



ST PETER'S
COLLEGE

Winter 2026

Saints



Teaching Boys Well

Resilience

Service in Action

Saints

Winter 2026

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



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 St Peter's College

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Cover image: Angus Bond, Miles Chipperfield, Dame Jacinda Ardern and Ruben Driver.

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From the Headmaster

As part of the Year 12 graduation and farewell celebrations at SPSC there are many opportunities to convey key messages. One message I stress to all young men each year during the Speech Day service is that 'you have not peaked' – 'your best is yet to come' – 'if you are still talking about your school achievements when you are 40 your education at St Peter's College will have failed you'. Although it may not be expressly written down in the purpose and mission of the College, preparing students to achieve their best beyond these walls and fields is our focus. SPSC is a bubble, it is not the real world and when our students graduate they should encounter a world of diversity in which they thrive and contribute, just not always immediately.

Using this broader lens helps us understand what the journey to success at School should contain. One aspiration is that our boys and young men acquire resilience, learn to persevere and learn from hardship. Every student at SPSC is privileged and this means we need to be even more attentive to ensuring each is appropriately challenged. Using a gastronomical metaphor, how do we ensure our students develop a hunger for excellence when their pantry is already full? We want enough challenge during school so that confronting the challenges of the world becomes a habit our graduates carry throughout life. What preparation for life is an education if it all goes remarkably well, all the time?

When I speak to parents of students who are transitioning from the Junior School to the Senior School I speak about their son developing a sense of control. To achieve this, one of the key tasks in parenting during adolescence is to quietly orchestrate enough failure (carefully supported failure that is), so that each young person becomes accustomed to the realities of life and understands that choices and decisions have consequences. Often as parents we feel the

Loving our sons requires us to permit them to fall over. We watched them do it when they were young, encouraged them to get back up and were so proud when they did.

need to even out the obstacles before our children. This is a natural protective desire, yet it is not always helpful. If our boys learn to pick themselves up from disappointments of their own making, they might be better prepared to respond with resilience to circumstances beyond their control. This is not a 'spare the rod and spoil the child' approach; it is about surrounding each boy and young man with enough love to help them realise they are more capable than they think, so they can persevere. Loving our sons requires us to permit them to fall over. We

watched them do it when they were young, encouraged them to get back up and were so proud when they did.

So on behalf of each graduate, what is the success we are dreaming about? We might imagine career success, financial success. Sure, these are up there. I put it to you that we should also be dreaming about our son's growth in resilience, which will support him long after his graduation. Hopefully those closest to him will measure his success based on his relationships, by the number of times he elevates those around him, by the number of times he does not give up on himself or others and through the strength and love he conveys.

The stories of resilience in this magazine are enormous and inspiring. They come from responses to circumstances beyond each individual's immediate control. They remind us that our best may still lie before us and it is up to us all to support each other through the toughest challenges. What we thought was our peak might simply have been us running on the flat, yet to start our climb. Our best might lie in not giving up, pressing on, reaching out and being prepared to learn, whatever the challenge. In our community we do not have to look far for the inspiration to carry on. The simple and ordinary is often extraordinary. We just might not have taken the time to notice.

Pro Deo et Patria.

Tim Browning | Headmaster

Students battle the elements on the 21-Day-Journey in the Flinders Ranges.





From the Chairman

I recently returned from a business trip to the UK where through fortuitous timing I was able to attend the London Chapter event with the Headmaster.

It was great to spend time with so many old scholars, ranging in leaving year from the 1950s right through to the 2020s, making such a significant impression on the world.

I was also fortunate enough to visit one of the UK's most prestigious all boys' schools just outside London. It's always important to benchmark ourselves, and the experience was interesting and informative.

It was also reaffirming. It helped reinforce something I have always believed – that St Peter's College is globally competitive.

Our academic outcomes are exemplary. Last year, 16% of our Year 12 cohort achieved an ATAR of 99+, placing them in the top 1% nationally.

Our teaching staff are renowned for their compassion and professionalism with a focus on each boy as an individual learner. The School environs embody solidity and history, providing both expansive spaces and quiet solitude in equal measure.

And our values-led culture continues to underpin the sense of service through selflessness that is helping shape the character of our young men.

These qualities are paramount when we seek to attract enrolments not only from home but also abroad. An uncertain world is resulting in many expats reassessing their lives and, by extension, their children's education.

In the pantheon of boys' schools, I believe we compare extremely well with our interstate and overseas competition, particularly in terms of the high profile, high-fee schools.

We are accessible and approachable rather than select and exclusive. Our Anglican foundations mean we are inclusive and diverse, welcoming everyone regardless of faith or cultural background. Further, we are truly fortunate that all our students are able to participate in meaningful community service, sport and outdoor education.

St Peter's College is now one of only five Australian member schools of the Heads' Conference – known as HMC – which is the world's first association for Headteachers founded in 1869.

HMC provides an international network for school leaders, staff and students. Member schools are distinguished by their quality, their commitment to academic excellence and an holistic approach to education – all elements in which our school excels.

Yet we cannot rest on our laurels. We must continue to build on our strengths and ensure future generations of students can enjoy the St Peter's College advantage.

Philanthropy is critical in balancing affordability with the need to continually invest in exceptional student outcomes and infrastructure.

I believe this is another area where St Peter's College is globally competitive. We recognise and respect the contribution people are making and repay that with prudent management and investment of donated funds.

Through donations, we are working together to create an enduring legacy for the future of our School on a global stage.

Mark Balnaves | Chairman of Council

Perseverance

As some of you may already know, one of my great interests in life is cycling. I enjoy following the Tour de France, but I also love cycling myself. During the mid-year holidays, I had the opportunity to travel to France and take part in a supported cycling tour through the French Alps.

I can say without reservation that the week of cycling in the mountains was the hardest physical activity I have ever undertaken.

The first day was the most difficult. Cycling up steep gradients in thin mountain air is not for the faint-hearted! I struggled up the Col du Semnoz, near the beautiful lakeside town of Annecy. What was more disheartening was knowing that the days ahead were going to be even more demanding.

Halfway up the mountain, I began to question whether I had made a mistake in coming on the cycling tour. "I'm not fit enough. I'm not strong enough. I didn't lose enough weight before the trip. I will be holding up the other cyclists."

We all face moments like this. Of course, in the context of an optional cycling holiday, there is always the perfectly valid choice of turning around and riding back down the mountain. In our day-to-day lives, however, the equivalent choice is not always available.

Not long ago, I had a chance encounter with a total stranger in the supermarket. He was trying to do the shopping while also making sure his young son didn't bump into other customers, run off to find mum or become lost in the process. I smiled at him and said, "I remember what it was like," to which he replied, "I'm still in the trenches!" We both laughed.

Perseverance takes many forms. Sometimes it is cycling up the side of a mountain. At other times, it is making it through the supermarket with a small child. It can also mean facing grief, illness, uncertainty, disappointment or just the demands of an ordinary day.

Life is not always easy. There are times when we struggle and times when all we can do is place one foot in front of the other, hoping that help will come or simply that we will have the strength to keep going.

Help is always available, although it sometimes arrives in surprising places. Attentiveness to the help God provides is an invaluable part of the Christian tradition. It can be easy to miss, but it is there. The Christian mystics in our tradition offer some of the clearest guidance in this respect, and their teaching is simple: be attentive to the movement of the Spirit in your life.

There are also occasions when, even after seeking help, we simply have to keep going. To be honest, the cycling did not become much easier over the days that followed, but I found an inner, God-given strength which allowed me to persevere.

In the midst of struggling up another mountain, Col de la Madeleine, I experienced something of a religious reawakening. Perhaps it was because I had become more attentive to the natural beauty around me. I remembered that the mountain had stood there for millions of years and would remain long after I was gone. Yet I was also aware that I was profoundly loved and cherished by the Creator, who cares deeply for each one of us.

The Reverend Dr Theo McCall | School Chaplain

- 1 The view towards Col de la Madeleine, one of the challenging climbs undertaken during Father Theo's cycling tour.
- 2 Theo McCall at the summit of Col de la Madeleine, 2,000 metres above sea level.



Unpacking Resilience

When Dame Jacinda Ardern visited St Peter's College in mid-May, there were always going to be different views about her politics. That is the nature of public life, and of democracy.

But for those who heard her speak, including students, staff, families, old scholars and members of the wider community, the conversation reached beyond politics. It was about leadership, humility, courage and what it means to keep showing up when the path ahead is difficult.

Her visit formed part of the Rex J Lipman Fellows Program, which brings leading thinkers and leaders to St Peter's College to share ideas with the School and wider community. Across her time on campus, the former Prime Minister of New Zealand spoke in a number of settings: a free public lecture, a Junior School Assembly, a Senior School Muster, a smaller student session for boys who had expressed interest in the opportunity and a donor event.

In each setting, Dame Jacinda reflected with warmth and candour on the experiences that shaped her, the moments that tested her and the kind of leadership she believes the world needs.

That is why she appears on the cover of this edition of *Saints* alongside Angus Bond, Miles Chipperfield and Ruben Driver. Their stories are not the same as hers, nor are they being asked to carry the weight of public leadership. But each, in his own way, has something to say about resilience: what it asks of us, how it is formed, and how it can be seen in moments of difficulty, responsibility and courage.

Dame Jacinda's reflections offered another way to understand those stories. She spoke about growing up in Murupara, a small forestry town in New Zealand, where she saw job loss, poverty and inequality close up. Those early experiences, she said, left a mark and helped shape the work she would go on to do.

She also spoke about imposter syndrome, something first named for her by a high school teacher and something she said has stayed with her throughout her life.

"The key for me in that journey has been realising that rather than it being a weakness, it made me better at my job," she said. "It gave me humility and why would we consider humility in leadership to be a fault?"

It was a striking message for young people to hear: uncertainty does not disqualify someone from leadership and humility is a strength that can make leadership more grounded and more human.

Dame Jacinda returned to the idea of strength when she reflected on the words *Strong and Lovely* from the School Prayer and what they might offer boys as they consider masculinity and the pathway to manhood.

"You can be strong and lovely. I don't think we give enough space when we talk about masculinity to think about how those two things can and should exist together. You can be kind and brave. You can show resilience and strength and empathy at the same time."

She spoke candidly about the moments that defined her time as Prime Minister, including the Christchurch terror attacks, the Covid

pandemic and her decision to step down in 2023. That decision, she said, came not because she no longer loved the role, but because she knew she did not have enough left to lead well through another crisis.

"I made the call and I don't regret it," she said.

There is resilience in endurance, but there is also resilience in honesty. In knowing your limits. In understanding that leadership is not about appearing untouched by difficulty, but about meeting it with clarity, care and responsibility.

That message carried particular weight in a school context. The boys on the cover are still at the beginning of their own lives, but they too are learning what it means to meet difficulty with courage. Their stories remind us that resilience is not always loud or obvious. Sometimes it is found in returning to class after treatment, staying connected to home from a boarding house or leading with care and perspective after personal loss.

Dame Jacinda ended her reflections with hope. Despite a world she described as increasingly polarised and dehumanising, she said she believes people will turn again towards those who offer solutions and seek a better life for the next generation.

For the students who heard her speak, that may be the lesson that lasts. Leadership can still be human. Strength can include kindness. And resilience, in its truest form, is not simply the ability to withstand hardship, but the capacity to remain open, purposeful and hopeful through it.



“You can be strong and lovely. I don’t think we give enough space when we talk about masculinity to think about how those two things can and should exist together. You can be kind and brave. You can show resilience and strength and empathy at the same time.”



Main image: Dame Jacinda Ardern in conversation with Jessica Adamson at the Rex J Lipman Public Lecture.

1 Dame Jacinda meets with Miles Chipperfield and Angus Bond.

2 Dame Jacinda meets with Matthew Liu during a smaller student session.

A Milestone in Sight

Angus Bond has his mind set on one thing - the Avenue of Honour next year. The Year 11 student has watched hundreds of Year 12 students, including his brother Ted, take part in the emotional and symbolic “final walk” from Memorial Hall to the Hackney exit. For Angus, it will be a moment he was never guaranteed to reach.

He's fought for his life since he was diagnosed with Diamond-Blackfan anaemia, a rare bone marrow failure disorder that meant his body couldn't produce red blood cells. The 18-year-old has endured more than 250 blood transfusions, at least 1000 blood tests and hundreds of hospital stays. The procedures, along with illness because of his compromised immune system, have seen him miss more than 350 school days since arriving at St Peter's College in Year 4.

Yet despite the challenges that come with that, both academically and in the school yard, Angus is still showing up. Resilience is not necessarily something we're born with. Angus says in his case, he's had to build it through years of pain, unexpected hurdles and often fear.

At times, it's been a tough watch for his parents Jeff and Jess.

“Angus has developed remarkable strength, determination and perseverance,” Jeff says.

“These experiences have shaped the way he approaches both school and sport, teaching him to overcome setbacks, stay focused on his goals and make the most of every opportunity.

“His resilience is evident in the way he approaches school even if he finds things difficult. His love and participation in cricket and football, always wanting to improve, and his positive attitude in the face of adversity.

“We are very proud of him.”

Angus recalls his early years in the Junior School fondly.

“Playing chasey on the playground, playing soccer on the tennis courts, it was just really fun, they're good memories,” he says. “I had a little bit of support when I did miss out on school, so I got caught up with the work I missed.”

But in late 2021, he became gravely ill when his white cells and platelets, began to fail. By May 2022 his bone marrow had gone into failure and his condition became terminal.

There was no other option than to get a bone marrow transplant. The challenge was Angus had a very



Main image: Angus Bond at St Peter's College

- 1 January 2023. Transplant day. Angus holds the bag containing Marie's donated bone marrow after it arrived from Germany, with sister Molly, dad Jeff and mum Jess beside him and brother Ted joining by video call.
- 2 April, 2023. 15 weeks after his transplant, Angus prepares for surgery to have his central line removed, a milestone that brought him closer to returning home to Adelaide.
- 3 December, 2025. Angus with his donor, Marie Hiemisch, and their families in Berlin. Back: Marie's partner, Alexander Herrmann, and Angus's brother Ted. Front: Marie, Angus and his sister Molly.



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rare type. He was desperately ill and fading fast. His only hope was finding a donor.

And somehow, more than 15,000 kilometres away, 22-year-old nurse Marie Hiemisch answered the Bond family's global call for help. From a global registry of 40 million donors, Marie was one of just two matches. The young German nurse had signed up to be a bone marrow donor at the age of 17. Her selfless decision changed both her life and Angus's on October 20, 2022, when she received an email telling her she was a match for someone in need.

The transplant was scheduled for January 6, 2023. It had to take place in Sydney because of the complexity of Angus's disease, so the family packed up their lives and temporarily relocated for six months. For Angus, the preparation was gruelling, beginning with 12 days of chemotherapy to completely wipe out his existing bone marrow. His parents and two siblings watched their sport loving 14-year-old boy get weaker by the day.

On the other side of the world, Marie Hiemisch kept her word. She'd never had a general anaesthetic before and despite her nerves, she turned up, allowing doctors to extract 1600ml of bone marrow from her left hip. She recalls the enormity of the moment in her hospital room afterwards.

"They told me that my bone marrow was on its way to a 13–17-year-old boy in Australia," Marie says.

"I remember being completely overwhelmed and unable to stop crying during that phone call."

The weeks that followed were nothing short of horrific. Angus couldn't eat or talk for days after the transplant. His weight dropped to 29 kilograms. His mouth was lined with blisters and his eyeballs were bleeding. But 15 long days after the operation, there were signs of hope. Angus's white cell count gradually rose from zero and kept going.

Eight weeks after being admitted, he walked out of hospital. A gift from a perfect stranger had saved his life.

Two years after the transplant, once a mandatory anonymity period passed, Marie wrote to Angus, telling him how grateful she was to give him the gift of life. The Bond family met her in Berlin earlier this year and she plans to visit them in Adelaide in September.

Doctors explained that returning to school wouldn't be easy for Angus – chemotherapy can "shut down" parts of the body including the brain, causing memory loss, mental fog and difficulty concentrating. But after an initial and frightening setback when he suffered Graft versus Host Disease, he gradually transitioned back to school in August 2023. That year he managed to compete in the 100 metre race at Athletics Day, a proud day for his family.

Angus admits balancing the academic load hasn't been easy. A few months ago, he considered leaving school early to get a job. But he knows how far he's come and walking the Avenue of Honour next year is what's pushing him to the finish line.

"I don't want to be the only one to just leave," he says. "I need to walk out of the school gates and finish school. Graduating is a big achievement for me."

Jessica Adamson



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SPSC and KickStart for Kids

Each school holidays, KickStart for Kids runs Camp KickStart for hundreds of children across South Australia. The four-day program provides a welcoming environment for children experiencing vulnerability and disadvantage, for whom the holidays are not always a time of rest or excitement.

St Peter's College has supported Camp KickStart for several years through student volunteering, with SPSC students travelling to different school sites across Adelaide to support the camps, working alongside KickStart for Kids staff and volunteers. This year, the partnership entered a new phase, with SPSC hosting one of the camp days on campus for the first time.

During the April school holidays, 70 primary-aged children joined the School for the inaugural SPSC-hosted KickStart for Kids holiday camp. They were supported by 25 student volunteers, eight SPSC staff and 12 KickStart for Kids staff, who worked together to create a day of games, activities and shared experiences. Following the success of the first camp, SPSC again welcomed children to campus during the July school holidays with 40 student volunteers as both companions and activity leaders.

The focus of each camp is connection and community. SPSC students are paired with the children, helping them take part in activities, try new things and feel welcome throughout the day. For the children who attend, it is a chance to enjoy a fun and caring environment. For the students who volunteer, it is a valuable experience in service, responsibility and empathy.

"What I like about KickStart is that you switch off from everything else and just focus on the kids who are there," Year 11 student Seb Harms said.

For students who have returned to KickStart across several camps, the first SPSC-hosted day brought a different dimension to the experience. It gave them the chance to welcome the children into a place they know well, and to take responsibility for helping them feel at home.

"I've been involved in a few KickStart camps held at other schools, but having the day at SPSC felt different," Year 11 student Harvey

Kupniewski said. "It felt like we were welcoming the children into our own community, not just turning up to help somewhere else. I think that made us feel more responsible for making sure they had a great day."

That sense of purpose also helped students better understand the work of KickStart for Kids, and the importance of creating safe, enjoyable holiday experiences for children who may not otherwise have them.

"Being part of the day gave me a better understanding of what KickStart does," Year 11 student Liam Hindmarsh-Meredith said. "It is not just about giving children something to do in the holidays. It gives them a place where they are looked after, where people are excited to see them and where they can just enjoy being kids."

The camps require energy, adaptability and teamwork, with students helping to manage activities, support younger children and respond to the changing needs of the day. The experience also gave them a practical understanding of service learning, not as a concept, but as something lived through relationship and action.

The SPSC-hosted camp is now set to become an ongoing part of the School's partnership with Kickstart for Kids, with plans to welcome children back to campus during future school holidays. Students in Years 10 to 12 will continue to have the opportunity to volunteer as buddies, while parents are also invited to support the program by helping supervise games and activities.

Through Kickstart for Kids, SPSC students are contributing to something practical and immediate: a safe, happy and memorable day for children who need it. At the same time, they are learning that service is not only about giving to others. It is also about listening, connecting and allowing those experiences to shape the way they see the world.

The children leave with memories of a day filled with fun and care and SPSC students leave with a deeper understanding of generosity, community and the difference they can make through their time.

Ashleigh Day | Service Learning – Programs and Partnerships Coordinator



The Story Behind KickStart for Kids



KickStart for Kids was founded in 2009 by Ian Steel, whose commitment to supporting vulnerable children is deeply personal.

Having known hardship and housing insecurity himself, Ian understands how difficult it can be for a child to stay connected to school when life outside the classroom is unstable. Through years of mentoring young people, he saw children arriving at school hungry, tired or carrying worries that made it hard to learn.

That understanding became the foundation of KickStart for Kids. What began as a practical response to children going without breakfast has grown into a South Australian charity supporting children through school breakfast and lunch programs, Camp KickStart, mentoring and period poverty initiatives.

Each week, KickStart for Kids provides around 60,000 breakfasts and 10,000 lunches to children across more than 360 South Australian schools.

Ian's work is direct and practical, with children at the centre. It is built on the belief that every child deserves to feel safe, supported and able to take part in school life with dignity.

St Peter's College is grateful to contribute to this work. Through Camp KickStart, our students have the opportunity to support Ian's vision in a hands-on way, spending time with children and helping create a day where they feel welcome.

Ian's story is a reminder that real change often begins with noticing a need, responding with care and bringing others with you.



- 1 Guests and volunteers at the April KickStart for Kids holiday program.
- 2 Charlie Melillo and Daniel Spyrou spend time with guests.
- 3 Seb Harms helps a guest decorate tote bags.
- 4 Harvey Kupniewski and Liam Hindmarch-Meredith greet guests as they arrive.
- 5 Cruz Leon joins guests for a game of football.
- 6 Ian Steel with his daughter Olivia.

Teaching Boys Well

Teaching young people is a beautiful and subtle art. The classroom practices that inspire and challenge students are complex, varied and shaped by context. Teaching boys well requires particular thought. At St Peter's College, our teachers are proud of their experience and expertise in teaching boys; guiding young men calls for a particular skill set and an understanding of the unique opportunities boys present.

When it comes to learning, every teacher or parent knows there can be just as much difference between two boys as there is between a boy and a girl. There is only a year's gap between my two youngest sons, yet one is obsessed with football while the other loves gem art and crochet. They have learned to nod and smile politely when the other raves about their passion, despite being utterly befuddled by it. Thankfully, boys are now recognised as individuals rather than a single group. Even so, many institutions are still shaped by a learning model inherited from the 19th century, designed as much to serve the economy as to fire the imagination.

At the same time, decades of educational research have helped us better understand the conditions in which many boys learn best. While no two students are the same, several principles consistently emerge and continue to shape the way we teach at St Peter's College.

We know boys respond to teachers as much as they do to content. Strong relationships

matter, which is why our staff invest considerable time in getting to know each boy, not only as a learner but as a young man.

We know boys are more engaged when they can see the relevance of what they are learning. Through practical classroom activities, excursions and partnerships with universities and industry, teachers connect learning to the world beyond the classroom. Programs such as CEO-in-Residence, University Studies and Medical Research give boys the opportunity to see those connections first-hand.

We know boys are highly active, so teachers plan lessons where students can interact, move and learn in different ways. Hands-on activities, varied teaching approaches, problem solving and Outdoor Education recognise that boys engage differently and benefit from a range of learning experiences.

We know boys are engaged by curated competition, so teachers create opportunities for them to test themselves in purposeful and constructive ways. Beyond the classroom, boys also take part in external competitions such as the Australian Science Olympiads, Australian Mathematics Competition, ICAS and the John Locke Global Essay Prize.

Opportunities to test boundaries are also an important part of learning. Making space for carefully managed risk in classroom activities and assessment encourages them to experiment, solve problems and learn

from setbacks. When boys test boundaries in their interactions with teachers and peers, understanding the context allows those moments to become opportunities for growth.

Effective study habits are rarely intuitive. Boys benefit from clear guidance about how to learn well. Explicit teaching of effective study strategies, carefully sequenced learning and proven techniques such as retrieval practice, combining visual and written information, practising under test conditions, studying productively with peers and breaking work into manageable chunks help students develop confidence and independence.

Research provides valuable guidance, but it is only part of the picture. This year, SPSC teachers have shared the classroom practices they have found most effective with our own boys. Those conversations have revealed remarkable consistency.

Our experience continues to point to the same conclusion: boys respond best to structure and relationships. Perhaps reassuringly, the answer is a simple one.

A highly structured class run without any love, humour or understanding may as well be conducted on a screen. At the same time, an empathetic and caring teacher who cannot offer their boys clear direction, boundaries or guidance will never see them truly thrive. As with most things in life, balance is key.

Nick Carter | Deputy Headmaster - Teaching and Learning



Science in Motion

For Hiwa Jaldiani, Head of Science Faculty, the water rocket activity, supported by Science teachers James McRae and Raquel Hogben, is a clear example of boys learning science with energy, purpose and genuine curiosity.

The activity asked students to observe, test and adjust their approach before each launch, bringing concepts such as pressure, thrust, drag, mass and trajectory to life in a practical way that made the learning easier to understand and remember.

"Practical experiments give boys a way to connect abstract scientific ideas with something real," Hiwa says. "In the classroom, we can explain pressure, thrust, drag, mass and trajectory, but when a student sees and experiences a rocket as it launches, curves, falls short or travels further than expected, the concept suddenly has meaning."

That immediacy is powerful. Each launch gives the boys something concrete to respond to. They watch closely, compare the result with what they expected and decide what to change before the next attempt. In doing so, they begin to understand that science is not simply about getting the right answer, but

about testing an idea and learning from the result.

"The fun is not separate from the learning; it is often the doorway into deeper understanding," Hiwa says.

The activity also reflects something important about teaching boys well. Many boys engage more readily when they can put an idea into practice and see the outcome for themselves. The water rockets give that energy a clear purpose, while encouraging the boys to think carefully about why one approach worked better than another.

The teacher's role is to create the right structure around that energy so it remains purposeful and safe. Clear boundaries, careful supervision and well-defined expectations give boys enough freedom to test ideas, make mistakes and try again.

"If everything is too controlled, the learning loses its spark. If it is not controlled enough, it becomes unsafe," Hiwa says. "The best science learning often sits in that carefully managed space where boys feel excited, trusted and challenged."

At its heart, the water rocket activity captures science at SPSC in motion: curiosity, experimentation and the willingness to learn from whatever happens next.

"The fun is not separate from the learning; it is often the doorway into deeper understanding,"

Year 8 students launch water rockets with guidance from Science teachers Hiwa Jaldiani, James McRae and Raquel Hogben.



Science, Sport and the Long Game

John Carver
(WDK 1974)



Professor John Carver has spent much of his career following and answering questions: how proteins behave, why they sometimes fold incorrectly and how that may lead to disease. He has also spent much of his life involved with rugby union, a game he says rewards reflection on what worked, what did not and what might be done better next time.

"Research is iterative," he says. "Often experiments that don't work and are therefore disappointing, provide insight into where to take your line of research investigation next."

John attended SPSC from 1967 to 1974, from Year 5 to Matriculation. When his three sons attended between 2004 and 2011, he saw a School that had changed significantly.

"I enjoyed my time at SPSC, but the School has changed for the better, as schools should," he says. "It is more multicultural, inclusive, diverse and community-oriented now, with a more holistic approach to boys' education."

Science was already part of John's life. His father was a professor of physics and his mother an entomologist with the CSIRO. Together they sparked his interest in the natural world and the questions science could answer. At school, physics and chemistry appealed most. Several teachers made a lasting impression, including Ray Stanley and Dr Hickman in Chemistry, Harry Palmer in Physics, and Fred Danielsen and Norm Inglis in Mathematics.

John completed an Honours degree in Chemistry at the University of Adelaide and a PhD in Biological Chemistry at ANU, before postdoctoral studies at Oxford and Adelaide. His career later took him to the University of Wollongong, the University of Adelaide and ANU, where he served as Director of the Research School of Chemistry. His research has focused on proteins: their structure, function and interactions, and what happens when they fold incorrectly or form aggregates. The work has relevance to cataract, Alzheimer's and Parkinson's diseases, and included a public example involving UHT milk, where an everyday product helped explain protein structures associated with neurological diseases.

Alongside science, rugby has been an enduring thread. He began playing at SPSC in 1970, introduced to the game by Peter Fairs, a Welshman John remembers with great fondness. Rugby was still

new to the School then, in a winter sporting landscape dominated by Australian Rules football. "I liked it immediately," John later recalled. "I really enjoyed running with the ball and beating the man. It was a great sensation."

He continued playing through university and his early academic career, stopping in 1991 because of family and work commitments. After returning to Adelaide in 2004, he watched the University Blacks from the sidelines before volunteering for a player-short second-grade side and, in his 40s, returning to the field. "I probably played for too long," he jokes, "but there is the old sporting adage that 'you are retired a long time!'"



For John, rugby has always been more than physical effort. It asks players to deal with disappointment, mistakes and adversity, qualities also essential in research. Scientific progress is rarely immediate: experiments fail, questions lead to more questions and routine work is broken by moments of insight.

"Research requires resilience, perseverance, patience and a willingness to accept failures which one learns from," John says.

For current students interested in science, his advice is simple: "Follow your nose, your interests," he says. "There are many career avenues available, from research and teaching to industry and the public sector."

It is advice reflected in his own career, which has taken him from SPSC classrooms to university laboratories, from Adelaide to Oxford and ANU, and into decades of work on some of the most complex diseases of ageing. Across that time, the questions have changed, but the habit of asking them has remained.



Main image: John Carver visits SPSC

- 1 Professor John Carver, whose research at ANU investigated amyloid fibrils in UHT milk.
- 2 With the SPSC 1st XV Rugby team in 1974, including 'Rugby', the team mascot - a Labrador belonging to head coach Roger Cooke (far right), who was a mentor to John Carver.

The Story in the Science

Jonathan Webb (HWK 1998)

Jonathan Webb (HWK 1998) has built a career asking questions. Not because he expects to have all the answers, but because he enjoys the process of finding them.

Today, as Science Editor at ABC Radio National, Jonathan leads a team of journalists telling stories about the discoveries shaping our understanding of the world. His days are spent reading research papers, speaking with scientists, recording interviews and helping Australians make sense of scientific discoveries.

At school, Jonathan wasn't simply "the science kid". He was "one of the nerdier kids", a description he now uses with pride. German, English and science fascinated him equally, as did music, debating and theatre. He also loved tennis, although he's quick to point out, "I never got close to being in the first team!"

He sums himself up simply: "I was interested in nearly everything."

That curiosity connects almost every stage of Jonathan's career. After leaving SPSC, Jonathan enrolled in both Arts and Science, piecing together his own cross-faculty degree before Adelaide University formally offered one. "When I think about it," he says, "I've spent a lot of my life looking for ways to combine the arts, especially performing and writing, with the subject matter of science."

Several teachers still stand out. Mr Hebart, his German teacher, and Housemaster Mr Docwra both left lasting impressions, while a Year 10 biology lesson with Mr Haynes on genetics and family trees first drew him towards science.

A Rhodes Scholarship took him to Oxford, where he completed a doctorate in neuroscience. It also helped him recognise the kind of work that suited him best. "Finishing my DPhil was a struggle," he says. "It required a long-term focus and a lot of internal motivation. If anything, it taught me that a career like journalism with regular deadlines was probably more my scene!"

A conversation at a careers event led to an internship at London's Science Media Centre, followed by a bursary with the BBC as a science reporter. He's worked in science journalism ever since.

"The biggest privilege of doing our jobs is that we get to learn something new every single day."

Helping people understand science, Jonathan says, is about meeting them where they are. "You just have to pitch it at the right level for the audience you're trying to reach; they are your focus."

Jonathan says nothing tested those skills more than the early COVID period. "I've never been through a period at work quite like the first two years of the pandemic," he says. "We worked incredibly hard and it still felt like there was always more to be done." It reinforced something he still believes: "If the whole experience taught us one thing, it's to be open about how much we know, and how much we don't."

Curiosity, scepticism, empathy and accuracy all matter in science journalism, he says. Beyond getting the facts right, he reminds his team that "our job, beyond being accurate, is to do one of three things for our audience: surprise them, move them, or make them smile. We're in the storytelling business."

Jonathan never really chose between science and the arts. Instead, he found a career where both belong.

His advice to today's students is simple: "Start by learning some science! Of any kind. Follow your interests. Once you've found an area you're passionate about, whether it's to do with bodies, bridges or black holes, there will be multiple careers that are related to it."

His own career suggests that those interests do not always need to lead in separate directions.

As he puts it, "The biggest privilege of doing our jobs is that we get to learn something new every single day."



1 In the studio at ABC Radio National Breakfast.

2 Conducting an outside broadcast in Penrith for ABC Radio National, comparing the densities of Coke cans.

3 Jonathan (left) as Captain of Music with Director of Music Keith Wilson and Vice Captain of Music Samuel Beaumont (HWD 1998).

A conversation with our new Deputy Headmaster Barnaby Eaton

Recently appointed Deputy Headmaster/Head of Senior School Barnaby Eaton sat down with Aidan Wang (Year 8), Will Reichstein (Year 9) and Flynn Gray (Year 11) to share some insights into his motivations, interests and hopes for St Peter's College.



Students Will, Aidan and Flynn interview new Deputy Headmaster Barnaby Eaton.





Will: What inspired you to take up a career in education, and what are your strengths?

I came into education through coaching. I started as a coach, then became a professional coach, and realised I loved helping people work towards their goals. Education gave me the opportunity to do that on a broader scale, across many different parts of a student's life. I think my strengths are in supporting others and helping them grow.

Aidan: You've spent a lot of time working with boys through sport. What do you think are the main benefits of team sports, and what do they teach students beyond the game?

I think if you want to achieve anything in life, it is very hard to do on your own. Being on a team and working well with others sets you up for success in so many parts of life, whether that is family, academic studies, work or sport. Working together is critical.

Flynn: What is a favourite memory from your time as Director of Sport?

The 2020 Football Intercol win here at SPSC was a real highlight. There had been a lot of work to reorganise the sport program and build momentum and what stood out was the teamwork across the group. Another highlight was the 1st VIII rowing crew winning the national championship in 2021. It was the first time in 53 years that a South Australian school crew had achieved that.

Will: If you could introduce one new tradition at SPSC, serious or not serious, what would it be?

It would have to be something fun. I would love to establish a game or activity that belonged only to us. When we travelled to the United Kingdom last year with the cricketers, we visited Eton College, where they have games that have become traditions over hundreds of years. They are quite silly, but they bring the community together. Something like that, invented by us and only happening here, would be fantastic.

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

Effort is a big one. I love seeing students try hard, seek improvement and work towards being the best they can be. Genuine care and kindness are just as important. When students give their best, care for others and show kindness, there is almost nothing they cannot achieve.

Flynn: What do you think SPSC needs to hold on to, and what does it need to keep improving?

This is a fantastic school that has existed for nearly 180 years. It needs to hold on to its history and traditions and help new boys understand them so they can carry them forward. At the same time, our boys are graduating into a world that is changing very quickly. We need to keep improving the way we prepare young men for life beyond these walls and fields, so they can be creative and take on challenges we cannot yet foresee.

Will: What is one school expectation students might not fully appreciate now, but will appreciate later?

Being on time. When you turn up to meetings and activities on time, it signals that you are organised and that you care. Another one is the expectation that boys do not walk across certain grassed areas on campus. One thing I have learned is that sometimes it is worth taking the long way around and making a small effort to care for something beyond yourself. St Peter's College is the kind of environment that teaches boys that small choices, like taking the long way around, can show care for others and for our campus.

Aidan: If someone handed you a school problem that could not be solved with money, rules or extra meetings, how would you go about fixing it?

Through relationships. If students and staff know each other well and understand each other's perspectives, that knowledge can help solve problems. Clear communication matters too, because sometimes problems arise simply because people do not understand what is happening. Relationships and communication would be the two things I would rely on.

Will: What is one thing you have learned from students that has changed the way you live?

I have been inspired by students who are deeply committed to achieving their goals. Helping them work towards those goals has made me reflect on my own, and on the importance of seeking support from others rather than trying to do everything on my own.

Flynn: If we were coming over for dinner, what would you cook?

I'd cook a beef roast with really good roast vegetables, plenty of potatoes and gravy. That would be my go-to. You can't beat it.

The interview panel gave this answer its full support.



A Year to Lead

There are many ways to measure a Year 12 year. For Miles Chipperfield, it has been measured not only in study and exams, but in sport, music, friendship and a remarkable number of responsibilities.



Main image: Miles Chipperfield

- 1 Miles with his mother, Josephine, and older brothers Edward (HWK 2022) and Henry (HWK 2021).
- 2 Anthony Masullo (Year 12), Will Lloyd (Year 12) and Harrison Gray (SHT 2025) join Miles Chipperfield on the podium after winning the Head of the River 2nd VIII in 2025.



As Captain of Boats, Vice-Captain of Rugby, Hawkes House Captain and School Prefect, Miles has taken on a significant range of leadership roles in his final year at St Peter's College. Alongside those commitments, he has remained involved in chess and music, including performing with Big Band 1 as it celebrated its third consecutive Generations in Jazz win.

"I have been truly humbled by the leadership that I have been entrusted with," Miles says. "I'm very social and I love supporting and encouraging fellow students to contribute to school life."

For Miles, leadership begins with listening, earning trust and motivating others to contribute.

"I think the most important thing is being relatable and a person others feel comfortable to trust," he says. "In my experience, respect comes from listening to people and putting others first."

Over the past couple of years, Miles says he has also learnt the value of perseverance.

"I am capable of doing anything with perseverance," he says. "When you try something new, it's only hard for a short amount of time."

For Miles, perseverance and responsibility have deep roots. In February 2023, Miles' father, Simon Chipperfield, died in a light plane crash in the Philippines while working overseas. Miles' mother Josephine says Simon's love, humility, kindness and sense of humour remain a constant presence in family life.

Miles says he often thinks about the way his father approached life.

"He combined an incredible work ethic with a devotion to us," he says. "He always gave

everything a go. He was still an amazing athlete and musician."

For Josephine, there is great pride in the responsibility, maturity and resilience Miles and his older brothers Henry (HWK 2021) and Edward (HWK 2022) have shown, as well as their loyalty to her and to each other.

"They have been forced into a maturity beyond their years, but with that loss of innocence comes great gifts of empathy and understanding," she says. "They are deeply courageous, responsible and kind."

That same determination and genuine love of contributing has long been part of Miles' character, particularly through sport and music.

"He gains genuine joy from his friends' successes," Josephine says. "He is humble and kind and is interested in other people, and I think that is why the younger boys enjoy his company."

Simon also spoke often with his sons about leadership, particularly the importance of recognising the talents of others and encouraging those younger than you.

"We will always carry a deep, unyielding sadness. It is part of us, but we are determined to try new things, to uplift others and to be grateful and joyful wherever possible. Simon would expect no less."

It is a lesson Miles carries with him.

"I want to be reliable, kind and someone people turn to and trust," he says. "That is what my Dad taught me."

As Miles looks ahead, relationships remain at the centre of what matters most.

"My relationships will always matter most to me," he says. "They are built on effort and compassion."

Across rowing, rugby, House life, music and his role as Prefect, Miles has given much of himself in his final year. Shaped by love, loss and resilience, he has carried his responsibilities with humility and care, showing that leadership is not only about what you take on, but the effort you make, the compassion you offer and the trust you earn along the way.





What Life in the Bush Asks

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For families living in remote Australia, the hard parts of life are often mixed in with the ordinary ones. Roads wash out, machinery breaks, fuel and food need to be planned well ahead and help can be hours away. Children grow up understanding distance, responsibility and just how much is asked of a family when home is also a working station.

In February, that reality became sharper than ever for Year 9 boarder Ruben Driver and his family of Elkedra Station in the Northern Territory, when floodwaters swept through their home and surrounding country.

About 400km northeast of Alice Springs, Elkedra Station spans 2.5 million acres and runs Santa Gertrudis cattle. The family generates its own power, manages its own water and plans food and fuel supplies well in advance. When something goes wrong, help is rarely nearby.

"We are our own first aid responders, SES, fire brigade, the list goes on," Amber Driver, Ruben's mother, said.

When the floods came through Elkedra, the scale of the recovery effort quickly became clear. There was no immediate external support, no food drops and no coordinated emergency response. Access was by helicopter or aeroplane, with the 80km driveway nearly completely washed away.

Nearby stations, including Murray Downs and Ammaroo, were also dealing with their own flood conditions, but still flew in to help.

"In those first weeks, we moved through the motions, restoring power, emptying the house and sheds, sorting through what was left of our belongings, while battling endless mud, silt and mould in difficult conditions," Amber said.

The main homestead has been emptied and stands vacant, awaiting demolition. The cottage where Ruben's parents, John and Amber, are now living also needs significant work, including plumbing repairs and restumping after months of waterlogged ground movement.

Fuel has become one of the greatest pressures. When the family ran out of Avgas in April, Amber said it effectively cut off their primary access to the outside world. Diesel and ULP reserves have all run critically low, and with roads damaged and access limited, even moving fuel became a major task. For a station with 21,000 litres of fuel storage capacity, relying on 44-gallon drums meant shifting heavy loads by hand, one drum at a time.

For Ruben, returning home from the boarding house after the floods was hard to take in.

"It was quite a sight to see," Ruben said. "Coming home to see what used to be where I live and sleep, whole rooms of our house

turned upside down and most of the things broken or wrecked, was very hard to believe."

"The machinery and, mainly the roads were an eye-opener," he said. "I've seen our roads after a heap of rain, but this was different, they just didn't exist anymore."

For Amber, one of the hardest parts was preparing Ruben, more than 2,000km away, for what he would eventually see. FaceTime, videos and regular contact helped him stay close to what was happening from school.

Ruben said being at boarding school while everything was happening at home was difficult, but the boarding house also meant he had people around him.

"Having mates around you supporting you or hanging out with you, takes your mind off it a fair bit," he said.

That support was felt at home too. Amber said the School's boarding family "graciously and generously went above and beyond", sending work shirts, jumpers, towels, lollies, a new Nespresso machine and enough coffee pods to help keep them going.

There is no neat end point to the story. At Elkedra, the recovery is still unfolding, with the homestead still standing but requiring demolition, roads badly damaged and



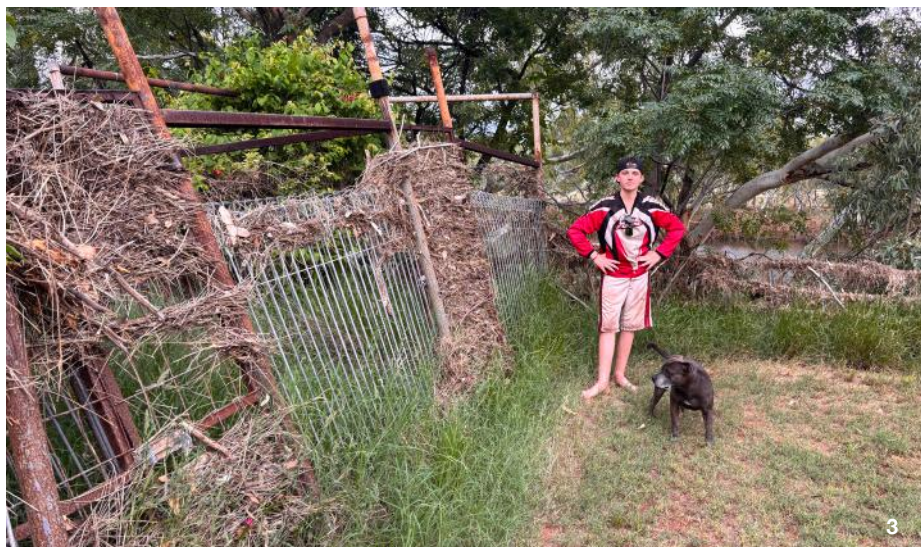
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the work of cleaning, sorting, repairing and rebuilding likely to stretch on for some time.

For Ruben, school life continues alongside what is still happening at home. He is spending extra time on his maths, returning to sport after injury and, smiling, says he is trying to stay out of trouble.

He has seen home at its hardest, but he has also seen what happens when people step in.

As Amber put it, "While facing such incredible loss, both immediate and long term, we must remind ourselves that we are all safe, and we are supported by our community, neighbours and friends and when the time comes and our roads and fences have been rebuilt, I am certain we will find some fat, happy cattle out there somewhere, in that beautiful green waving grass."



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- 1 Ruben Driver at SPSC.
- 2 The Driver family's home at Elkedra Station after 620mm of rain in 48 hours.
- 3 Ruben and his dog, Scooter, beside a fence choked with flood debris.
- 4 Amber Driver stands where floodwaters tore away the road, leaving the gate suspended above the washout.



Helping Boys Build Resilience

Monica Bignold, Head of Psychology Services, looks at how resilience develops in boys and the practical ways parents can help them navigate setbacks, challenges and change.

Resilience is often described as the ability to bounce back from life's natural ups and downs. While some young people may appear more confident or adaptable than others, resilience is not something that people are born with. Rather, it is a skill that develops over time through experiences, relationships and opportunities to face challenges and learn from them.

For boys and young men, resilience is built gradually through everyday situations: navigating friendships, managing academic pressures, coping with disappointment, learning from mistakes and adapting when things do not go according to plan. These experiences help young people develop the confidence that they can overcome difficulties and handle uncertainty. Importantly, resilience is not about avoiding setbacks or always remaining positive. It is about developing the capacity to persevere through challenges, learn from experiences, and continue moving forward.

Adolescence is a particularly important period for developing resilience. As boys become more independent, they encounter increasing expectations and responsibilities both inside

and outside the classroom. During this stage, resilience often develops through trial and error. Young people learn by giving things a go, taking appropriate risks and recognising that success is not always immediate. Growth occurs when they focus not only on the outcome but also on the process. Learning to cope with disappointment, adapt to change, and persist after setbacks helps develop important life skills that will serve them well into adulthood.

There can be socialised differences in how resilience presents in boys and young men. Many boys receive messages, whether directly or indirectly, that they should be completely self-sufficient, hide vulnerability, or manage challenges independently. While independence is valuable, resilience is strengthened when young people learn that seeking support is a sign of strength rather than weakness. Healthy resilience includes recognising when assistance is needed and being comfortable reaching out to trusted adults, peers or professionals.

Parents play a critical role in helping their sons develop resilience. One of the most powerful ways parents can support this growth is through developmentally appropriate role modelling. Children learn a great deal by observing how adults respond to difficulties,

manage stress and cope with setbacks. When parents demonstrate calm problem-solving, persistence, flexibility and self-compassion during challenging times, they provide valuable examples for their children to follow.

Supporting resilience does not mean removing every obstacle from a young person's path. In fact, one of the common ways resilience can be inadvertently undermined is when adults step in too quickly to solve problems or eliminate discomfort. While it is natural to want to protect children from disappointment, rescuing them from challenges can limit opportunities to develop confidence and coping skills.

Instead, parents can support resilience by allowing young people to work through manageable difficulties while providing encouragement and guidance. This involves listening to concerns, validating emotions and helping children think through possible solutions rather than immediately providing answers. Sometimes situations cannot be changed or fixed and learning to tolerate disappointment becomes an important lesson.

Resilience is not about avoiding challenges or getting things right all the time. Rather, it is developed through experiences of overcoming obstacles, learning from setbacks, seeking support when needed and continuing to



Practical ways to strengthen resilience

Look after your health and wellbeing

Looking after basic health and wellbeing is an essential aspect of resilience. Adequate sleep, good nutrition, regular hydration and physical exercise all contribute significantly to emotional wellbeing and the ability to cope with stress.

Remember that feelings are temporary

It is important for young people to understand that difficult emotions can be intense, but no feeling lasts forever. Helping boys recognise that distressing emotions will pass can help build hope and reduce the sense of being permanently stuck in a difficult situation.

View setbacks as opportunities for growth

Setbacks and disappointments are inevitable parts of life, but they can also be powerful opportunities for learning and personal development. Whether it is missing out on a sporting team, receiving a disappointing grade, experiencing friendship difficulties, or facing another personal challenge, these experiences can build perseverance, adaptability and self-reflection. Parents and staff can support this process by normalising setbacks, validating emotions, helping young people reframe challenges and encouraging them to focus on what they have learned from the experience.

Know and use your coping strategies

Regularly engaging with healthy coping strategies can help young people manage stress and maintain perspective. These might include physical activity, spending time outdoors, participating in hobbies, practising relaxation techniques, listening to music, or simply taking a short break to reset.

Reach out for support

Encouraging young people to seek support is a key part of building resilience. Talking with a parent, teacher, friend, mentor or another trusted adult can help them gain perspective, feel supported and recognise that they do not have to face challenges alone.

Seek support when challenges become difficult to manage

There are times when additional support can make a significant difference. If a young person appears persistently overwhelmed, is struggling to cope with challenges, or if concerns are affecting their wellbeing, families should seek additional assistance. Accessing support through the school's pastoral care system, Psychology Services or a GP can provide valuable guidance, strategies and reassurance.

move forward despite disappointments. By providing opportunities for young people to face manageable challenges, supporting them through difficulties, and encouraging healthy coping strategies, parents and staff can help boys develop the confidence and skills needed to navigate life's inevitable ups and downs. These experiences lay the foundation for resilience that will support their wellbeing, relationships and success long after their school years.

Monica Bignold | Head of Psychology Services

Contact us



Scan the QR code to access the Psychology Services Keystone page

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Call: 08 8404 0400



“Books build literacy, but they also build connection.”

Stories Shared Across Year Levels

There is something special about reading with another person. A book gives two people a shared place to begin, a character to wonder about, a picture to notice, a question to ask or a moment to laugh over together.

That is evident each term when Years 9 and 10 English students visit Palm House for cross-age reading sessions with boys from Prep to Year 2.

Working in pairs and small groups, the older students sit alongside the younger boys and share picture books with them. They read aloud, pause over illustrations, ask questions and give the boys time to make predictions, offer opinions and point out the details they notice along the way.

For the Palm House boys, the experience offers individual attention and the chance to talk about books in a relaxed, encouraging way. They are not just listening quietly. They are joining in. They comment on the pictures, guess what might happen next and talk about the characters they like, question or find funny. With an older student beside them, reading becomes a conversation.

For the Years 9 and 10 students, the experience asks something different of them. Reading to a younger child requires patience, expression and awareness. They have to think about how they use their voice and when to pause. They notice when to explain an unfamiliar word and when to let the younger boys take the lead in the conversation.

It gives the older students a real audience and a real purpose. They are not reading for a mark or performing for a class. They are reading to help a younger boy enjoy and understand a story, and many seem to settle into that role quickly.

For the staff who observe the sessions, the best moments are often the smallest ones, seen in the way younger boys lean in over the pages, older boys change their voices for

characters and laugh together at favourite parts of the story.

These moments reflect what teachers know well about reading. Books build literacy, but they also build connection. They give children language for ideas and emotions and create opportunities for conversation that might not happen otherwise.

After previously taking place twice a year, cross-age reading has now become a termly event and one the students look forward to. It strengthens confidence for younger readers, gives older students the chance to model care and communication, and brings boys from different parts of the School together through something as simple and generous as a shared story.

In a busy school day, there is real value in slowing down long enough to sit side by side with a book. These sessions remind us that reading is not only about words on a page. It is also about the connections formed when a story is shared.

Kate White | Junior School Librarian



- 1 Ruben Driver (Year 10) and Arish Sachchi (Year 1)
- 2 Alexander (Year 1), Cohen Lim (Year 1) and Jonathan Zhang (Year 9)
- 3 Dysen Drew (Year 10) and Lachie Pitt (Year 1)

Wonder, Play and Faith

Over the past 12 months, the Religious Studies program has introduced Godly Play in ELC, Prep and Reception in the Junior School. Godly Play is an exploratory, Montessori-influenced approach to telling the stories of the Bible. It invites students to enter into the story, wonder about its meaning and respond through reflection, conversation and play.

A Godly Play lesson begins with the sharing of a biblical story, followed by a time of wondering and questions. Students then move into either a time of reflection, sharing and thankfulness through “The Feast”, or a chance to explore the story and its meaning further through making and creating.

Godly Play was developed by Rev Dr Jerome Berryman, an Episcopal priest, theologian and educator, and Thea Schoonyoung Berryman, a Montessori school teacher. Drawing on Montessori principles, they developed a play-based approach to Christian formation that gives children space to encounter the stories of faith in a thoughtful and imaginative way.

Godly Play lessons use simple props such as sand, stones, cloths, boxes and wooden figures or shapes. The storyteller uses them to narrate a story from the Hebrew Bible or the New Testament. The pace of storytelling is unhurried, and I notice students settling into this. It is grounding for students to be given quiet time to reflect.

Godly Play is steeped in the liturgical tradition of the church, using the church calendar as a basis for the planning of lessons and following the colours of the seasons and other symbols that the church uses to deepen understanding

of the faith. In the wondering time that follows the story, students are encouraged to consider the story with questions such as, “What is your favourite part of this story?” and “How is this story like your story?” This naturally flows into a time in which they can share other wonderings they might have with the class, before moving into a time of exploring the story independently using paper, pencils, glue and found objects.

“The Feast” is an intentional time for students to pause, give thanks and share together. In it, each child receives water and a rice cracker as symbols of all the gifts we have been given, which they then share together. This is often described by the students as their favourite part of a lesson.

At the core of Godly Play is the belief that children are inherently spiritual. The invitational nature of the approach allows students to respond in a way that is right for them. As a chaplain, I see the benefits of an open approach that does not assume children have prior knowledge of our School’s Anglican tradition. It encourages children to make space for stillness, curiosity and reflection as spiritual practices. It is playful and creative. It invites children to think deeply, make meaning for themselves and grow in their understanding of God.

Anna Zweck | Lay Assistant Chaplain

- 1 Phong Tran, Conor McDermott, James Besley and Isaiah Georgopoulos Forster explore faith through Godly Play.
- 2 Trishan Plisati takes a quiet moment to reflect during the Godly Play session.
- 3 Conor McDermott pauses in prayer during the Godly Play lesson.



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Injury Rehabilitation – Healing the Body and the Mind

Sport plays an important role at St Peter's College. Through training and competition, boys build physical strength, confidence and resilience, while forming lasting connections with teammates and those around them. The physiological and psychological benefits of regular exercise, the life skills gained from training and competing, and the memories built when students are tested and challenged, are all part of St Peter's College's extensive sport program.

Injuries can be part of sport and active life, even with good preparation and care. When they occur, recovery should not be left to chance. Rehabilitation is the process that supports a safe and effective return to health, wellbeing and performance.

At St Peter's College, we use an integrated rehabilitation model combining injury treatment through our school-based physiotherapist, Mr Andrew Darcey, with reconditioning led by our Athletic Development team, coordinated by our rehabilitation strength and conditioning coach, Ms Charlotte Mathews.

For an injured student, rehabilitation might mean modified gym sessions, regular check-ins, adjusted training loads and a gradual return to full participation, all while remaining connected to their team.

Successful recovery begins with early diagnosis of the injury, followed by appropriate acute injury management. Importantly, the best rehabilitation programs include early and targeted reconditioning of the injured area and the maintenance of strength, mobility and fitness where possible. This approach also supports longer-term injury prevention by helping students build strength, movement quality and confidence in their bodies.

The physical benefits of early and appropriate rehabilitation are often the easiest to see. Less obvious, but just as important, are the psychological and wellbeing benefits. Remaining connected with sport, teammates and coaches, and focusing on what students can do rather than what they cannot do, can support motivation, confidence and wellbeing throughout recovery.



Integrated Rehabilitation Model

Student
Referred to
Physio

Initial appointment
Physio report
Develop an integrated
rehabilitation plan

Meeting
with Rehab
Coordinator

Implement a
structured Rehab Plan
Educate the student
on what it will take to
return to play

Rehabilitation in Practice

Following a shoulder dislocation that required surgery, Year 11 student Kasper Jongeneel followed a structured return-to-sport pathway:

- Stage 1, Assessment and Early Rehabilitation: School physiotherapist Andrew Darcey assessed the injury, prescribed initial exercises and shared the plan with the Rehabilitation Coordinator, coaches and Heads of Sport.
- Stage 2, Modified Training: A tailored gym program supported Kasper's recovery while maintaining overall strength, fitness and conditioning through modified activity.
- Stage 3, Progressive Loading: Regular physiotherapy reviews guided increases in exercises and training loads as strength, mobility and function improved.
- Stage 4, Return to Team Training: Once appropriate milestones were achieved, Kasper gradually rejoined squad training with ongoing modifications and supervision.
- Stage 5, Return to Competition: Following completion of each stage and medical clearance, Kasper returned to training and competition with confidence and a reduced risk of re-injury.

This collaborative approach between physiotherapy, coaching and Athletic Development supported a safe and effective return to sport.

Ms Charlotte Mathews |
Athletic Development Coach and
Rehabilitation Coordinator



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This rehabilitation training can lead to:

- Increased confidence in the body's ability to perform and a student's readiness to return to sport.
- Reduced anxiety and stress from having a clear plan and a sense of control over your recovery, in addition to seeing measurable progress.
- Better emotional wellbeing, with students often reporting reduced feelings of frustration or isolation.

Appropriate and timely rehabilitation can improve the likelihood of a successful return to sport. Students who undertake a structured rehabilitation program not only have better long-term outcomes but often return more confidently and sooner than those who have not.

The aim is not simply to return students to sport as soon as possible, but to return them safely and with the confidence and physical readiness to perform well.

A strength of the St Peter's College rehabilitation framework is the close connection between our school-based physiotherapist, the Athletic Development team and the Sports Department. Together, they work to support each student's recovery and help them return to activity safely, confidently and with the best possible foundation for long-term performance.

If you'd like further information about how we approach injury rehabilitation at St Peter's College please contact Ms Charlotte Mathews, Athletic Development Coach and Rehabilitation Coordinator.

Dr Ben Haines | Head of Athletic Development and Assistant Director of Sport

- 1 Charlotte Mathews and Dr Ben Haines guide Year 11 student Kasper Jongeneel through a modified strength exercise as part of his return-to-sport program.
- 2 Charlotte guides Kasper through a targeted shoulder-strengthening exercise.
- 3 Kasper works through another stage of his rehabilitation program with Charlotte and Ben.

Assess Progress

Review progress with students every 1 - 2 weeks

Return to Play

Educate students on remaining injury free and return to play safely

From the Archives

Within the School Archives are hundreds of carefully preserved items that help tell the story of St Peter's College, spanning our 179-year history. This collection includes photographs, letters, uniforms, and records that capture the stories of the boys, staff and families who have shaped our community over generations. Together, they form a vital record of the past, extending beyond the archive shelves and into the everyday life of the School.

Bringing these moments from the past into our teaching and learning programs gives students a tangible way to understand the history of the place they learn in each day. It reminds them that the classrooms, buildings and grounds around them have held generations of boys before them, and that their own experiences will one day become part of the School's story.

While display cabinets around the campus offer a window into our heritage, bringing artefacts directly into the classroom allows students to encounter history in a more personal way. Interacting with historic everyday objects and buildings, bridges the gap between the 'abstract' past and the present. These objects give students something to hold, notice, question and remember.

For our Senior School students, this approach helps them see world history through the lives of real people. A perfect example occurs during the Year 10 World War I poetry unit in

English. By bringing in archival items from returning soldiers, the lessons are brought to life through the stories of young men who were once students just like them. Holding these objects reminds the boys that history is not only something that happened elsewhere. It is also connected to the people who once studied within these same walls and fields.

For the Junior School, a visit from the Archivist is often a first glimpse into the historical world of SPSC. These lessons spark students' imagination and creativity, often leading to insightful questions and unexpected observations.

The Year 1 students thoroughly enjoyed discovering what life was like for students more than a hundred years ago. To help build a sense of historical context, students compared old photographs of familiar surroundings, such as Athelney House, with their current appearance, noticing the structural features that have remained unchanged over time.

When looking at school photographs, they practised their observation skills, spotting the differences between historical uniforms and their own. The students enjoyed connecting stories of student life in 1906, particularly the school rules, with the physical artefacts in front of them, including a graffitied school desk. Similarly, students had the opportunity to handle a writing slate and enjoyed comparing to their iPads, as well as playing

with knucklebones, which were a popular playground game.

Through the introduction of Archives into our teaching and learning programs, students are able to explore the School's vast history through artefacts and photographic collections. These experiences encourage students to see their surroundings differently, not just as the place where they learn now, but as part of a much larger St Peter's College story.

Olivia Ruggiero | School Archivist

- 1 Edward Rong, Sam Mercorella, Banjo Kakoliris, Domenico Wei and Ismaeel Rana join Olivia Ruggiero to explore artefacts from the School Archives.
- 2 Evan Dellaverde examines knucklebones from the School Archives, donated by Matron Betty Westwood and once owned by former boarder David Lord (1964–1971).
- 3 Dalton Chen and Sam Mercorella examine a child's slate from the College Archives.

Opposite page

Main image: A close encounter with a whale shark for an SPSC student while snorkelling at Ningaloo Reef, Western Australia.

- 1 Students take in the mountain views during the 2025 Mount Hotham ski trip.
- 2 Rafi Malik-Wauchope (Year 8) catches a Bigeye Trevally during a fishing charter on the Great Barrier Reef trip.
- 3 Students and staff enjoy a river float through the rainforest, navigating rapids and winding waterways.



Growth in the Great Outdoors

At St Peter's College, outdoor learning has long played an important role in helping boys grow through challenge, teamwork and shared experience. The Exploration Society extends this beyond the formal Outdoor Education program, giving students with a passion for adventure the opportunity to continue developing their skills in more specialised and challenging environments.

While Outdoor Education gives all students opportunities to build their skills in the outdoors, the Exploration Society offers a voluntary pathway for boys who want to extend themselves. Through activities such as skiing, surfing, snorkelling, fishing, hiking, kayaking, mountain biking, rock climbing and international travel, students are encouraged to step outside their comfort zones and discover what they are capable of.

The learning extends beyond technical skills; students learn how to work effectively in teams, solve problems under pressure and manage themselves away from home. They build confidence in unfamiliar environments and gain a greater appreciation for the natural world. For many, time away from the

structures of everyday life is just as valuable as the adventure itself.

These experiences also help boys build resilience and independence. Whether learning to ski for the first time, navigating a hike in difficult weather, abseiling off a cliff or adapting to a new routine, students are often placed in situations where things do not come easily. In those moments, they learn to persist, adjust and support one another.

What often stands out on Exploration Society programs is the way in which our boys respond to challenge. Students who are hesitant at the beginning of a trip can become the most determined participants by the end. They encourage each other through difficult sections of a hike, take responsibility for equipment and routines, cook together at camp and learn to manage themselves without the immediate comforts of home.

These experiences also build connections that can be difficult to replicate in the classroom. Boys from different year levels and friendship groups often form new friendships through the shared experience of being outdoors. Staff and students can

connect differently, working together toward common goals in environments far removed from the usual school context.

Recent trips have shown the breadth of the Exploration Society program. In Japan, students combined adventure, independence and cultural immersion while developing life skills in a foreign environment. At the Great Barrier Reef, boys experienced marine life up close when snorkelling, followed by fishing for a tropical feast, along with ziplining and floating down river rapids. Other experiences, including deep-sea fishing charters, kayaking expeditions, surfing, and rock climbing at Mount Arapiles, continue to show the diversity of opportunities available.

For students who may be unsure about joining, no prior experience is needed. Only a willingness to have a go, embrace new challenges and create memories that will last long after the trip has ended.

Tim Hennekam | Outdoor Education - Exploration Society Coordinator



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Why the Shave Matters

When old scholar Fraser Jaffray (HWK 2019) returned to SPSC ahead of the World's Greatest Shave, he shared a personal story of illness, resilience and the support that has helped him keep moving forward.

When I returned to St Peter's College earlier this year to speak at Muster ahead of the World's Greatest Shave, it was strange to be back in a place that still felt so familiar, but this time with a very different story to share.

I graduated in 2019 from Hawkes House. During my time at Saints, I was Vice-Captain

of the 1st XV rugby team and a proud member of the 3rd XI cricket team. After school, I studied commerce at the University of Adelaide and began work as a finance broker. In 2025, my now fiancée Lily and I had secured a moving-in date for our new house, and we were heading off on a three-week holiday to the UK. Then, shortly after we left, everything changed.

Two days before Christmas, not long after landing in London, I noticed a pain in my chest whenever I yawned or took a deep breath. I thought it was probably just from

the long-haul flight and brushed it off. A couple of weeks later, we were in Dublin and after a short walk to dinner, I started to feel lightheaded and the pain in my chest became much worse. I finally agreed with Lily that I would see a doctor when we got back to Adelaide.

When we returned home, my doctor thought I may have had a blood clot from the long flights and sent me to hospital.



Main image: Fraser Jaffrey (HWK 2019) centre, with Vice Captain Henry Burton (left) and School Captain Archie Braithwaite (right).

- 1 Prefects took part in the World's Greatest Shave, helping raise more than \$35,000.
- 2 Fraser Jaffrey addresses students at Muster.



We arrived at the emergency department at 8pm. At 3.15am, I was told I had cancer, at the age of 24.

I remember my stomach dropping. Time seemed to stand still for a while. I was sitting there in the hospital bed in stunned disbelief while Lily broke down beside me. After the doctors gave us some space, they came back and explained that it was very serious and fast-growing. I would need to be in hospital for a long time, and because of the size of the tumour, there was a chance I would not make it through.

What the doctors had found was a mass in my chest measuring 16 centimetres by 9 centimetres by 11 centimetres, about the size of two fists. It was growing and pressing on my heart and was later diagnosed as acute lymphoblastic leukaemia.

Since then, the journey has been long. It has involved a three-day stint in intensive care to have my lungs drained, a 65-day stay in hospital and, since getting out, around 20 more trips to hospital for chemotherapy, including one on the morning I came in to speak at Muster.

None of this would be possible without my family, my friends and most importantly, Lily.

My friends have been great at calling and texting to check how I am going and I still see them most weekends when I can. My family has supported me in so many practical ways, from dropping me off and picking me up from hospital, to visiting me every day when I am admitted.

Lily has truly been my rock throughout the whole experience. She has had the rough end of the stick, dealing with everything from existential crises to holding the bucket while I have been sick. Most importantly, she gets me out of bed most mornings and helps me make something of the day.

I was raised to be fiercely independent, so accepting help from others has been one of the hardest parts of this experience. It is

difficult to go from doing everything yourself to relying on people for everyday tasks, even something as simple as helping me put on a waterproof sleeve so I can shower.

When I hear the word resilience now, I think about adapting to whatever comes my way.

There have been times when I have been called into hospital unexpectedly, told not to come in when I thought I would need to, or suddenly felt unwell for no clear reason. At first, those disruptions really unsettled me. Over time, I have learnt to accept that things will not always go to plan.



It is a lesson I would not wish on anyone, but it has taught me a great deal about how to respond to adversity and unexpected stress, something I will carry with me for the rest of my life.

That is where the Leukaemia Foundation comes in.

The Foundation helps with things many people may never think about, but which make a huge difference: lifts to and from hospital when you are not well enough to drive, help with parking costs, accommodation for rural patients and their families, and wigs to ease the shock of hair loss. They also fund research into treatments, diagnosis and prevention.

Recently, my friends and I got together to raise money for the World's Greatest Shave.

That is why Lily had orange hair when I spoke at Muster. It meant a great deal to be surrounded by friends and family as I began this part of my cancer journey.

Together, we raised enough to provide three months of laboratory costs for a research project to help discover better treatments for blood cancer.

At St Peter's College, the World's Greatest Shave has also become an important annual fundraiser led by the prefects. This year, students once again shaved their heads in support of the cause, raising more than \$35,000 for blood cancer research and support.

This cause is something very close to my heart, literally. I hope that by sharing my story, students were able to see the World's Greatest Shave not just as a fundraiser, but as a way of supporting people who may one day need the same help I have received.

Right now, I am focused on small wins every day. Most days, that might mean going to work, cooking dinner for Lily and me, or getting some exercise in. As long as I keep some sense of purpose and know I am doing as much as I can within my power to help myself, I can keep moving forward.

Of course, I am looking forward to being in remission. I am also looking forward to moving into our new place with Lily in the coming months and, if the rain stays away, lowering my golf handicap on my days off work.

If sharing my story helps students and the wider community understand the importance of support, perspective and backing a cause that matters, then I am grateful for the opportunity.

And if all it costs is \$10 to see a mate shave his head and look chopped like me for the next few months, I think that is more than worth it, so have a think about donating.

Fraser Jaffray (HWK 2019)



To support the World's Greatest Shave, scan the QR code.

A Generational Sound

Generations in Jazz has long been one of the defining moments on the SPSC Music calendar, but this year's festival in Mount Gambier was extraordinary.

Big Band 1 was named Division 1 champion for the third year in a row, placing the ensemble among the strongest school jazz bands in the country. Yet, as Director of Music Mr Brad Turner explains, the result was only part of the story.

"The win for Big Band 1, while the most glamorous achievement, doesn't demonstrate the full picture of the depth," Mr Turner said.

Across the weekend, all four SPSC Big Bands placed first or second in their divisions, while both Jazz Combos placed third. The results also included recognition for rhythm, trombone, trumpet and saxophone sections, along with a number of Superband selections.

For Mr Turner, those achievements point to the strength of the whole program.

"The numerous individual and section awards demonstrate that our bands are not reliant on a couple of individuals," he said.

As the largest school music festival in the southern hemisphere, Generations in Jazz attracts more than 5000 students each year.

In 2026, 120 schools competed across a range of divisions and disciplines.

"The sheer size of the event creates an electric atmosphere," Mr Turner said.

"Students also see other schools perform, and the sense of community across all the schools is fantastic."

While competition is not the purpose of the Music program, Mr Turner said it gives students a meaningful goal.

"Our students at SPSC thrive when a clear target is given," he said. "Competitive opportunities give students a unique chance to push themselves."

Big Band 2's runner-up finish in Division 2 was particularly notable, as many schools enter their leading ensemble in that category. For SPSC's second band to place so strongly against other schools' top ensembles reflects the depth of preparation and commitment across the program.

"Big Band 1 winning for the third year in a row is a clear indication that ensembles below are working just as hard and are just as passionate in music performance," Mr Turner said.



Big Band 1: Maksym Grynchuk (Band Coordinator), Elliot Lam, Krish Goyal, Daniel Spyrou, Harry Steele, Will Adams-Leask, Andrew Lucas, Ryan Weinert, Miles Chipperfield, Quinn Murphy, Vinh Lam,

"It means that as Year 12 students move on, the next generation is ready to take their seats."

That pathway begins well before Senior School. A shared vision between the Junior School and Senior School Music departments encourages the joy of music-making from the Early Learning Centre through to Year 12. Programs such as Year 3 Strings and Year 4 Band give students early opportunities to experience the satisfaction of playing an instrument.

Preparation for Generations in Jazz is demanding. Band Coordinator Mr Max Grynchuk is a valued part of that work, supporting the ensembles and helping ensure the program comes together so successfully. Big Band students audition each year and understand the expectations that come with holding a place: learn their parts, seek support from instrumental teachers, arrive prepared, contribute positively and commit fully to the ensemble.

That commitment was evident not only on stage, but also in the way the boys supported one another throughout the weekend.

"One of the key things I notice is how involved the older boys are with the younger boys in

the Senior School," Mr Turner said. "They support each other from the audience, no matter the age."

One of his highlights came when the Superband selections were announced.

"The boys who won Superband positions in Division 3 and 4+ got a bigger cheer than when Big Band 1 were announced the winners," he said.

There was also a special moment for old scholar Johnny Turner (WDK 2024), who received the James Morrison Scholarship. For current students, seeing an old scholar continue to excel beyond SPSC is a reminder that music can remain a meaningful part of life well beyond school.

More than the trophies or placings, however, Generations in Jazz offers students something lasting: the pride of performing well together, the joy of sharing music and the knowledge that their success was built on humility, hard work and genuine love for the art.

"The results were really just the visible tip of the iceberg," Mr Turner said. "What makes me most proud is the humility behind those achievements, and the boys' genuine passion for the music and for each other."

Generations in Jazz Placings

Division 1 Stage Band

- Big Band 1 – First Place (third year in a row)
- Best Rhythm Section (third year in a row)
- Best Trombone Section
- Best Trumpet Section
- Superband selections:
 - Oscar Kleinig (Trumpet 1) – also named Most Outstanding Trumpet Player
 - Ned Manifold (Trombone 1) and Future Finalist (second year running)
 - Hunter Di Blasio (Bass Trombone)
 - Will Adams-Leask (Guitar – second year running)
- Shaarav Reddy (Drums)

Division 2.2 Stage Band

- Big Band 2 – Second Place
- Superband: Hughie Manifold (Trumpet 2)

Division 3.2 Stage Band

- Big Band 3 – Second Place
- Best Saxophone Section
- Superband (best of the best from the division):
 - Stefan Dimovic (Trumpet 4)
 - FengFeng Li (Trumpet 5)
 - Oliver Kiu (Trombone 2)
 - Edward Robertson (Bass Trombone)
 - Felix Siow (Vibraphone)

Division 4+.2 Stage Band

- Big Band 4 – First Place
- Best Saxophone Section
- Best Trumpet Section
- Superband (best of the best from the division):
 - Ethan Kanyi (Alto Sax 1)
 - Aidan Lush (Trumpet 3)

Small Jazz Combo Division 1

Small Jazz Combo 1, Third Place

Small Jazz Combo Division 2

Small Jazz Combo 2, Third Place

Jazz Vocal Ensemble Large 3.2

Large Jazz Vocal Ensemble, 19th out of 25

Jazz Vocal Ensemble Small 3.2

Small Jazz Vocal 22nd out of 27

James Morrison Scholarship

Johnny Turner (WDK 2024)



Matthew Liu, Nikhil Dahm, Carbon Li, Devon Xu, Hunter Di Blasio, Ned Manifold, Aarav Kochar, Jenson Lau, Oscar Kleinig.

Different Ways to Lead

Leadership in the Junior School takes many forms. Through roles in sport, music, languages, robotics, drama, art and the library, boys are given the opportunity to contribute in areas that reflect their interests.

When the specialist captains were asked why they applied for their roles and what they hoped to achieve, a clear pattern emerged. Very few spoke about the title itself. Instead, they talked about encouraging others, building confidence and creating opportunities.

For Specialist Coordinator Kate White, that understanding is exactly what the program is designed to achieve. "We often think of leadership as something

reserved for a small number of students, but boys reveal different strengths when they're given different opportunities. These roles help them discover that leadership isn't about being recognised for what you're good at, but about using what you're good at in service of others."

Whether they are leading on the sporting field, in the music room or the library, these boys are discovering that leadership is less about recognition and more about contribution. Their answers reveal something simple but significant: these boys see leadership not as something they hold, but as something they give.



Angus Freney

Sports Captain

Angus hopes to help every student enjoy sport. He wants to support younger boys and contribute to a positive sporting culture where everyone is encouraged to give their best.



Ian Haque

French Captain

Ian hopes to introduce new initiatives, including a French writing competition, while helping create a classroom where every student feels welcome to participate.

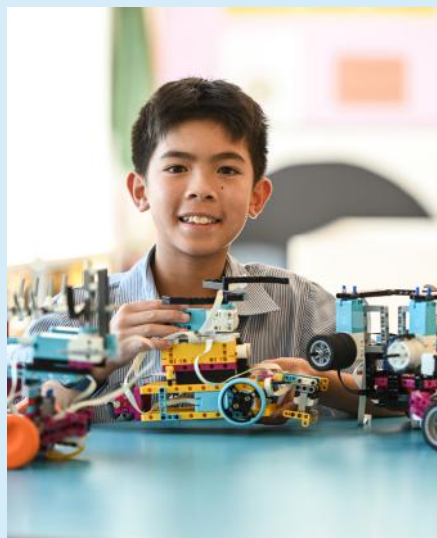




Huey Williams

Music Captain

Huey hopes to be a kind and supportive presence for every musician, from boys picking up an instrument for the first time to those performing in ensembles.



Henry Nguyen

Robotics Captain

Inspired by his brother and years of RoboCup competition, Henry hopes to encourage more students to discover robotics and the confidence that comes from perseverance and problem solving.



Jaikrish Menon

Chinese Captain

Jaikrish hopes to share his passion for Chinese language and culture while encouraging his classmates to embrace new experiences with confidence.



Vinh Luong

Arts Captain

Vinh wants to help other students develop their creativity, share their ideas and discover the enjoyment that comes from making art.



Rory Nugent

Drama Captain

Rory hopes to help younger boys grow in confidence through drama while creating memorable performances that bring the Junior School together.



Lucas Peries

Library Captain

Lucas absolutely loves reading and hopes to bring fresh ideas to the library, including helping make this year's Book Week one of the best yet.



Celebrating Excellence

Congratulations to the students below who, over the past seven months, have achieved distinction in co-curricular pursuits beyond the School. Their selection, participation and success at state, national and international levels are outstanding achievements.

Art

The ceramics of Year 9 students William Bouchard, Jude Brooks, Harrison Corbett, Fred Fairweather, Andy Li, Michael Liu, Frank Parsons, George Piro and Aryan Sengar were selected for the Solar & Sun Sculpture Exhibition in Port Augusta. Year 10 Design student Jordan Leo's poster was chosen for display in the Refugee Week Poster Exhibition.

Athletics

Andrei Chemutov (Year 9), William Cooksey (Year 10), Oscar Kleinig (Year 11) and Matteo Tonga (Year 9) represented South Australia at the Australian Athletics Championships in Brisbane in April.

Badminton

Axel Tansu (Year 10) and Eric Liu (Year 12) competed at the U19 National Badminton Championships in July, while Aiden Chen (Year 10) represented South Australia at the U15 National Championships.

Basketball

Henry Holmes (Year 10) was selected for South Australia and competed at the School Sport Australia 16 Years and Under Boys Basketball Championship in Melbourne in July.

Cross Country

Seven students have been selected to represent South Australia at the National Cross Country Championships in Sydney in September: Isaac Sims (Year 4), Abraham Tembel (Year 5), Sam Wells (Year 7), Andrei Chemutov (Year 9), Benjamin Gill (Year 10), Will Cooksey (Year 10) and Shreyus Arramraj (Year 11).

Football

Leo Carter and Sam Hawkes (Year 9) represented South Australia at the U14 National Championships in Melbourne in July. Leo was selected in the All-Australian Team. Ethan Herbert (Year 12) competed at his second AFL U18 National Championships, where South Australia recorded two wins and finished runner-up to Vic Metro.

Hockey

Year 12 students Lochie Dolphin, Andrew Hattings and Angus Sloane together with old scholar Felix Lloyd (MAC 2025), represented South Australia at the U18 National Hockey Championships in Darwin in July. Henry Fry (Year 9) also competed for South Australia at the U15 School Sport Australia Games in Melbourne.

Ice Hockey

Yongen Song (Year 12) was part of the South Australian team that contested the National Ice Hockey Championship in Newcastle in July. South Australia went on to claim the national U18 title for only the second time in the state's history. This achievement followed Yongen's selection in the Australian Men's U18 National Team in April. Kaien Liu (Year 10) also competed for South Australia as part of the U15 team and will represent Australia at the Pan Pacific Championships in October.

Korfball

Edward Gartrell has been selected for the Australian U21 Team that will compete in Malaysia in August. Korfball is a mixed-gender team sport with similarities to netball, basketball and ringball.

Mathematics

Tao Wong (Year 10), Mason Qian (Year 11) and Tyler Gao (Year 10) were invited to participate in the invitation-only Australian Mathematical Olympiad. Tao received a gold award, placing him among the top 20 students in Australia, while Mason earned a silver award and a place among the top 50 nationally. Additionally the following students placed in the national Hamann Schools' Mathematics Competition: Mason Qian (Year 11) - 2nd, Ryan Liu (Year 12) - 9th, Kevin Ma (Year 10) - 4th, Kelvin Huang (Year 10) - 7th, Adrian Lee (Year 7) - 3rd, Lachlan Bell (Year 8) - 9th.



Music

Big Band 1 claimed first place in Division 1 at Generations in Jazz and received the Best Rhythm Section award for the third consecutive year, reinforcing its standing as one of Australia's leading school bands. Refer to page 31 for the full list of awards.

Rowing

Emerson Cooper (Year 12) represented South Australia at the Oceania U22 Teams Rowing Championships in Queensland before competing at the inaugural International Rowing Challenge in Michigan, USA. Majd Silet was a member of the Men's Quad Pathway State Team that raced in Penrith in April, while Hugh Hall-Craggs (Year 10) was named as a reserve for the State U21 Youth VIII.

Rugby

James Jervis (Year 8) and Wesley Young (Year 9) were selected to train with the South Australian U14 State Squad before being given the opportunity to compete for Tasmania at the U14 Tri-State Invitational Tournament.

Soccer

Alex Ibrahim (Year 10) represented South Australia at the U16 National Championships in Sydney in April. Jamie Yu (Year 7), Jack Albanese (Year 7) and Joshua Andriolo (Year 9) were members of the South Australian U14 State Team.

Swimming

Liam Hindmarch-Meredith (Year 11) competed at the National Open Water Swimming Championships in Western Australia in January. Jayden Zhang (Year 7) contested the School Sport Australia 13–19 Years Swimming Championship in Melbourne in July.

Table Tennis

Steven So (Year 10) won gold in both the U15 Boys Team event and Boys Doubles at the National Championships, while Charlie Baker (Year 10) was the overall winner at the Table Tennis Australia U18 Future Pathway Camp. Will Neelawala (Year 5) and Zeek Neelawala (Year 4) will compete for South Australia in the U11 division at the Australian National Championships in Brisbane this September, alongside Charlie in the U15 division and Steven in the U17 division.

Triathlon

Tom Wallett (Year 9) and Sam Wells (Year 7) were members of the South Australian 13–19 Years Triathlon Team that competed at the National Championships on the Gold Coast in March.

Water Polo

A number of students were selected for South Australian teams at the Australian Youth Water Polo Championships in Brisbane in April. Sam Hobart, Will Marshall, Jack Nolan, Harrison Maung and Hugo Yates competed in the 14&U Green Division; Nicholas Cleanthous and Ethan Jaldiani in the 16&U Gold Division; and Harvey Bryant, Ethan Jaldiani and Joshua Maung in the 18&U Green Division. Jackson Cleanthous was named as a reserve and Edward Penley was also selected for the 18&U team but did not compete. Oscar Larwood contested the 18&U competition with Melbourne-based club DVE. Special congratulations to Nicholas and Ethan, whose 16&U team claimed gold in the Division 2 final.

Jack Nolan was also a member of the South Australian U15 Team at the East Coast Challenge in Melbourne in July.

Five Year 7 students, Oscar Huang, Jack Marshall, Jack Hutchinson, Harrison Maung and Remi Bizot, played for the South Australian 13U Boys Team at the National Development Carnival in Hobart in July.

- 1 Back row: Tom Wallett, Shreyus Arramraj, Majd Silet, Oscar Kleinig, Benjamin Gill, Emerson Cooper, Will Cooksey, Yongen Song. Third row: Joshua Maung, Harrison Maung, Jack Hutchinson, Oscar Larwood, Axel Tansu, Liam Hindmarch-Meredith, Jack Marshall, Ethan Jaldiani. Second row: Edward Gartrell, Jack Nolan, Nicholas Cleanthous, Steven So, James Jervis, Wesley Young, Charlie Baker, Sam Hobart, Jackson Cleanthous, Matteo Tonga. Front row: Andrew Hattingh, Jamie Yu, Sam Wells, Ethan Herbert, Andrei Chemutov, Jack Albanese, Lochie Dolphin.
- 2 Jordan Leo with his poster, selected for exhibition as part of the Refugee Week Competition.
- 3 Kevin Ma, Carbon Li, Arav Agarwal, Kelvin Huan, Tyler Gao, Harry Zhang, Nathan Tang, Mason Qian, Ryan Liu.
- 4 Back row: William Edwards, Lachlan Bell, Frank Wang. Front row: Nathan Wai, Adrian Lee, Henry Wu, Harrison Baker-Evans.
- 5 Tyler Gao, Tao Wong and Mason Qian



Around the Grounds

Athletics

The 2025–2026 athletics season was marked by strong participation and impressive performances at school, state and national level. A record number of students competed at the Viva All Schools Championships, winning three gold, nine silver and three bronze medals. Eight athletes then qualified for the All Schools Nationals in Melbourne, recording seven personal bests. At the 2026 State Championships, the team secured five gold, 12 silver and six bronze medals before finishing second overall at the SSSSA competition, narrowly behind Trinity College. The season reflected the continued growth and strength of athletics at the School.

Badminton

More than 160 students participated in badminton in 2026, representing the School across all three SAAS divisions and supplementary draws. Students achieved outstanding results throughout the season, with SPSC winning every SAAS division. To close Term 1, the Open A1 team contested the 36th Badminton Intercol, which also served as the SAAS Division 1 Final. After completing a dominant 4–0 sweep in the doubles, the boys extended their lead to secure an 11–1 victory and an eighth consecutive Intercol win for SPSC.

Cricket

The 2025/26 cricket season featured strong participation, continued player development and competitive performances across the program. Cricketers accessed more than 120 hours of private coaching, while a new throwing program contributed to improved fielding across all age groups. The 1st XI reached the SAAS semi-final and gained valuable experience against quality opposition in the Neil Dansie tournament. In Intercol, Matthew Harris and Will Howard scored half-centuries, while Brayden Carter and Jimmy Hele impressed with the ball. The 2nd XI also enjoyed a successful return to Saturday afternoon competition, reaching the Term 4 semi-final.

Rowing

24 crews represented the School at Head of the River, with the 1st VIII producing its best race of the season and narrowly missing the Gosse Shield by a fraction of a second. The 2nd VIII retained the Wallman Trophy, while the Inter A crew rowed down the leaders to claim its trophy for the first time in 20 years. At the National Championships in Tasmania, racing was disrupted by weather and power outages. Archer Buick and Will Miller finished fourth in the U17 M2x while the 1st VIII and Under 17 VIII won their respective C and B finals.

Sailing

The Sailing Team enjoyed a rewarding season, showing resilience and positivity despite a slow start and several light-wind days. Two full teams competed in the Metro Series regattas, demonstrating steady growth in confidence, communication and teamwork throughout the term. This progress was reflected at the regional regatta, where our teams achieved outstanding first and fourth placings. The event also provided valuable opportunities for on-water coaching and collaboration. Organisers commended our sailors for their sportsmanship, teamwork and the way they represented the School both on and off the water with pride.

Swimming

More than 40 boys from Years 7 to 12 continued the School's strong swimming tradition, led by co-captains Alden Au and Max Hewitt. The team placed first or second in each weekly SAAS meet and finished third at the SAAS Final, narrowly losing Intercol to PAC by 22 points. They placed fourth at the State A Grade Meet and second overall in the School Relay Championship, with the Years 11 and 12 team finishing equal first. Strong camaraderie, leadership and teamwork created an excellent foundation for future seasons.

Tennis

The 2026 tennis season was highly successful, with 213 boys from Years 7 to 12 participating and Senior School teams recording a 67% win rate. The Mid A2 and A3 Shield teams were crowned champions, while the Year 7/8 team won silver in the Schools SA Knockout Tournament. The young Drive team secured seven wins from 12 matches. In individual honours, Howen Xu won the McMichael Cup, Michael and James Teo claimed the Bowman Cup, and Niki Karasoulos secured the Turnbull Cup, highlighting the program's depth and development this season.

Volleyball

Volleyball participation reached a record high in 2026, with more than 150 students and 10 teams entered in the SAAS competition. Increased numbers strengthened competition for places and lifted skill levels across the program. The 2nd VI and Year 7 teams were standouts, each recording six wins and one loss, with the 2nd VI also defeating PAC in Intercol. The youthful 1st VI showed strong improvement under coach Pierce Cordes-Harvey, securing several victories, although they were unable to retain the Intercollegiate Trophy against PAC after a closely contested match.

Water Polo

The 2026 water polo season began with pool maintenance disrupting preseason and early fixtures, but the program adapted impressively. Nine of 10 teams achieved a 100% or better goal average, while both the 1st and 2nd teams secured Intercol victories. The undefeated 1st team also claimed the SAAS Final, completing a seven-win season, with strong contributions across the squad. The 2nd team won a thrilling 3–2 Intercol match. Across all divisions, players demonstrated resilience, improvement and team spirit, providing a strong foundation for the future of Water Polo at SPSC.



Supporting old scholars as they begin their careers

For old scholars taking their first steps into the workforce, the transition from study to employment can feel both exciting and uncertain. Building a strong professional profile, understanding how to approach job applications and preparing well for interviews are all important parts of that process.

In February, SPOC hosted a Careers Masterclass for old scholars beginning their careers, led by recruitment expert Andrew Reed. The session offered practical advice on how to present experience, communicate strengths and approach the job market with confidence.

For Charlie Bruce (WDK 2025), one of the most useful takeaways was understanding what sits behind the recruitment process.

“Andrew gave a valuable insider perspective on what employers and recruiters look for beyond academic results,” Charlie says. “It reinforced the importance of being clear about the role and able to articulate how your skills and experiences add value.”

The masterclass was part of SPOC’s ongoing commitment to supporting old scholars throughout every stage of life, with the aim of ensuring members of the old scholar community feel connected and supported well beyond their years at school.

Old Scholar Events and Highlights

The St Peter's Old Collegians plays an important role in developing lifelong connections between old scholars and the School.

In the fast-paced world in which we live, it is easy to become focused on the demands of the present and lose sight of our origins. Yet our school years are among the most formative of our lives, shaped not only by the experiences we shared, but also by the friendships, mentors and community that helped define who we are today. Those lifelong connections remain at the heart of our Association.

The annual SPOC vs. PAOC Intercol is a much-loved tradition. The showcase of sportsmanship, talent and camaraderie across our old scholar communities is something in which we can all take great pride. While Princes proved too strong in the Summer Bowls and Cricket competitions, we were proud to retain the E.T. Rowe Tennis Trophy and the John F. Roe Soccer Trophy in 2026.

We were also delighted to support SPOC Music’s inaugural Fringe performance, *A Night of Jazz*, featuring an 18-piece Big Band. More than 160 attendees from the St Peter’s College community and the wider public enjoyed a memorable evening celebrating music and connection.

Our Generations Lunch and Muster in March brought together 75 old scholars spanning multiple generations. Grandfathers, fathers, great-uncles and brothers returned to Da Costa Dining Hall to share lunch with current students before gathering in Memorial Hall for Muster. The event was a wonderful celebration of the strong ties between past and present.

In recent months Headmaster, Tim Browning has connected with old scholars and their partners at Chapter events across Australia and abroad. From Melbourne, Sydney and Brisbane, to Shanghai, Singapore and London, each gathering reinforced the enduring value of the relationships formed through the St Peter’s College community.

We were excited to host the SPOC Annual Dinner in July, one of the highlights of our calendar and a wonderful opportunity to reconnect and celebrate the lifelong bonds of Saints Collegians.

In November, the School will welcome old scholars and their families ‘Back to Saints’ for a five-day celebration of our old scholars, traditions and community. The program includes the Milestone Reunions for the Classes of 1966, 1976, 1986, 1996, 2006, 2016 and 2021. Please refer to the article on page 42 for further information.

To help you stay connected with SPOC, the School and our global community of old scholars, we encourage you to take a moment to update your contact details using the QR code below.

Oliver Sheahan (HWK 2007) Chairman



Update your details by scanning the QR code





- 1 SPOC Careers Masterclass.
- 2 Guests attending the Brisbane Chapter event.
- 3 Sam Hawkes (Year 9), Jack Hawkes (HWK 2024), Peter Hawkes (HWK 1991), Michael Boorman (Year 7) and Michael Hawkes (HWK 1960) at the Generations Lunch.
- 4 Fleurieu Lunch - Back row: Madison Sheahan, Oliver Sheahan (HWK 2007), Richard Fairweather (HWK 1962). Front row: Wendy Gun, Robert Gun (FLL 1963) and Jan Wheal.
- 5 Reunion of former SPSC teachers Norm Inglis and Fred Danielsen.
- 6 Old Scholars Intercol Tennis Team with the E.T Rowe Trophy.
- 7 David Myers (SCH 1989), Richard Milne (W&A 1993), Ben Goldsmith (HWD 1990) and Matt Wenk (HWD 1989) with PAOC opponents at the Intercol Bowls Evening.



- 1 Year 12 students with old scholar relatives at the Generations Lunch.
- 2 Old Scholars Intercol Soccer Team.
- 3 Tim Browning, Headmaster with guests at the China Chapter Dinner.
- 4 Henry Hardy (HWK 2005), Mostyn Hardy (Year 7), Robert Hardy (HWK 2004) and Andrew Hardy (HWK 1978) at the Generations Lunch.
- 5 Guests attending the Mid North Chapter event in Clare.
- 6 Stephen Hicks (DAC 1969), Sue Johnson, Mark Goldsmith (HWD 1969), Claudia Goldsmith and Adrian Goldsmith (HWD 1966) at the Fleurieu Lunch.
- 7 Tim Browning, Headmaster with guests at the Singapore Chapter Dinner.
- 8 SPOC Music Performance at Fringe 2026.
- 9 Archie Braithwaite (SHT 2025), Ansen Li (MAC 2025) and Emmanuel Lee (YNG 2025) at the Careers Masterclass.
- 10 Lucas Langley (YNG 2021) and Charlie Bruce (WDK 2025) at the Careers Masterclass.



Back to Saints

A celebration of connection

04 - 08 November 2026

Save the Date

Milestone Reunions

Classes of 1956 & 1966

6 November - Old Blues Lunch

Classes of 2016, 2021 & 2025

6 November - Evening

Combined Milestone Reunion

Classes of 1976, 1986, 1996 & 2006

7 November - Evening



To find out more and to register your interest visit:

www.spocconnect.com.au/events

Building on the success of the inaugural Back to Saints, St Peter's College is delighted to present an expanded program that brings together old scholars to reconnect with old friends, revisit cherished memories and experience how the School has evolved over the years.

Old scholars and their families are warmly invited to join us from Wednesday 4 November to Sunday 8 November 2026 for a five-day celebration of our old scholars, traditions and community.

The Headmaster, staff and students look forward to showcasing the life of the School today through a curated program of events. Attend Senior School Muster, step inside classrooms during a School in Action Tour, celebrate Milestone Reunions and reconnect with fellow old scholars at a range of social, cultural and community gatherings.

New to the 2026 program is the Thought Leaders Forum, celebrating old scholars whose work is shaping industries, communities and ideas around the world. Rhodes Scholar, former School Captain and Global Chief Innovation Officer at Baker McKenzie, Ben Allgrove (W&A 1995) will explore the opportunities and challenges presented by artificial intelligence. Whether you are curious, cautious or excited about its possibilities, Ben's insights will make for a fascinating discussion.

Back to Saints is more than a series of events; it is a celebration of connection. It honours generations of old scholars who have lived the School's values beyond these walls and fields, and who continue to gather, mentor and give back to the community that helped shape them.

"There's something special about returning to Saints and reconnecting with peers from across generations.

Whether you graduated five years ago or 50, it's a wonderful reminder that you will always be part of the St Peter's College community. Back to Saints will be a special celebration of this connection."

Tony Keynes OAM (SCH 1970)

Signature Events



Reconnect Through Shared Interests

04 NOV An Evening at the Theatre

05 NOV Musical Soirée in Memorial Hall

06 NOV Sip 'n' Make Art Class

06 NOV Sundowners & Cricket

Celebration of Community

06 NOV Celebration of Giving

08 NOV Community Chapel Service

08 NOV SPOC Motor Club 'Show & Shine'



To find out more about the Back to Saints events scan the QR code.

Life at SPSC



- 1 SPSC hosted cricketers from Cranbrook School, Toowoomba Grammar and Scotch College for the 15th annual Neil Dansie Cricket Festival.
- 2 Senior footballer Harry Ind teaches Walter Welch during a skills session for Years 2 to 6 students.
- 3 Henry Bendyk and James Le meet Dame Jacinda Ardern.
- 4 SPSC jointly hosted the International Boys' School Coalition Regional Conference.
- 5 Hawkes House students on their 21 Day Journey in the Ikara-Flinders Ranges.
- 6 School Captain Archie Braithwaite and Junior School Captain Eddie Bishop after laying a wreath at our Anzac Service.
- 7 Our Open A and B Basketball squads travelled to Sydney for a pre-season carnival.
- 8 Ethan Gamage, Ishan Manchanda and Victor Howell at the Junior School Friends of Saints Movie Night and Fun Fair.
- 9 Junior School students made dragon fish lanterns to celebrate the Year of the Horse.



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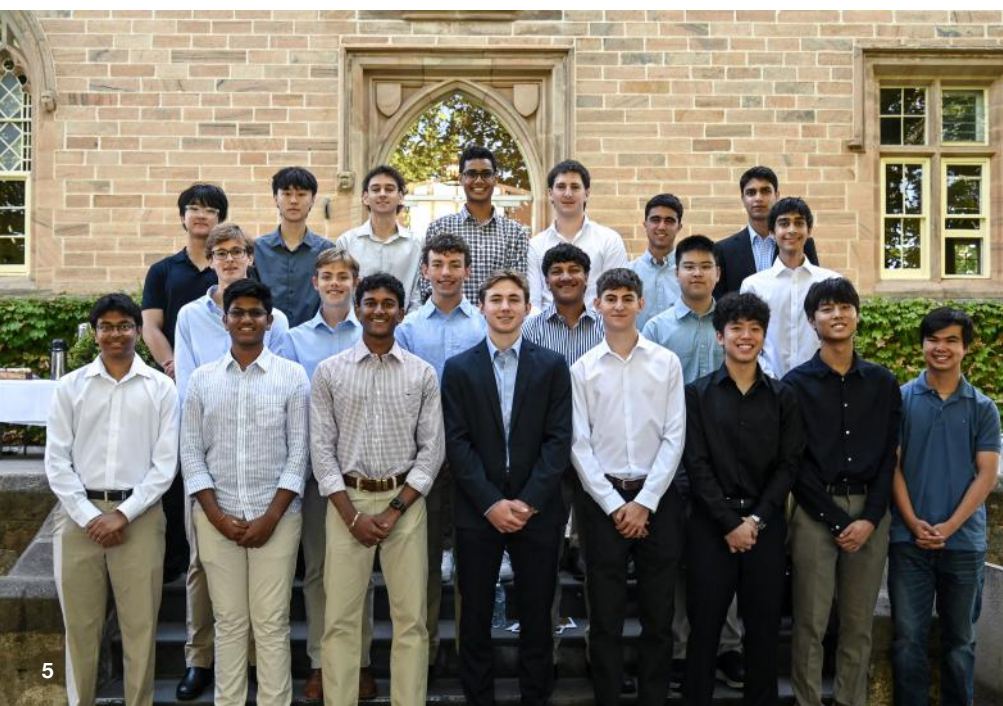
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- 1 A panel including Jess Adamson, Fiona Dorman, Chelsea Randall and Kelly Jamieson spoke at our International Women's Day Breakfast.
- 2 Hudson Kerr, Alexander Lippett and Rowan Clark perform Glengarry Glen Ross.
- 3 Year 3 students Harry Thompson, Henry Dohnt and Henley Vandermoer shared their retelling of the Last Supper.
- 4 Swimming Carnival Age Champions: Back row: Nicholas Edwards, Hugo Yates, Jack Lai, Tom Walleit, Nick Lindsay, Max Hewitt. Front row: Jimmy Huang, James Teo, Henry Chen, Oscar Huang, Jayden Zhang.
- 5 Outstanding academic achievers from the Class of 2025: Back row: Emmanuel Lee, Andrew Xu, James Corbin, Craig Kurunawai, Lachlan Estcourt Hughes, Anthony Ibrahim, Bal Gilhotra, Jack Pillay. Middle row: Isaac Trewartha, Evan Cox, Dan Whittaker, Anirvan Iyengar, Matthew Lok. Front row: Nemindu Athukorala, Devansh Singhal, Krish Raju, Charlie Bruce, Damon Tatarelli, Ansen Li, Lochie Slow, Lachlyn Vuong.
- 6 Our Junior School Leaders were inducted during a special Commissioning Service.
- 7 A special Chapel Service marked the Blessing of the Blazers for our Year 3 students.
- 8 More than 600 guests gathered for Headmaster's Welcome Drinks to mark the start of the academic year.
- 9 Grandparents and Special Friends' Week.







5



6

- 1 Old scholars joined their Year 1 relatives to share what school life was like when they were students. Back row: Robert Hay (HWK 1970), Tom Jeffries (HWK 1998), Oliver Sheahan (HWK 2007), Christopher Langley (SHT 1994), Trent Fahey (HWD 1996), Michael van Dissel (FRR 1999). Front row: Banjo Kakoliris, Banjo Jeffries, Lachie Pitt, James Langley, Flynn Fahey, Michael van Dissel.
- 2 A tug-o-war competition concluded Community Day.
- 3 School Captains Henry Burton and Archie Braithwaite hosted the 15th National Student Leadership Summit.
- 4 Year 12 students with their mums at the Mother's Day Breakfast.
- 5 Year 6 students light up the stage at the Years 5 and 6 Annual Concert.
- 6 Uncle Mickey led a smoking ceremony at the Blessing of the Boots to farewell our Year 10 students as they embarked on their 21 Day Journey.
- 7 Reception to Year 2 classes celebrated THRASS (Teaching Handwriting Reading & Spelling Skills) with a parade.



7

Marriages and Baptisms in the School Chapel

Marriages

William Harding (FRR 2014) married Annabelle Aitken on 31 January 2026. (3)

Jonathan Bowman (S&A 2008) married Madeleine Ross on 27 March 2026. (1)

Jordan Koch (S&A 2015) married Charlotte Beecken on 28 March 2026. (4)

Raydon Schultz (FRR 2008) married Eileen Feleppa on 1 May 2026. (2)





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Baptisms

Mark Coventry and his wife Amy baptised their son Lachlan James Coventry on 1 February 2026. (8)

William Good (DAC 2007) and his wife Elyse baptised their daughter Grace Jean Good on 1 March 2026.

Joab Mead and his wife Raquel Hogben baptised their son Joaquin Jack Mead on 3 May 2026. (5)

Samuel Mott and Natasha Struik baptised their son Grayson Christopher Mott on 3 May 2026. (6)

Alexander Struik (FRR 2003) and his wife Alexandra baptised their daughter Audrey Julia Struik on 3 May 2026. (7)

Answered for themselves:

Campbell John Ysbrand Boerema (Year 5) was baptised on 26 June 2026.

Ray Li (Year 5) was baptised on 26 June 2026.

Angus James Maslen (Year 5) was baptised on 26 June 2026.

Mitchel Beaumont Reynolds (Year 5) was baptised on 26 June 2026.

Benno Eli Seppelt (Year 5) was baptised on 26 June 2026.

Meet our Staff

Charlotte Mathews Athletic Development Coach and Rehabilitation Coordinator



What does your role involve?

No two days are the same. My role includes coaching before and after school, delivering HPE and Human Performance classes, running daily lunchtime gym sessions, and designing age-appropriate training programs for students and sporting teams. I also work closely with our on-campus physiotherapist and Health Centre to support injured students and coordinate rehabilitation programs. During winter, I am

heavily involved in the football program, assisting with conditioning, GPS monitoring and return-to-play planning.

What does it take to support each student safely and effectively?

We focus on long-term athletic development, ensuring students master movement quality before progressing to heavier loads. Students are introduced to strength and conditioning in Year 7 and can progress through beginner, intermediate and advanced training streams. More experienced athletes receive individualised programs tailored to their sport, training schedule and goals.

What do you enjoy most about your work?

I love seeing students improve. Whether it's achieving a first pull-up, setting a personal best, or gaining confidence in their abilities, it is rewarding to watch their development. Rehabilitation is especially rewarding because it allows me to help students return to sport stronger, more resilient and better prepared than before.

How do you build confidence after injury?

Rehabilitation is as much mental as it is physical. I focus on providing clear goals,

a structured return-to-play pathway, and regular communication so students understand their progress. Injuries can be challenging when teammates are training and competing, so helping students stay motivated and confident throughout the process is a key part of recovery.

Have you always been drawn to sport, movement and coaching?

Absolutely. I competed in gymnastics for 10 years and was involved in a range of sports growing up. My coaching journey has included roles with the Port Adelaide Football Club, SANFL programs, SASI, gymnastics coaching, and personal training. Combined with postgraduate study in Strength and Conditioning, these experiences have shaped my passion for helping young athletes develop and perform at their best.

What might people not realise about your work or you?

I serve on the Australian Strength and Conditioning Association Women's Advisory Committee and have a strong passion for gymnastics, which I believe provides a vital foundation for athletic development and remains an important part of our program at St Peter's College.

Penny Rasheed Drama Teacher, Junior School



What does your role as a Junior School Drama Teacher involve day to day?

I teach Drama across Years 3 to 6. Each class has a double lesson each week for a semester. We build on different performance skills throughout the year and as the boys become more confident, they are given more opportunities to perform.

Drama can look different across Junior School year levels. What does it take to make those lessons engaging and effective for younger students?

I think what makes Drama fun for the boys is also what makes it fun for me to teach: high-energy games, creating different movements, trying different voices and sharing new ideas. Children are natural storytellers and it is always a privilege to glimpse the worlds they create.

What do you love most about teaching Drama?

Every class has its own personality and every lesson is different. I love the moments when boys cheer someone on for being brave, encourage each other to try something difficult and take genuine pleasure in seeing others succeed.

How does Drama help students build confidence beyond the stage?

As a student, I loved being in plays but hated public speaking. I know it is possible to feel nervous on the inside and appear confident on the outside. We practise overcoming hard things and then we become more confident. These skills are transferable. Whether you are a

tail-end batter walking out needing to score the winning runs, a footballer lining up for a goal after the siren or a student reading a speech to the class, looking confident and trusting yourself is half the battle.

Have you always been drawn to Drama, storytelling or the performing arts?

I have always loved stories, but my first visit to the theatre in high school showed me how powerful live performance could be. Later, while living on a sheep station during a drought, I made it a priority for my children to visit theatres, libraries and galleries as much as possible. Tough times highlight the importance of storytelling in helping us overcome struggles and feel less alone.

What's something people might not realise about teaching Drama or about you?

There is a perception that enjoying Drama means wanting to become an actor, but I see Drama as a way to appreciate and share what it means to be human. In a world of screens and AI, Drama reminds us of what is important: connection, communication, joy and playfulness.

Upcoming Events and Important Dates

Term 3

Term 3 Commences
Tuesday 21 July

Founders' Day Service
Thursday 23 July

Rex J Lipman Public Lecture: Katherine Bennell-Pegg
Thursday 6 August, 6.45 pm, Memorial Hall

SALA Exhibition
Thursday 13 August-
Saturday 15 August
Athelney House

Winter House Games (Junior School)
Thursday 13 August
Across the campus

Winter Intercol
Wednesday 19 - Saturday 22
August, SPSC

Book Week Parade
Monday 24 August
Girdlestone Oval

Open Morning
Tuesday 25 August, 9.00am

Father's Day Breakfast
Friday 4 September
7.30am-8.30am, Big Quad

String & Orchestra Concert
Saturday 5 September
Memorial Hall

Cabaret Concert
Friday 11 September
Memorial Hall

Rex J Lipman Public Lecture: Marc Randolph
Tuesday 15 September
6.45pm, Memorial Hall

House Singing (Junior School)
Friday 18 September,
Memorial Hall

Athletics Carnival (Senior School)
Friday 18 September
Caterer and Wilson Ovals

Mission Guild High Tea
Sunday 20 September
Memorial Hall

Confirmation Service
Monday 21 September
Memorial Hall

Years 3 to 6 Sports Day
Tuesday 22 September
Caterer and Wilson Ovals

Years 1 and 2 Concert
Wednesday 23
September
Junior School Hall

Blue & White
Friday 25 September
Memorial Hall

End of Term 3
Friday 25 September

Term 4

Term 4 Commences
Tuesday 13 October

Summer House Games (Junior School)
Thursday 15 October
Girdlestone Oval

Year 12 Speech Day & Valedictory Dinner
Friday 23 October

Dutton Society & Founders' Circle: Evensong Service
Saturday 24 October

Junior Primary Sports Day
Thursday 29 October
Palm House Oval

Back to Saints
Wednesday 4 - Sunday 8
November, SPSC

A Midsummer Night's Dream
Wednesday 4 - Friday 6
November, Drama Centre

Open Morning
Thursday 5 November,
9.00am

Rock Band Concert
Thursday 5 November
Memorial Hall

Remembrance Day Service
Tuesday 11 November
10.30am-11.30am
Memorial Hall Lawns

Arts & Technology Showcase
Thursday 19 November

Christmas Lessons & Carols
Monday 23 November,
7.00pm-9.00pm, St Peter's
Cathedral

Year 6 Graduation
Monday 30 November
Memorial Hall

Years 3 to 6 Speech Day
Wednesday 2 December
Memorial Hall

Years 7 to 11 Speech Day
Friday 4 December
Memorial Hall

End of Term 4
Friday 4 December

Please note that these dates and times are correct at the time of publishing but may be subject to change. Parents are encouraged to check Keystone for the most up-to-date list of upcoming events.

SPSC
180
GALA BALL

SAVE THE DATE

SATURDAY 7 AUGUST 2027

ADELAIDE CONVENTION CENTRE



SCAN QR CODE TO
RELIVE THE 175
GALA BALL





ST PETER'S COLLEGE
FOUNDATION

Impact of Giving



2025 in Review | 2026 in Focus



A Legacy of Opportunity - Page 2



2026 Annual Appeals - Page 4



Giving in Every Way - Page 8

Impact of Giving

- 1 **From the President**
Dr Richard Sawers AM (ATH 1966)
- 2 **A Legacy of Opportunity**
- 4 **2026 Annual Appeals**
- 7 **Your Generosity in 2025**
- 8 **Giving in Every Way**
- 10 **Recognising our 2025 Donors**

St Peter's College Foundation
St Peters, Adelaide, Australia, 5069
Phone: + 61 8 8404 0528
Email: foundation@stpeters.sa.edu.au
Website: stpeters.sa.edu.au/give

 [Facebook.com/StPetersCollegeAdelaide](https://www.facebook.com/StPetersCollegeAdelaide)
 [st_peters_college_adelaide](https://www.instagram.com/st_peters_college_adelaide)
 [St Peter's College](https://www.linkedin.com/company/st-peters-college)
 [St Peter's College](https://www.youtube.com/channel/UCqj8K8K8K8K8K8K8K8K8K8K)

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

This edition of *Impact of Giving* celebrates the generosity of our community throughout the 2025 calendar year and looks ahead to the opportunities of 2026. Inside, we explore the life-changing impact of scholarships, introduce the 2026 Annual Appeals supporting the Chapel, Old School House, Junior School Playground and Memorial Hall, and recognise the many volunteers for their generosity.

Cover image: Our cover brings together moments from events and activities across the year, reflecting the many ways our community has participated, volunteered and supported the School.



From the President

After almost seventy years of association with St Peter's College – as a student, old scholar, parent, volunteer, Governor, Foundation Board member and donor – I have come to appreciate that each generation entrusted with the life of this School inherits something of extraordinary value.

The opportunities our students enjoy today did not emerge by chance. They exist because those who came before us chose to invest in a future they would never personally see. Scholarships have opened doors, programs have broadened horizons and the places at the heart of school life have been preserved and strengthened through the generosity and foresight of our community.

Last year, as the St Peter's College Foundation marked its 40th anniversary, we were reminded that its enduring purpose has always been to connect one generation of our community to the next through acts of generosity. For four decades, the Foundation has helped transform gratitude into opportunity, ensuring future students can benefit from the same experiences, values and sense of belonging that have shaped so many before them.

Over many years, I have had the privilege of meeting countless members of our School community who have chosen to support

St Peter's College in different ways. What has always struck me is that they rarely speak about what they have given. Instead, they speak about what they received. They recall friendships formed, teachers who inspired them, opportunities that shaped their character and values that have guided them throughout their lives. For many, their generosity is a way of giving back to a place that has given them so much.

Throughout the past year, we have once again been reminded that giving takes many forms. In 2025, our community's generosity supported scholarships, strengthened programs such as Quick Start Rowing and helped preserve places that have shaped generations of students. Today, that same spirit of stewardship is reflected in opportunities to renew Memorial Hall, care for the Chapel and invest in the spaces and experiences that will shape the next generation. Whether through financial contributions, service or advocacy, each act of giving reflects a shared commitment to ensuring that those who follow us have the opportunity to flourish.

The pages that follow offer just a glimpse of the many ways giving strengthens the life of St Peter's College. They celebrate enduring acts of philanthropy, recognise the contributions of volunteers, acknowledge those whose support has shaped the School and highlight opportunities through which today's

community can continue that tradition of giving. Together, they tell a story not simply of funds raised or projects completed but of lives enriched and possibilities created.

Those of us who have been fortunate enough to be part of this community inherit not only an education or a collection of memories, but membership of something that stretches across generations. With that inheritance comes a responsibility: not simply to preserve what we have received but to strengthen it and leave it better than we found it.

To those who have already chosen to support St Peter's College, I offer my sincere thanks. Your generosity has created opportunities for students and families you may never meet and your contribution forms part of a tradition that has helped shape this School for generations.

Perhaps that is the true impact of giving: not the buildings, scholarships or programs themselves, important though they are, but the lives shaped because they existed.

Esto Perpetua.

Dr Richard Sawers AM (ATH 1966)
President, St Peter's College Foundation

Don Donlan meets with scholarship recipient Brayden Carter (Year 10).

A Legacy of Opportunity

Don Donlan's first understanding of giving came from a school.

In New Jersey after the Second World War, families were growing quickly and local schools were struggling to accommodate the number of children needing places. The Catholic parish Don's family attended had begun with a small chapel and a few classrooms but demand kept growing. The community had to find a way to make more room.

"My parents were not wealthy people, but they understood the value of education," Don says. "My father helped seek support to build the school, and my mother became so deeply involved in school life as a volunteer that she eventually became deputy head."

For Don, this was his first understanding of giving.

"Mum and Dad saw a need and did something about it," he says. "So the idea of philanthropy, I guess, started there."

Years later, at St Peter's College, Don saw the same principle at work in a different setting. There were families who needed help to make an SPSC education possible for their sons. His

response was direct: "I said, well, I can help with that."

For Don, the motivation is clear. He has been fortunate, he understands the value of education and he knows the difference it can make. "You do it because there is a boy who can make the most of the opportunity and a family that needs help to make it possible," Don says. "If we can help open that door, we should."

Don is American and did not attend St Peter's College himself. Raised in New Jersey, he studied at Villanova University in Pennsylvania and was commissioned as an Ensign in the US Navy when he graduated in 1967. He served aboard the USS Wright and recalls qualifying as Officer of the Deck while still in his early twenties, before later serving in Vietnam as an aerial observer supporting Vietnamese and US Marine forces.

The Navy left its mark. Don speaks of command, discipline and the need to stay calm under pressure. Later, in a long career on Wall Street, those lessons took a different form. The environment changed, but the values did not.

For him, trust and honesty mattered. So did the ability to read people, speak plainly and do what you said you would do.

Those same principles sit behind his giving. He remembers meeting scholarship recipients over lunch at SPSC and being amused by the way their interest was piqued when they learnt he had worked on Wall Street. He was happy to talk to them about that world, but his advice was always grounded.

"Not everyone makes it, and not everyone likes it," he says. "But first, you've got to graduate, pal! Let's start there."

Don experienced SPSC as a parent. His son, James Bowen (FLL 2018), attended from Year 1 to Year 12, taking up opportunities across music, drama, debating, sport, service learning and leadership. In his final year, he was selected as a School Prefect, Farrell House Captain and Music Co-Vice Captain. He went on to study engineering and computer science and is now a software engineer, with experience in machine learning and AI.

"We saw first-hand what St Peter's College gave James," Don says. "It opened his mind to

“That’s the thing about education...the full value of it might be seen immediately, or it might not be seen for five years or 10 years. It may take much longer to see what has taken root.



James Donlan (FLL 2018), Penny Bowen and Don Donlan.

what was possible. It gave him opportunities, confidence, friendships and a feeling that he could step into the world and have a go.”

Through the Donlan-Bowen Family Scholarship, Don and his wife Penny hope to open that same door for others. Brayden Carter is one of those students. For Brayden, the scholarship is not simply financial support. It is part of the life he is building at school, in the opportunities he can take up, the people he learns from and the knowledge that someone has backed him to make the most of what is in front of him.

Brayden says the scholarship has allowed him to embrace the breadth of life at St Peter’s College.

“The scholarship has given me the chance to fully immerse myself in everything the School offers, both in sport and academically. It has opened up opportunities such as the cricket tour to England, access to high-level coaching and support from teachers who have encouraged me to aim higher. What I have enjoyed most, though, is the strong sense of community and mateship and the friendships I have built along the way. Don’s advice to ‘give

things a go’ means taking every opportunity that comes my way, even when it is outside my comfort zone.”

Don knows the impact of an education can take time to reveal itself. “That’s the thing about education,” he says. “The full value of it might be seen immediately, or it might not be seen for five years or 10 years. It may take much longer to see what has taken root. But my hope is that the boys supported through scholarships make the most of it.”

Don’s own life has changed in recent years with a diagnosis of Alzheimer’s disease. When asked whether the diagnosis has changed the way he thinks about life, he does not overstate it.

“No, it hasn’t changed my perspective on life as such, but it has changed what I can do for myself. I can’t drive anymore, so I have to rely on other people more. Losing parts of your independence can be hard to accept, but that is what you have to learn to do. You accept it and be grateful you have people around you.”

Then, with typical Don directness, he adds: “And you know what? Shit happens. Throughout life, I’ve experienced great joy, I’ve experienced deep

grief and you move through it the best way you know how.”

Don does not dress up the hard parts of life, but he speaks with gratitude for what has been good and for the people who help him through what is difficult.

That may be the heart of Don’s giving. Scholarships are not about rescuing someone or placing a burden of gratitude on a young person. They are about giving someone the chance to try: to step into a school like St Peter’s College, to take up the opportunities around them, to meet people, to learn, to grow and to see where it might lead.

When asked what advice he would give to scholarship recipients who might read this story years from now, Don returns again to simple things. “Don’t waste the opportunity,” he says. “Be honest, work hard and give things a go. You don’t have to know exactly where it will lead, but you do have to make the most of the chance you’ve been given.”

Then, with a grin and that unmistakable American accent, he adds: “And don’t blow it.”

2026 Annual Appeals



Edwin, Elizabeth, Clifford and Lizzie Michell, whose generous support contributed to the Junior School playground.

A Place to Learn Through Play

The Junior School Playground has long been a central part of daily life for St Peter's College students. It is a place where boys gather between classes, build friendships, challenge themselves and engage in the kind of play that supports learning and development beyond the classroom.

Play is a vital part of a child's physical, social and emotional development. Through play, students develop confidence, resilience and problem-solving skills while learning to collaborate, communicate and navigate challenges with their peers. These experiences complement classroom learning and contribute to a well-rounded education.

In 2025, the Foundation's Junior School Playground Renewal Appeal gained significant momentum, with generous support from members of the School community bringing the project closer to reality. As fundraising continued throughout the year, planning and

design of the new playground also advanced, transforming a vision for the future into an exciting project now taking shape.

The renewed playground will create a contemporary environment designed to support the needs of today's students while inspiring generations of boys to come. More than a collection of play equipment, it will provide opportunities for movement, exploration, creativity and connection within a welcoming and engaging outdoor setting.

Designed for students of all ages and abilities, the playground will encourage active and imaginative play while encouraging social interaction, independence and discovery. Thoughtfully planned spaces will support both physical activity and wellbeing, creating opportunities for students to learn and grow through everyday experiences.

At its heart, this project represents an investment in the future of the Junior School. It recognises the important role outdoor spaces play in supporting student development and

ensuring every boy has the opportunity to thrive.

Through the generosity of the School community, the Junior School Playground Renewal is moving from concept to reality. The result will be a vibrant and engaging space where future generations of students can play, learn and grow.



Artist's impression

Memorial Hall

For more than a century, Memorial Hall has stood at the heart of St Peter's College.

Built to honour 'the Sons of this School', old scholars and staff who lost their lives in the First World War, Memorial Hall was conceived as a lasting tribute to service, sacrifice and community. Since opening in 1929, it has become one of the School's most recognisable landmarks and a place deeply woven into the lives of generations of families.

From assemblies and musters to concerts, performances, guest lectures and celebrations, Memorial Hall has long been where the School community comes together. It is where achievements are recognised, traditions are upheld and significant moments in school life are shared. It is also a place of remembrance, home to honour boards and memorials that preserve the stories of those who came before us.

In 2025, as the St Peter's College Foundation celebrated its 40th anniversary, there was an opportunity to reflect on Memorial Hall's enduring significance. The connection between the Hall and the Foundation is a powerful one. Following the devastating fire of 1985, the School community rallied together to restore one of its most treasured buildings. The extraordinary generosity shown during that period not only rebuilt Memorial Hall but also helped establish the culture of giving that continues to strengthen the School today.

Today, Memorial Hall remains one of the most important gathering places on campus. Thousands of students, staff, families and old scholars pass through its doors each year, adding their own stories to a building already rich with history.

As we look to the future, preserving Memorial Hall is about more than maintaining a building. It is about safeguarding a place

that embodies the history, traditions and spirit of St Peter's College. Through the Memorial Hall Fund, the Foundation is supporting the ongoing restoration, conservation and care of this remarkable heritage asset, ensuring it continues to serve future generations.

Just as previous generations came together to build, restore and protect Memorial Hall, today's community has an opportunity to continue that legacy. In doing so, we honour the past while ensuring this iconic building remains at the heart of St Peter's College for many years to come.

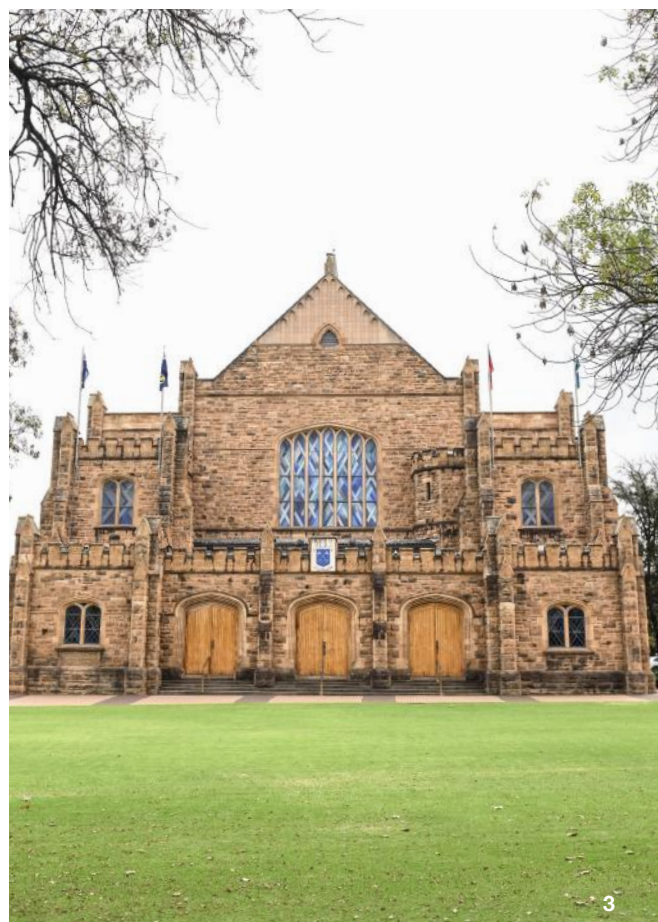
- 1 The Honour Boards inside Memorial Hall.
- 2 Celebrating 40 years of the Foundation, held in Memorial Hall in 2025.
- 3 The front of Memorial Hall as it stands today.



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The Chapel

The Chapel has long been one of the most cherished places at St Peter's College.

For generations, students, staff, families and old scholars have gathered within its walls for worship, reflection, music, remembrance and thanksgiving. At the heart of the School, the Chapel remains a place of stillness and continuity where the Anglican traditions of the School are lived and shared across generations.

Throughout its history, the Chapel has provided a setting for many of the defining moments in School life. From regular services and significant School occasions to baptisms, confirmations, weddings and memorial services, it has accompanied members of the St Peter's College community through moments of celebration, reflection and remembrance. For many students, the Chapel remains one of the most enduring and meaningful connections to their time at the School.

In 2025, the successful restoration of the Chapel flèche marked an important milestone in preserving this much-loved building. Supported by the generosity of donors, the project restored one of the Chapel's most distinctive architectural features and ensured its continued prominence within the School landscape. The restoration stands as a visible reminder of the community's commitment to preserving the places that shape the life and identity of the School.

As the Chapel continues to serve future generations, ongoing stewardship remains essential. Through the SPSC Chapel Fund, the Foundation is supporting the care and preservation of this significant building, helping safeguard both its heritage and its role in the spiritual life of the School.

As St Peter's College looks towards its 200th anniversary and beyond, the Chapel will continue to provide a place for worship, reflection and connection. Through the support of the School community, this cherished building will remain a source of faith, belonging and continuity for generations of students to come.

Old School House



Few buildings are more closely connected to the history of St Peter's College than Old School House.

Originally known as the Main Building, Old School House was the first building commenced on the School's present Hackney Road site. Shaped by the vision of Bishop Augustus Short and the School's early Governors, it has stood for more than 175 years as a symbol of the School's beginnings and enduring commitment to education.

For generations of students, Old School House has been a familiar part of daily life. Its classrooms, corridors and iconic clock tower have witnessed countless lessons, friendships and formative experiences. More than a heritage building, it remains a place where the traditions and values of St Peter's College continue to be lived and shared.

In recent years, the restoration of the RT Potter Room demonstrated what can be achieved through the support and generosity of the School community. The project not only focused on preserving an important part of Old School House but also highlighted the broader

opportunity to revitalise one of the School's most significant buildings.

Building on this momentum, the Old School House Fund seeks to support the next phase of restoration and renewal. The focus now extends beyond a single room to the wider building, helping to preserve classrooms, shared spaces and historic architectural features while maintaining the character that makes Old School House such a distinctive part of the School.

As St Peter's College looks to the future, Old School House remains a tangible link to the vision and determination of those who established the School. Preserving this remarkable building is about more than maintaining bricks and mortar. It is about safeguarding the place where generations of students have learned, grown and begun their journey through school life.

Through the support of the School community, Old School House will continue to honour the past while serving the needs of students for many years to come.

Your Generosity in 2025

\$2,141,568

Total Donations



833

Total Number
of Donations



433

Number of
Donors



\$4,946

Average Gift
Per Donor



121

New
Donors



\$713,084

Building
Fund



\$991,042

Scholarship
Fund



\$72,122

Endowment
Fund



\$10,010

Library
Fund



\$354,140*

Other: Sport and
Facilities

*Gifts received through the Australian Sports Foundation.

Giving in Every Way

Giving at St Peter's College has never been limited to financial support. Across the School, generosity is expressed in many forms: through time, skills, experience, advocacy and the countless acts of service that strengthen our community each year.

Volunteers have long played an important role in the life of SPSC. They support events, create opportunities for connection, help bring programs to life and contribute to the sense of belonging that is felt across the School. Their contribution may be seen in a major community event, a performance, a sporting season, a service learning initiative or a conversation that helps a student imagine his future.

Within the Junior School and Senior School, Friends of Saints groups provide valued support to families, staff and students. Their work helps build connection among parents while supporting events and activities that enrich the experience of boys and families across the School.

Friends of Music and Parent Support Groups for sport also play an important role in supporting co-curricular life. Through practical help, event support and community engagement, these groups contribute to the programs that allow students to develop their talents, represent the School and participate fully.

Service is another important expression of giving. Through the Mission Guild, Mission Inc. Coffee and the School's service learning programs, students, parents, staff and old scholars contribute to initiatives that support people beyond the School gates. These programs remind us that giving is not only about what is offered, but about the relationships formed and the lives changed through service.

Old scholars also continue to give generously through the St Peter's Old Collegians, by supporting events, reunions, networks, mentoring opportunities and ongoing connection with the School. Their involvement keeps generations connected and helps current students understand the lifelong nature of belonging to SPSC.

There are also many opportunities to give through careers and mentoring. By sharing professional experience, offering guidance, speaking with students or supporting pathways beyond school, members of the community help boys see what is possible and begin to shape their own futures with confidence.

Together, these contributions form an essential part of the culture of giving at St Peter's College. Whether through volunteering at an event, supporting a parent group, serving the wider community or mentoring a student, every act of generosity helps strengthen the School and enrich the lives of those within it.

**Please contact our
Community Engagement
and Events Officer for
more information:**

Email: community@stpeters.sa.edu.au

Call: +61 8404 0522

- 1 Toulia and George Tsamandanis (Year 11) preparing meals with purpose for the Mary Mags Dinner.
- 2 James Lanthois (FLL 2014) helps bridge the gap between school and the world of work through his Careers Evening presentation.
- 3 Junior School parent volunteers serving food and celebrating culture at the Year 3 Harmony Day Shared Lunch.
- 4 Emma Robinson has volunteered for 15 years and continues to make a meaningful impact through the Junior School LAP Program.
- 5 Current parent Andrew Darcey discusses careers with Year 10 students.
- 6 Mission Guild Volunteers Claire Grace and Linda Sawers help in the Recycled Uniform Shop.
- 7 Parents volunteering at the Football Game Day BBQ at Main Oval.
- 8 Kelly Jamieson sharing her insights during the discussion at the SPSC International Women's Day Breakfast.
- 9 Rowing parent volunteers supporting the rowing community with a BBQ at the Torrens Boat Shed.





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Recognising our 2025 Donors

Thank You

The St Peter's College Foundation gratefully acknowledges the generosity of these individuals, foundations and organisations.

Thank you for supporting St Peter's College in its vision to build an exceptional community of learning in 2025.

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