER

Whenever Old Boys visit the school or catch up with current staff members, one of the first questions they ask is "Which staff are still there?". Included on the list of staff who have served the College devotedly for long periods has always been Evan Bramley's name but sadly, a significant chapter of Lindisfarne's history draws to a close this year with Evan's retirement.

Evan taught at Lindisfarne from 1979 until 2021, but after a period of ill-health, decided to retire permanently this year. His tenure spanned 42 years and five Rectors and he will be remembered by legions of Lindisfarne schoolboys, many of whom will recall his red Corvette and more utilitarian Lada. They will also remember Evan for being a caring and conscientious teacher who spent long hours in the classroom and on the sports field.

Starting teaching in the Intermediate department when it was a much smaller part of the school, Evan eventually made the transition to full-time Maths teaching. The only notable absence that he ever had from Lindisfarne was during his year-long sabbatical, teaching in an American school to which he always referred with great admiration. Evan was involved in boarding for many years and lived initially in the draughty Homestead building before moving to Mitchell House. He coached numerous sports

teams including cricket and rugby teams and was always a stickler for the rules especially in cricket games. In latter years Evan took on the badminton coaching in the school and enjoyed this sport immensely.

Amongst the staff, Evan was known for his quirky sense of humour which seemed irrepressible on some occasions. His much-admired red Corvette had an alarm which triggered the sound of a viciously barking dog and this caught many boys by surprise when they ventured too close to the car! Evan was also known for his kindness and was always the first person to offer help to others. He had a great empathy for the underdog and was incredibly generous, never wanting to be openly acknowledged for what he had done.

Evan was always amongst the first at school in the morning and offered early Maths sessions before classes to any of his students who needed extra help.



He could only be lured away from the College by trips to his beloved Tuai or Lake Walkaremoana where he loved to go hunting and fishing. Lindisfarne College has a debt of gratitude to Evan Bramley for his many years of devoted and conscientious service and the College wishes him a very happy retirement.



COLLEGE BALL

FESTIVAL OF LIGHTS

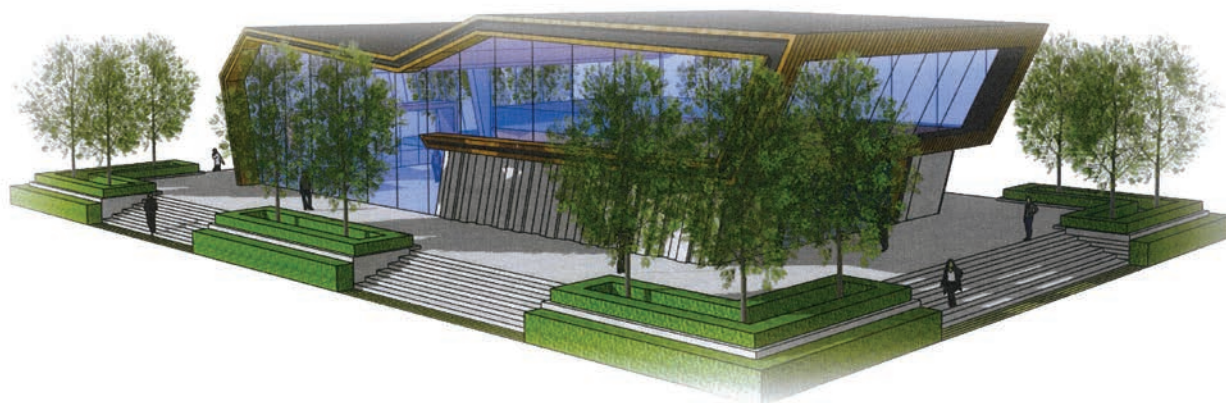
The College Ball theme for 2022 was a festival of lights and the gym was transformed into a bright and playful space filled with lanterns. Guests were greeted by a beautiful tunnel of lights at the entrance of the atrium which welcomed them into the event. It was an evening enjoyed by all, with hundreds of photos taken, as well as a flash mob dance performance from the Year 13s, one of the highlights of the night!

Special thanks must go to the prefect team for their organising behind the scenes and we would also like to acknowledge the help of Mr Howlett, Miss Scerri and our fabulous catering team who helped make the night one to remember.

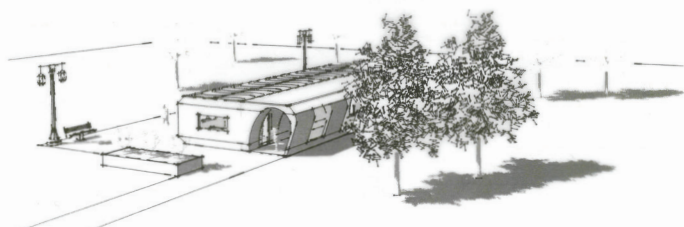
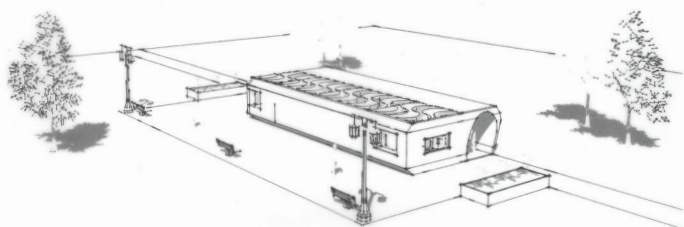
Report from Sam Bartram, Deputy Head Boy



CIVIC SQUARE ART GALLERY



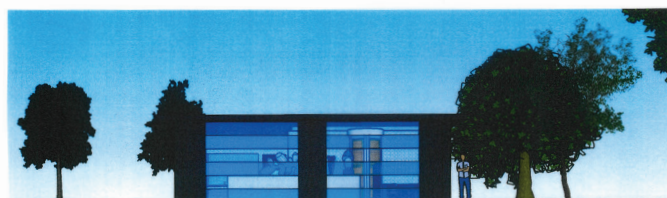
2022 Civic Square Art Gallery Design



Hastings Civic Square Art Gallery Design Concept Elevations



NORTH ELEVATION



EAST ELEVATION



NORTH-EAST ELEVATION

REAL WORLD IDEAS

DESIGN AND VISUAL COMMUNICATION

As a way to incorporate real world ideas into our curriculum, our Level Three design students are given a brief to design a community building within a civic square space. The site is given to them as a part of the brief, but students have to choose a purpose for the building as well as explain how it would fit into the community. The project is spread over three terms and involves doing site analysis, researching design inspiration of parametric design, designing and drawing, as well as a CAD presentation.

This process gives our senior students an insight into what architects need to consider in major design and construction projects, along with the skills in many of the key areas of design, draughting and drawing presentation. The importance of analysis and how people and stakeholder groups will interact with the building challenges our Level 3 students to be considerate and have empathy for a wide range of potential user groups. Different construction

methods and sustainability attributes are also explored in the overall projects to lessen the negative impact on the environment, creating awareness and responsibility as young designers.

Projects that you see on the left are all variations on the idea of an "art gallery" within a Hastings City civic square space. Ollie Strong's work is displayed at the top, Sam Devescovi's bottom left and Sam Bartram's bottom right. Students had to produce various

angles as well as an accurate floorplan within the CAD drawing. This project is a step into the direction of architectural design and gives students a taste of a real world 'design project'.



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EMBRACING CHALLENGES

YEAR 9 CAMP

Creative writing is always more authentic and more successful when it stems from personal experience so after the Year 9 camp in Term 3, Mr. Parker gave his Year 9 English class an opportunity to write about the most challenging aspect of the camp. This was a great chance to tap into their creativity and recreate the atmosphere on camp. The following excerpts give an indication of the boys' reactions and responses.

I was 20 feet up in the air and my sight was blurred by rain that was pouring down. As I looked down, I saw the shapes of little people 25 feet below me. I slowly made my way across the ropes, I came to my first obstacle, the rope bridge, the wind was rocking its side too as I slowly clipped myself in. The nerves had started to get to me. I took my first step then I reached for the next bit of rope then the next and next thing it was over, and I was onto my next obstacle. Luckily the next obstacle was a flying fox, and this was a fun one as I whooshed over everyone at what felt like a million miles an hour. The fresh wet air pushing through my hair made me feel alive. I zoomed down watching all the little, tiny people below me slowly get bigger and bigger until next thing I was on the ground back to safety.

Archie Riddell

The howling wind pushed up against me as I was standing on the tight rope. My vision was blurred as the relentless wind and rain kept on coming at me, it was as if it had a pure hatred of me. My skin was wrinkled and wet under the foul-smelling gloves. The trees were swaying and creaking in the howling wind. I heard the whimper of the boys all around me as they conquered their fears. My mouth was dried and frozen in fear. I murmur words under my breath trying to sooth myself. I slowly but steadily manage to put my fears aside. My head is spinning as I think what if I fall what if the tree collapses. I stop once again to steady myself. The further I go the more I can taste the sweet, sweet taste of success.

Monty Stewart

I felt anxiety as I stepped onto the wooden board for abseiling. I saw the depths of the cliff and was shaking. I kept leaning back gradually until I was lying down; I just had to take the leap of faith. As I fell, I could feel the wind blowing on my face, the rain splashing down on me, and my hand gripping the rope as hard as I could. I pushed off the wall and got my balance back. I tried to get some hold on the rock with my shoes. Unfortunately, the stone was all wet and mossy, so my shoes slid right off, and I lost my balance again. Later that night, I sat around the hearth feeling warm and proud, and told my friends about how I took the leap of faith, how I lost and got my balance, and finally how I got to the bottom.

Ricardo Yao



The group of boys arrive after a short walk through the wet forest in the rain, we walk up the slippery wet stairs and meet with an old lady who claims to be a pro at abseiling. After getting our harnesses and helmets on we get in groups of two. After watching everyone else go, it's finally my turn, I slowly go down the side of the wooden platform, at the bottom of it I take my feet off and swing below it. I slowly lower myself down until my feet can reach the rock, but it's super slippery and I can't keep them there. Every time I try to put my feet out, they just slip so I just kept slipping until I was finally at the bottom.

Conner Abraham-Smith

Our mountain biking experience was very fun. There were no jumps but fun trails and heaps of puddles. When we got back I looked down and I was covered in mud. All worth it though for the fun. Next we had mini games. It was like P.E mixed with games to challenge your mind. Then it was time for lunch, and after lunch we had the thing I looked forward to the most but also feared the most. Abseiling. As we pulled up to the abseiling it was a bit daunting. Looking at the 8 and then the 16 meters, I had thoughts from my first time abseiling when I almost cried! But I decided to go first and off I went. Surprisingly I went down super fast and also did the 16 meters twice!

Beck Allen

We started off by hooking on my safety rope in case I started to slip. I stepped out on to the edge of the wooden platform turned around and with rain and a little sweat dripping down my forehead, I lowered myself backwards and started to walk backwards. I got to the little crack in the rock that indicated that I could safely start to do some jumps, so I bent my knees and pushed off and let go of

my rope and when I hit the rock again I tightened the rope and I was relieved that I didn't face plant. I thought I had done well so I did a couple more jumps down the rock reached the bottom and ran to the top and celebrated my victory.

Theo Dymock

I clipped on my hooks to a steel rope and climbed up the ladder, even though I had two thick gloves on my hand I could feel the moist and slippery ladder which built up my nerves even more. I decided to suck it up and got up and past the first section of level two. I got further and further through the next section making steady progress through level two and it became easier and easier. We came to the last section of level 2 which was the zip line. I jumped off the platform letting the zip line catch me and glide me straight down the cable and back down to the ground.

Cordell Henare

I feel the harness digging into my back, smell the damp clothes that are sticking to my body, hear the rain dripping onto my helmet. I keep on going slowly to the bottom and then I SLIP! My foot slides off the rock and starts spinning while hanging in the air. I recovered by leaning back and planting my feet on the rock face. That gave me a slight heart attack, like the feeling you get when you cannot feel your phone in your pocket. Since I recovered from that, I built up even more courage to keep on going down. Finally, I was hovering over the surface with just one more little jump to reach the ground. So, I hopped off and my feet hit the floor hard and with all my weight crashing onto my knees I collapsed on the floor.

Frank Gilligan

LEO GUO

MOTIVATED TO SUCCEED

Leo Guo has had the Hawke's Bay Young Musician of the Year competition in his sights since he first attended the finalists' performance with his father many years ago. Although Leo's father is not a musician himself, he clearly understands a thing or two about human motivation as the sight of those young musicians, competing for a prestigious award, lit a spark within Leo that has continued to inspire his music studies.

Leo has been studying piano with Joan Stichbury since he was eight years old and although he initially needed encouragement from his parents to practise daily, after seeing those young competitors perform, his own drive and determination took over and after years of dedicated study and practice, he was selected this year as the Hawke's Bay Young Musician of the Year.

Motivation is not a constant force and Leo acknowledges that his own fluctuates, but after practising for at least an hour every day for the last ten years, he seems to understand how it works: "It's not only about how to make the most of the good days, it's also about how you deal with the bad days," Leo says. This ability to keep going even when you don't really want to is the hallmark of most successful people whether they be musicians or rugby players.

Leo also attributes some of his success to surrounding himself with link-minded people such as those in the music department, especially Quinn Le Lievre who won the Hawke's Bay Young Musician of the Year last year. The element of competition which is so common on the sports field also inspires these two musicians to keep up with each other and work out problems together.

His devotion to practising the piano has not meant that Leo has neglected his school studies and he has a very strong academic record. Although only in Year 12 this year, Leo has taken mostly Year 13 subjects and was awarded Proxime Accessit (Runner up to Dux) for Year 13. Interestingly, Leo thinks that there is a strong connection between excelling at mathematics and excelling in music. As he describes it:

"It's not that music makes you excellent at maths, it's more that the level of creative problem solving as well as persistence that music gives you, enhances your ability to find solutions in maths. It also works the other way, seeing patterns and connections in maths helps you interpret music more creatively."

Attaining his goal of winning the HBYMY competition has not impacted



on Leo's motivation in music which has now become intrinsic and self-driven. As he sees it: "The music is motivation in itself now, as I enjoy it so much. Practising has become part of my life and not a chore". Leo may now have the time to focus more on his trombone playing which gives him an opportunity to enjoy the more social side of music by playing in several school bands. It is clear that Leo's motivation will continue to be a driving force in his future.



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CHRISTIAN DIMENSION

SAME MESSAGE, NEW DELIVERY

When describing the Chapel services at the College this year, words that come to mind include energetic, passionate, and innovative. Rev Dunnett and his team have used their creative thinking when delivering chapel services and this has seen a positive impact on engagement from the boys. The 'hands on' teaching methods have resonated both with the students and community. As Reverend Dunnett explains below: the message has not changed, just the way in which it is delivered.

Rev. Dunnett reports: This year we have explored the way in which we deliver our chapel services. The message has always been the message that Jesus died because he loves us and rose again to make a way for us to heaven, but we have let the vehicle evolve, speed up and change shape and colour"



HOLD ON TO JESUS THROUGH THE STORM

We look at the reality of hardship in life and how the mighty men of faith like Moses held onto their faith in God. Throughout the sermon the boys were hanging onto the hockey goals with Liam McEntee (Year 8) holding on for the longest!

GOD LOVES US ALL EVEN THOUGH WE ARE DIFFERENT

Chapel prefect Daniel Diprose put together a super message on the way we all see things differently. We were hosted by Iona College and Daniel organised for two teams to look at a picture and then in two minutes draw what they had seen. The girls and boys then voted on the team that had drawn the most accurate representation of the original.

The message was about Jesus loving us all no matter how we are different.

INTEGRITY

Matthew 5:37

But let your statement 'Yes' be 'Yes,' and 'No,' 'No.' Anything more than these comes from evil.

Sometimes it takes a special kind of motivation to get boys engaged. Zac Dalton is an example of a boy who changed his attitude to Religious



Studies. As we unpacked the idea of Integrity during the third term, I recognised Zac's efforts by promising him that if he achieved Excellence, he could cut my hair any way he wanted in Chapel. I was extremely proud of his perseverance and when he achieved the goal it was my turn to stick to my word. It only took Zac two minutes to totally transform my "hair style" in chapel!

For Jesus doesn't change—yesterday, today, tomorrow, he's always totally himself.

These are just a few of the creative ways we have learned about Jesus in chapel this year. I encourage parents to ask your boys to see if they can tell you about the chapels in which:

- Daniel smashed the wood pallet in Chapel
- The Powerade competition.
- The handstand competition
- Or the shoe box castle with all the boxes Brock Austin provided

We serve, love and worship such a creative God who displays how wonderful he is in the variety we see around us from the magnificent sun rise over the snow-capped mountain to the colourful sunset over Waimarama Beach. He has created each of our boys to look different, be different and do different things but his message of love is the same for each one of the boys at Lindisfarne.

Form the Chapel team we hope you have enjoyed a year of worshiping in a variety of different and creative ways. We look forward to seeing God move in so many more creative and exciting ways in 2023.

God Bless
Rev. Dunnett



HOUSE EVENTS

BROTHERHOOD AND TEAMWORK

Lindisfarne's House Events have always played a strong role in team building, giving every boy the opportunity to try something outside of their comfort zone, and a chance to represent their House in as small or as large a way as they would like.

With the first half of the year touching on all the College's Cornerstones, the second half of this year has had a strong focus on our sporting cornerstone with Tug of War, Winter Sports and Park House Relay. All events required students to work in small teams of all ages, allowing juniors and seniors to work together for a common goal of winning the Gahan shield.

Tug-of-war has always been a high energy affair, from the sidelines to the students pulling the rope, a quick-fire

event where four-year group teams from each house compete. Each team was fairly evenly matched this year, with only a few points between placements. Aidan did pull through with the win with their unstoppable senior team. Park House Relay provided a very clear win for Oswald, lapping the other House teams and taking out the win for the third year in a row. Cuthbert placed first overall for Winter House Sports which consisted of basketball, hockey, rugby 7's, football and longball. The games were spread over two weeks,

separating junior and senior teams into individual mini tournaments, which was a first for this house event.

Even though the wins were very evenly spread over the second half of the year, Cuthbert had been dominant in the first half and still took first place overall being awarded the Gahan Shield at Senior Prize Giving with the total point score of 450 for the year, Second was Durham – 380 points, Third was Aidan - 265 points and Fourth was Oswald with 265 points.



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RETURN TO LINDISFARNE

INTERNATIONAL STUDENTS

The visits of international students to New Zealand schools and universities have been a well-publicised casualty of COVID and unfortunately, Lindisfarne has not escaped the effects of this. All of our international students chose to stay at the College at the start of COVID, even though this meant lengthy separations from their families. There have been, however, no new students for nearly two years so the College was delighted to welcome international students back from June this year.

Government regulations around visitors during the pandemic prevented new international students from entering New Zealand but moves were made to address this before a general opening of the border this year. The first students to be allowed back were university students followed by secondary school students with a quota of 1000 students being announced for all schools. Lindisfarne applied for six students and were very pleased to be granted all six who have started at the College over the past few months. The experience of being newly immersed in a very different culture and language is a daunting one for high school students but the boys seem to be settling in well and enjoying Kiwi life. Some of them have shared their early impressions of the school and the things they are enjoying.

Reat Chen is in Year 10 and comes from China. His family members are practising Christians and Reat's father chose Lindisfarne for his son so that he would have the opportunity to follow his religion openly. Our chapel services and Christian values are a very important part of Reat's daily life in New Zealand.

He is loving the inclusion of sport in the school day. Reat commented that at his old school, "P.E teachers would just sit still and make everyone run". Reat has got into mountain biking through the College and now owns a mountain bike for the first time in his life. He is finding the workload lighter than in China but is acquiring a different range of life skills.

Tosei Tsuru is Japanese and has gone into Year 9. He was enrolled in the College for Year 7 but that did not eventuate because of COVID so he has been waiting a long time to come to Lindisfarne. Tosei's mother was able to accompany him when he arrived in July as Japan has a visa waiver with New Zealand but no other parents have been able to see where their sons are studying and living as yet. Like Reat, Tosei has made friends easily and this may be partially because of his excellent breakdancing skills which he is always happy to demonstrate! Tosei enjoys all the different school activities including running and swimming and has even acquired a taste for Kiwi cuisine, notably hash browns and sausages!

Coming from Thailand, Marc Chiravacharatikul, has found the cooler weather in New Zealand surprisingly pleasant and has already managed a couple of swims in the College pool in spite of the temperature. Marc has been invited home with boys to Taupō and Rotorua and thinks other students at the College are very helpful, as are the staff. Along with the cooler temperatures in New Zealand, he has enjoyed the more distinct seasons that he has experienced.

All the international students have embraced the Kiwi experience with enthusiasm. They have also been involved with activities with other international students in the area and took part in a karaoke evening at Woodford, the social at Woodford and a barbecue and mini-golf organised by Learning Hawke's Bay for local international students. All the boys should be congratulated for their resilience and flexibility in settling in so well at the College.

ANDREW WANG (07-10)

A LOVE OF LEARNING

The learning journey seldom ends with school, which was undoubtedly the case for Andrew Wang, who left Lindisfarne in 2010 and completed a Bachelor of Biomedical Science at Auckland University. Andrew had always wanted to be a pilot and was intrigued by the physics and mechanics of flying. Over the years, however, the idea of medicine took root, and he applied to Melbourne University to study for a Doctor of Medicine. He finished his medical study in 2018 and, while working as a junior doctor in a Melbourne public hospital, became interested in the emerging field of point-of-care ultrasound, which he describes in the following way: "Point-of-care ultrasound is when doctors perform a brief bedside examination using a portable ultrasound machine to peek into the body. For example, look at the heart's valves and fluids in the lungs, much like the pregnancy ultrasound! And remember the stethoscopes hung around our necks? Doctors miss up to half the diagnoses with these dated tools! We will likely see a revolution in medicine as ultrasound technology becomes more affordable and accessible. We now teach the medical students basic heart ultrasound, in addition to auscultation."

As a result of Andrew's new interest in ultrasound, he has embarked on yet more study. In 2020, he started a PhD in Medicine. Andrew outlined his thesis topic: "Exploring the impact of point-of-care ultrasound before emergency surgery. For my main project, our research team conducted a randomised controlled trial at the Royal Melbourne Hospital. We scanned patients' heart, lungs, and leg veins before their emergency surgery. This brief test allowed doctors to better appreciate the patients' immediate conditions before surgery and offer the most appropriate management."

Andrew recalls that his time at Lindisfarne gave him a strong academic foundation to build the demanding study he completed later. However, the College also addressed other crucial aspects of character development. "Lindisfarne is the best place to study! The College has strong academic, cultural, sporting, and spiritual foundations. There was never a shortage of nerds, sporting buffs, and musical geniuses at the College. No matter which field I threw myself into, I could always find other equally driven and competitive boys to share with and

learn from. The College environment was incredible and shaped my future direction immensely. " Andrew recalls that Matron even taught the boys not to eat their pieces of toast whole but to cut them in half, and he has never forgotten that lesson!

There are many highlights and fond memories from Andrew's time at the College. He particularly recalls Mrs Miles, who taught ESOL and has remained a friend and mentor and Mr Simes, with his positivity, caring nature, and passion for the weather. One of the most impactful aspects of College life for Andrew was the boys he met, and he feels a debt of gratitude to them; "I am grateful to the boys that invited me to line up for lunch together when I was too scared to go by myself, and the class that treated me as an equal when I joined in 2007, to the many friends that invited me to spend the holiday with their families and their generosity."

When asked what advice he had for current students, Andrew said: "Don't be afraid to be different, to try different things, and take different paths from your peers and friends in College. You



will quickly forge new friendships. There are just as many brilliant people in Auckland as in Wellington, Christchurch, and Otago! Set a goal but know that your goal and even the goalpost can change. It's normal to feel lost and disheartened. Others may reach the goal before you. Keep at it if you have the passion. You will find your way."



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A FAMILIAR FACE TAKES THE REINS PRESIDENT LCOBA

Hugh has a long association with the College having attended from 1980-1984 and been Head Prefect in his final year. Three nephews as well as his eldest son, James, have also attended Lindisfarne and his youngest son, Matthew, is just completing Year 10.

More recently Hugh has served six years on the College Council as a Parent Trustee and Old Boys Representative, and he has been a member of the Old Boys' Association executive committee for a similar length of time. Hugh is married to Louise, originally from Denmark, and in addition to their sons they also have a daughter Pia, who is studying at Victoria University along with James.

Hugh is looking forward to capitalising on the Association's recent financial contributions toward the new College database and the recently established

Alumni Relations Officer role, by ramping up Old Boy functions and dramatically increasing the visibility of the Association's activities. With the College soon to celebrate its 70th year, the Association now has a base of some 4,500 members which continues to grow annually with all Year 12 and 13 leavers automatically becoming life members. The Association's executive committee are currently working through a list of activities it will look to initiate from 2023 onwards.



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IN MEMORIAM

It is with sadness that we advise that the following members of our community have passed away. Our condolences to their families in their time of mourning.

G A (Guy) Woodward (59-62), Old Boy, died in Gisborne, 2 March, 2022

Mr W (Bill) MacFarlane, House Master and teacher (64 – 67), died in Limassol Cyprus, 14 March 2022

G C (Geoffrey) Mackay (87-90), Old Boy died in Maketu Bay of Plenty, 26 June 2022

A F (Tony) Newland (55-57), Old Boy, died in Masterton, 21 August, 2022

J B (Jack) Barclay (15-21), Old Boy, died in Hastings, 23 October, 2022



We rely on information provided by family members or members of our community.
If we have missed a recent death, please email:
advancement@lindisfarne.school.nz

LIFE AFTER LINDISFARNE



2002 reunion

It was good to see a number of the "Class of 2002" back at school recently. The visitors watched the HB Magpies play at McLean Park on the Friday night then met for a tour around the College on Saturday morning with Old Boy & Community Relations Manager, Rob Hay (77-83).

A number of stories were told and lots of laughs had by all, especially while walking through the dorms, dining room and Long Room. Thanks to George Philip for organising the get-together. Class of 2002: Charles Tiffen, Oliver Pattison, Mike Dickerson, Ross Anderson, Mike Terry, Sean Crocker, Colin Hill, Wiebe Marinus, Phil D'Ath, James Gordon, Andrew Green, Tom Stoddart, Graeme Burgess, Edward Bell, George Philip. Image 1.

Duff and Dalziel

Old Boy Stuart Duff (74-80) was in Australia playing golf and managed to catch up with fellow Old Boy Kirk Dalziel (2000-04). Kirk works as a legal and property adviser for Goulburn Valley Water. He lives in Shepparton with his partner Lauren and children, Izzy and Patrick. Image 2.

James Francis

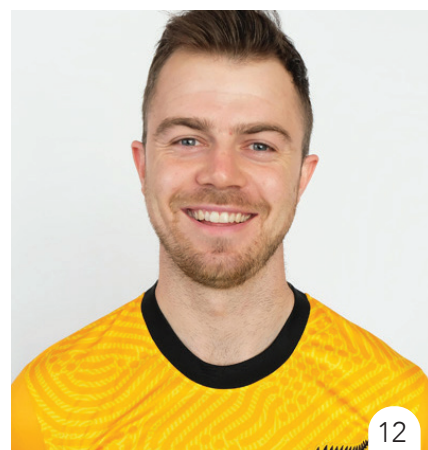
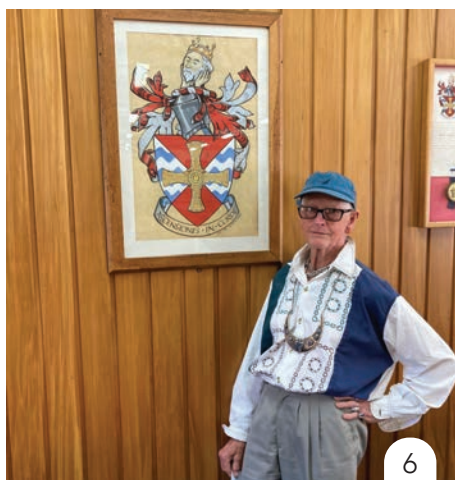
Recent visitors to the College were James Francis and his wife Ali. James is an Old Boy (62-66), former staff member (1975-2012) and long serving Deputy Rector, who also coached numerous sports teams including the 1st XV Rugby and 1st XI Cricket teams, and was Junior Housemaster and Director of Sport. His long association with Lindisfarne began when his father A C Francis was appointed Rector in 1958. Jamie and Ali caught up with some familiar faces among the staff. Image 3.

Masterton Old Boys Catch up

A group of Wairarapa Old Boys met up at Farriers Bar in Masterton before the exchange against Rathkeale which Lindisfarne won 6-3. Rector Stuart Hakeney and LCOBA secretary, Rob Hay (77-83) met up with Hamish Donald (58-60), Brice McKay (59-61), Garry Gibson (67-70), Lloyd Dickens (60-64), Ian Gibson (69-72), Simon Stevens (78-81) and Trevor Mills (56-60). Image 4.

Pere Maitai (73-75) and Racheal McGonigal (69-73)

Pere Maitai and Racheal McGonigal caught up at the College recently. Pere is Chairman of the Te Whaiti-nui-a-toi Scholarship Committee and was at the College interviewing the 2023 applicants, while Racheal, who lives in Auckland, was in Hawke's Bay on holiday visiting family and popped into the College. Image 5



Peter Berry

It was a nice surprise to have Old Boy and first year pupil, Peter Berry (53-55), pop in to school in November. Peter came over from Sydney for a birthday and catch up with family. We got a photo of him in front of the signed, framed college crest, that he drew, in 1955 and is still in the dining room today, 67 years later. Image 6.

Nick Bibby

Nick Bibby (2000-04) came to the College to speak with Mr Fritchley's AgHort scholarship boys about the horticultural sector, in particular the work of his company, Thornhill who specialise in having skilled, trained and reputable workers in viticulture and horticulture. Image 8.

Que Sabmeethavorn

Old Boy and 2015 Dux, Que Sabmeethavorn (11-15) popped in to

school late Term Four. Que has just completed 7 years study in Australia and starts his new job as a doctor at The Royal Melbourne Hospital, in the new year. He caught up with Deputy Rector and Old Boy Mr Campbell Howlett (80-86) and several other staff. Image 9.

Old Boys Scholarship 2022-2023

After the recent Orientation Day, a Scholarship ceremony was held for the 2022/23 recipients and their parents. The Old Boys Scholarship is awarded to a son of an Old Boy who is in Year 9 (the old 3rd Form) and is selected at the end of Term 3. The 2023 winner Joshua Snijders (son of Peter 79-83), is pictured with LCOBA President, Hugh McPhail and 2022 winner Ben Ryan (son of Adam 87-90). Image 10.

1950s-60s Old Boy Catch up

Our 1950's & 60's Old Boys and wives came together at the HB Club

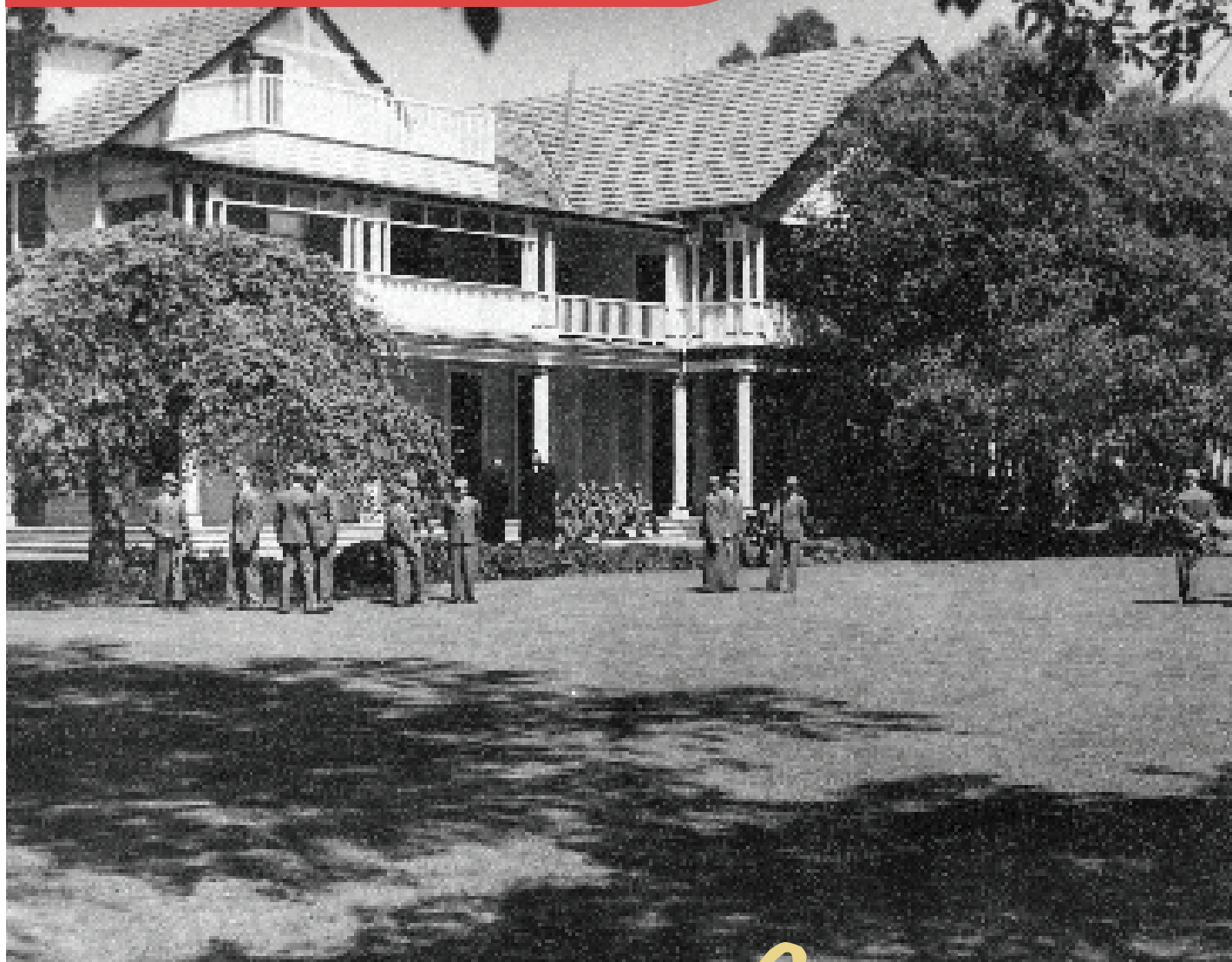
in Napier for dinner in November, for their 6 monthly get-together. Attendees included Bruce Dunderdale, Roger Alexander, Peter McNeil, James Francis, Hilton Meech, Bruce Worsnop, Mark Howard, Steve Greer, Buster Neil, Brian Tomlinson, Gus Meech, Stuart Gunn, Gordon MacMillan, Howard McNamara, David Mossman, Ralph Brownlie along with Rector Stuart Hakeney, LCOBA President, Hugh McPhail and Vice-President Mike Knobloch. Image 11.

Matthew Gould (07-11)

Congratulations to Old Boy Matthew Gould (07-11) who became the College's first All White (NZ National Football Team), when he was selected in the squad in February for three 'friendlies' and then again in June for the All Whites vs Costa Rica, FIFA, World Cup qualifier in Doha, Qatar. Image 12

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MIKE KNOBLOCH

A DECADE AS PRESIDENT (LCOBA)

Mike Knobloch's term as President of Lindisfarne College Old Boys' Association (LCOBA) came to an end in September after a decade at the helm. Fortunately for the Old Boys' Association, Mike has agreed to effectively swap hats with Hugh McPhail by becoming Vice President, while Hugh takes up the mantle of President. This change will enable Mike to put more time into his many other interests whilst maintaining a hand in a part of the College he remains very passionate about. The Association is delighted to retain Mike's considerable experience to provide a guiding hand in the Vice president's role

LCOBA has funded many College projects over the last decade with much of it going under the radar, so it is only fitting to mention a few of those things here: the annual Old Boys' scholarship to a Year 9 student of \$1000 per year for three years, two equipment trailers, tulip trees at the front of the college, maintenance of the Old Boys' Pavilion, co-funding (with PFA) of the Chapel screens, \$18 thousand toward College databases and update of Old Boy records, \$10 thousand toward the '65 in the Archives' project, numerous annual Old Boy functions around the country and in London when there is a College trip going that way, \$10 thousand to the College hardship fund over Covid, annual contribution toward the Project Manager and Alumni Relations Officer salaries, \$6 thousand per annum toward the publishing costs of Highways. In short, the Association generates income of about \$35 thousand per annum and all of this goes back to the College in one form or another.

Other things Mike has overseen during his tenure was the much-needed modernising of the Associations Constitution (not done since about 1972), updating of Associations Vision



and Aims document, and updating of the Associations Investment Statement and Guidelines.

Despite the impact of COVID on financial markets over the last two years, the Association remains in very sound financial health, thanks to the steady

guiding hand of both Mike and the Association's Treasurer, Matt Carney.

Mike, we thank you for your considerable contribution as President over the last ten years and we look forward to your continued guidance and wisdom in the position of Vice President.



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PARENTS AND FRIENDS MOTHERS' AND SONS' BREAKFAST

The Mothers' and Sons' Breakfast organised by Parents and Friends was back on the calendar this year and had, as always, a very enthusiastic response. The College apologises to all the mothers and boys who were unable to get a booking for this popular event, it was fully subscribed very quickly. Be sure to get in early next year.

Over 300 boys and their mothers gathered in the atrium and hall to enjoy a continental breakfast together and listen to guest speaker Joe Consedine. Joe is a director of Champions for Change, an organisation that sets out to promote inclusion and diversity through leaders of New Zealand companies. Joe is also well-known as an advocate of minority groups in society and learnt much of what guides him from his own mother. He spoke to the students and their Mums about the importance of encouraging diversity in all sectors of society. His message was built around some key phrases:

You do you: encouraging our boys to be true to themselves and not be swayed by the opinions of others,

With privilege comes responsibility: asking boys how they can use their advantages for the betterment of others

Small things matter: recognising that even small changes can make a difference

In thanking, Joe for his address, Rector, Mr Hakeney pointed out that Joe's message paralleled issues which had been addressed in assemblies such as challenging stereotypes and encouraging diversity. Mr Hakeney, in a humorous aside, went on to compare mothers to the motherboard of a computer, pointing out how vital both were for the proper functioning of a family or computer! He



finished with a thank you to all mothers who do so much to support our students and the College:

"For all the taxiing to and from sport and cultural activities that you continue to do, for the support with homework and projects as well as the support you provide on the sidelines win, lose or draw, we say thank you. For all the worrying you do, for all your patience and forgiveness, but also for the belief that you have in these young men. I know that you are a constant sounding board

and expert counsellor. You find the right words to pick them up when they are down and you are their greatest defender and advocate."

The Mothers' and Sons' Breakfast is a lovely way to recognise all the women in our community who take on this role in one form or another and gives our boys a way to express their gratitude. Thanks must go to Parents and Friends for organising such a successful occasion.



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GREAT WORK STORIES

One of the best features of Lindisfarne College is the good relationships that staff build with students and also with the wider Lindisfarne community. This is one of the factors that encourage staff to stay at the College and many staff extend their relationship with Lindisfarne by sending their own sons to the College or take up boarding posts and live on site, creating richer and more sustained relationships. This year some of our long-standing staff members are leaving: Victoria Gardiner, Matt Kidd and Brett Payne. They will all be greatly missed and we thank them and wish them luck with the next exciting chapter of their lives. We asked them to recollect some of their lasting impressions of the school and record the things that have made Lindisfarne special for them.

Victoria recalls, "There have been many field trips in Geography over the years and these are always memorable for numerous reasons. One year it was students of 17 or 18 making snowmen and having a snow fight up on Mount Ruapehu when they were supposed to be collecting plant data samples! This year with one of the best groups of students I have had in 17 years, the boys plotted together to give me a fright at the end of the redwoods night walk. I let out a squeal, much to their delight. They were all in on it; they always acted as a team and there was no division between the boys. They epitomise my definition of what it means to be a good young man: humour and being supportive and inclusive of each other.

One of the best things about working here is not only the relationships developed with many students over the years, but with their families, and with colleagues. Lindisfarne is the best place to be when things are going well, but also when things are not going so well. Boys have turned up with flowers and the most thoughtful cards at many key points of my time here. This has meant so much and they are often so comfortable putting these things onto paper. The number of parents and also Old Boys and their parents that get in touch is also humbling. And then of course there is the staff. Every part of Lindisfarne is special: teachers, admin staff, cleaning and catering staff are all so kind and thoughtful in their interactions. Real friendships with people whom you work with every day are very special. The department I have been part of is one of true collegiality and support.

Matt Kidd who has been at Lindisfarne for 18 years also has abiding memories of the boys he has taught: "This year the Year 13 lads were finally blessed with a College Ball to attend and to spice up the affair I mooted the idea of a flash mob to the lads. This is the concept of an undisclosed song during the night giving rise to a shared dancing experience to entertain the other three quarters of the attenders.

The boys, generally speaking, are a coordinated bunch, but this confidence did not necessarily extend to movement to music. A song was chosen by a small group of lads, Boney M's "The Rivers of Babylon", and a rather basic repeated step was given for the boys to learn. Over five practices the boys found their feet with this challenge and the time was set for the Flash Mob to be rolled out. At the appointed time the boys heard the opening bars of the song and had a mere forty seconds to get into place. Some mild persuasion for others to clear the dance floor was issued and, on the opening lyric, the boys stepped into Lindisfarne history for the first ever College Ball flash mob. The 66 boys of the 2022 Year 13 cohort nailed it. It was a hit.

This moment brought together everything I love about this school: that we constantly put boys out of their comfort zone, that we are small enough to include everyone and that when we all pull together, we can achieve moments such as this, memorable and magical moments that prove to be the shining jewels when we look back at what College meant to us."

Brett Payne has been at Lindisfarne for eight years and in boarding for seven and in that time has seen his family grow to include partner, Stacey and 15 month-old daughter, Matilda. He also recalls a story in snowy conditions: "On one of the Year 9 trips to the mountain, we were snowed in for the day so we went to the local school field to let the boys run around. Scot's College turned up and an impromptu snowball fight took place. I'm happy to say that we were the victors of the one and only real winter exchange! Geography trips are always good fun and I have loved coaching the 2nd XV which was made up of awesome boys. We made the CNI final twice with Rob Dunlop and won the competition with Ben Spriggens. Being part of hostel life has been wonderful and there is a special connection between boarding staff. It makes it more special that Matilda was born while we lived in Mitchell and spent the first 14 months of her life there. Going to Nepal with the College was also a highlight. What an amazing place it is and what an opportunity it was for boys and staff to go there."

To all our staff leaving this year: you will always be part of the Lindisfarne family and we thank you for all that you have done for the College.





COLLEGE COUNCIL

2022

As 2022 draws to a close, a reflection on the year of work by College Council finds a theme of 'getting back on track' and implementing changes for the future. Significant changes have taken place as we held a successful Board of Trustees election with three new members commencing their tenure in governance and oversight of Lindisfarne. Welcome to Shayne Walker, Karen Holder and Sharlene Taylor who will bring a set of diverse skills and experience to support the direction of Lindisfarne. Their appointment and subsequent election followed the resignations of three Council members – Gretchen Stone, Mike Knobloch and Tony Diprose. Sincere thanks go to them for their long term dedication and commitment to "all things Lindisfarne". I hope they will continue to maintain an interest in our College. Heremia McGarvey has joined us as a student representative and will continue in that roll in 2023

The capital works development on our Homestead has continued throughout the year and has been kept "on track" by Barry Law and Dr John Wakeman. Our Proprietors have invested in upgrading this integral feature of our College and along with earthquake strengthening and fire safety compliance, the improvements to the administrative and staff environment will be greatly appreciated when completed. The target for this is later in 2023, just in time for our 70th anniversary. We have a dedicated committee established to organize this special celebration of tradition and heritage. Thank you to them for their efforts.

Achievement of objectives against our strategic plan is progressing well. One of the outcomes agreed at Council was a review and refresh of our brand. Early indications from a research company engaged to support this work shows that Lindisfarne is "on track and on the up". Feedback from 600 parents and students (past, present and future) has highlighted some key factors which we can emphasise and will be reflected

in any future changes we make to our brand and marketing strategy.

After the challenges of recent times, it has been heartening to see how our Rector, the staff and our wider Lindisfarne community have got "back on track". Our achievements in all our cornerstones have been fantastic and celebrated in very special prize giving ceremonies. Scholarships have been awarded to sustain our young men who will be joining us in the future. A huge thank you goes to everyone who has joined us on the sidelines and given their time so generously for our young men. I sincerely appreciate the hard work of our staff, the Old Boys network, our Parents & Friends Association and the financial support behind the scenes of our Foundation.

I look to 2023 with enthusiasm and hope. It is my sincere wish that our staff, students and families have a restful break with blessings for a peaceful Christmas and New Year.

Sharon Wards
Chair, Lindisfarne Council





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